

**THE CORRELATION BETWEEN TEACHER-STUDENT RELATIONSHIP AND
STUDENTS' ENGLISH ACHIEVEMENT AT ELEVENTH GRADE OF MA MA'ARIF
MIFTAHUSSALAM KAMBENG SLAHUNG PONOROGO IN ACADEMIC YEAR**

2017/2018

THESIS



By:

RIMAYATUL INAYAH

NIM : 210914025

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO

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APPROVAL SHEET

This is to certify that *Sarjana*'s thesis of:

Name : Rimayatul Inayah
Students Number : 210914025
Faculty : Education
Department : English Education
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Has been approved by the thesis advisor for further approval by the Board of Examiners.

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Advisor



Dr. Dolar Yuwono, M.Pd
195406081981031015

Acknowledged by

Head of English Education Department of
Tarbiyah and Teacher Training Faculty

State Institute of Islamic Studies



Fitria Rochmawati, M. Pd
NIP. 198103162011012003



MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES PONOROGO
IAIN PONOROGO

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This is to certify that the *sarjana's* thesis of Rimayatul Inayah has been approved by the Broad of Examination on:

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Certified by

Head of Tarbiyah and Teacher Training

State Institute of Islamic Studies Ponorogo



Harjali, M.Ag

NIP. 196512171997031003

Board of Examiners

1. Chairman : Dr. Harjali, M. Pd
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3. Examiner II : Dr. Dolar Yuwono, M. Pd

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Nama : Rimaryatul Inayah

NIM : 210914025

Fakultas : Tarbiah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Judul Skripsi/Tesis : The Correlation between Teacher-Student Relationship and Students' English Achievement at Eleventh Grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in Academic Year 2017/2018

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Rimaryatul Inayah

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Yang bertanda tangan di bawah ini:

Nama : Rimayatul Inayah

NIM/NIRM : 210914025

Prodi : Tadris Bahasa Inggris

Institusi : IAIN Ponorogo

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Rimayatul Inayah

CHAPTER I

INTRODUCTION

A. Background of the Study

English subject is a learning subject that must be studied by students. In addition English is an international means of communication. Situjuh Nazara says that English has been dramatically increasing due to the strengthening position of English as a language for international communication.¹ From the explanation is a little snippet about the importance of learning English. But in fact most students have difficulty in learning English. Perhaps this problem is caused by using a foreign language that they never practice. Although they learn English since kindergarten but they are less able to enjoy it and only review it when it will be an examination with the wrong way. They was memorized the material without understanding. M. Muslich within his book titled “Kurikulum Tingkat Satuan Pendidikan, Pembelajaran Berbasis Kompetensi dan Konstektual”states the need for a contextual approach in learning based on the fact that most students are unable to relate what they learn to how it is utilized in real life. The only lessons they receive are the protrusion of rote levels from a series of topics or subjects, but not followed by a deep understanding that can be applied when they are faced with new situations in their lives.² It means students still needs direction and guidance in learning because they can’t develop their understanding about learning and practice it in real life or other problems.

¹Situjuh Nazara, “*Students Perception on EFL Speaking Skill Development*”, Journal of Learning English Vol. 1 No. 1 (Jakarta: JET (Journal of Learning English, 2011), 29.

²Fitri Fajar, “*Contextual Approach to Enhance the Implementation of Control Use English Vocabulary*”, Journal Nalar Pendidikan Vol. 2 No. 2 (Makassar: Journal Nalar Pendidikan, 2014), 209.

As a teacher or educator, teacher is one of the determinants of the success of learners. Teachers are not just transfer of knowledge but transfer of values too. Teacher's personality towards the students can also be demonstrated by not embarrassing his students in front of the class. This action means that teacher serves their students with high regard. Educators also needs to be forgiving, positive, high hopes, instilling their sense of belonging, compassion, acknowledging their own mistakes, compassionate, responsible, putting trust in students, witty, patient, fair and thorough, and sincere.³ Therefore the good teacher it can creates the good students on the contrary the bad teacher it can creates the bad students too.

To creates the enjoy learning atmosphere, there is many way that do by the teacher, one of those manner is teacher-student relationship. Marzano studied the practices of effective teacher and determined that "an effective Teacher-student relationship may be the keystone that allows the other aspects to work well".⁴ Their results provide support for the inclusion of interpersonal relationships in the instructional setting and to what impacts relationships affect the students' learning environment. It means teacher can use teacher-student relationship to creates good environmental in the learning process. According to Kathryn R. Wentzel a memorable teacher is who can foster good relationships with his students in terms of intimate emotions, congratulations, and trust. This situation will apply if the teacher takes the academic progress of each learner by talking with the students to know their strengths and weaknesses. In fact the most memorable teacher is who can easily approached by all students. This can be done with a personal touch. For example, teacher connects with students in a professional manner who share experiences and understand each student personally to understand the problems of the students. In addition, teacher invites the students like eating

³ Ahmad Firdaus et al, "*Pembinaan Hubungan di antara Guru dengan Pelajar*" and Social Science Journal (TSSJ) Vol. 5 No. 1 (Malaysia: Technical and Social Science Journal (TSSJ), 2016), 138-139.

⁴Robert J. Marzano, et al, *A Handbook for Classroom Management that Works* (USA: ASCD, 2003), 91.

together and visits the sick students at home and hospital.⁵ So, the benefit of teacher-student relationship students feel enjoy beside teacher and makes students like moreover understand with the learning about.

In the learning activity, teacher must understand class situation and fulfill criteria as a teacher in order to create the good students' quality especially about students' achievement. Some believe that the primary focus of schools should be academic preparation of students that classrooms' teachers are primarily responsible for students' academic achievement.⁶ Learning in principle is how students can experience change as a result of learning, from not knowing to know.⁷ This can be done by showing patience, honesty, increasing insight, knowledge and study, having ingenuity and skill, being firm in its place, being fair to all students, and sensitive to the phenomenon of life that mainly involves the good acts. In addition, contemporary studies conducted have proven that teachers are a significant factor in giving an impression to academic achievement and the formation of students. Students' learning achievement has always been an issue of great concern for teachers, parents, schooladministrative bodies, educational policy makers, and students themselves. More importantly, parentsconcernabout their children's outcomes, which is common throughout the world. Murnane & Steele say many studies showed thatachievement is dependent and affected by a number of other independent, moderate, and intervening variables,whereas, many other direct and indirect factors are also involved. In studentachievement, a teacher's role has been very pivotal. It means that teacher is the center affected students' achievement. Ferguson

⁵ Ahmad Firdaus Mohd Noor, et al, *Pembinaan Hubungan di antara Guru dengan Pelajar*, Technical and Social Science Journal (TSSJ, 2016), 138-139.

⁶ W. Citation Huitt, et al, *"A Systems-Based Synthesis of Research Related to Improving Students' Academic Performance"* (Athents Institute for Education and Research (ATINER), 2009), 1.

⁷Harkirat S. Dhindra, *"Teacher Communication Behavior and Enjoyment of Science Lesson"* in *New Teaching and Teacher Issues* (Brunei: University Brunei Darussalam, 2006), 217.

identified the examination score of the students are greatly influenced by the good teacher. On the other opinion Ediger and Rao noticed that teachers always monitor and assess the students, teacher observation proved to be a good tool for assessing student achievement. According to Perrot, teaching is a respectable profession and effective teaching is always being important for producing the desired outcomes.⁸ Therefore to produce the good students' achievement not only depends on student, but teacher be a benefit in the students' achievement.

Based on PPLK II, the researcher gets the interesting thing at MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo. Teacher and students have good relationship, especially with English teacher. Usually, students are complain English lesson even they tired before understanding it, but that school has a professional teacher. A professional teacher must know the solutions to the existing problems as practiced by English teacher of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo. Based on the observation and interview, the researcher get a little information from teacher and students. Mrs. Ririn said that "students like a friend, I immediately response through chatting when they share their problems. Sometimes, I also invited to drink chocolate together to celebrate a victory or another. In another hand, they do my rules when I instruct seriously."⁹ According to Bangkit: English lesson is difficult, but I will enjoy learning it. Learning with Mrs. Ririn is funny because when I don't understand, she gave me clearing to me. When outside of class, she was my friend. She taught me the meaning of an effort to could be successful with the motivation

⁸ Zubair Haider and Athar Hussain, "Relationship Between Teacher Factors and Student Achievement: A Correlational Study of Secondary Schools" Vol. 4, No. 7 (China: David Publishing, 2014), 465-466.

⁹ Interview with English teacher of Ma Ma'arif Miftahussalam Kambeng, Mrs. Ririn Hariyanti on October, 28th 2017.

that makes me eager to study.¹⁰ Fadil said that English is difficult, but my English teacher is fun. When we focused on study the teacher will serious.¹¹ According to Rosyid: English is scared lesson, but it will be my problem to improve my skill. It cause Mrs. Ririn is humble. Sometimes, she motivates her students by the story and experience.¹²

Based on the explanation above, the researcher intends to know whether there is correlation between teacher-student relationship and students' English achievement at Eleventh Grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.

B. Limitation of the Study

This study focused on the correlation between teacher-student relationship and students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. The researcher limits the teacher-student relationship on interaction in the class.

C. Statement of the Problem

The researcher concerns on the phenomenon of the correlation between Teacher-student relationship and students' English achievement. Therefore the research problem is formulated as follow:

¹⁰ Interview with student of Ma Ma'arif Miftahussalam Kambeng, Bangkit Adi Saputra on December, 13th 2017.

¹¹ Interview with student of Ma Ma'arif Miftahussalam Kambeng, M. Fa'iq Fadhilullah on December, 13th 2017.

¹² Interview with student of Ma Ma'arif Miftahussalam Kambeng, Muhammad Rosyid on December, 13th 2017.

1. How is the teacher-student relationship at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018?
2. How is the students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018?
3. Is there correlation between teacher-student relationship to the students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018?

D. Objective of the Study

Based on the research problem above, the objective of the study is to know:

1. Teacher-student relationship at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.
2. Students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.
3. The correlation between teacher-student relationship and students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.

E. Significance of the Study

The result of this research is expected to be able to give advantages, both theoretically and practically.

1. Theoretical Significance

The result of the study is expected to add the reference of improving the students' achievement and make them more active in the classroom. It can be contributed in developing the educational quality especially for English subject.

2. Practical Significance

a. Reseacher

The benefit of writing and research this phenomenon it can be increasing the researcher knowledge and experience so the writer or reseacher can practice this manner to make students loves and fights to learning.

b. Students

For the students have anenjoy environment to learn English with the teacher and motivated to lean more and more.

c. Teacher

For the teacher, this research could help to make an effective classroom environment and makes students gets a good achievement.

d. Reader

This study is expected to give contribution to readers, particularly the students of IAIN Ponorogo especially students of English department, in enriching references concerned the problem of the study.

F. Organization of the Thesis

Under the title “The correlation betweenTeacher-student relationshipand Students English Achievement at Eleventh Grade of MA Ma’arif Miftahussalam Kambeng Slahung

Ponorogo in Academic Year 2017/2018”, the organization of the thesis are formulate as follow:

Chapter 1 : **Introduction**

This chapter explains about the whole content of thesis. They are background of the study, limitation of the study, statement of the problem, objectives of the study, significance of the study and organization of the thesis.

Chapter 2 : **Review of Related Literature**

This chapter explains about review of related literature includes teacher-student relationship, students' English achievement and the correlation between teacher-student relationship and students' English achievement, previous research findings, theoretical framework, and hypothesis.

Chapter 3 : **Research Methodology**

This chapter explains about research design, population and sample, data collection instrument, technique of data collection and technique of data analysis.

Chapter 4 : **Research Result**

This chapter study about research location, data description, technique of data analysis and hypothesis.

Chapter 5 : **Cloosing**

This chapter contents of conclusion and recommendations

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

This chapter presents the review of related literature which is used in this research. The review of related literature has a goal of including overviews of *teacher-student relationship and students' English achievement*.

1. Teacher-Student Relationship

Many people believe that the relationship between teacher and student is the starting place for good classroom management. If the teacher has a good relationship with students, all of the other aspects of classroom management will run much more smoothly.

One of the more promising aspects of the teacher-students relationship is that it is not a function of what teachers feel. Rather, it is a function of what teachers do. More specifically, students cannot see inside a teacher's head to determine the teacher's thoughts. They can't see if a teacher is having positive or negative thoughts about the class as a whole or an individual student.¹³

These interactive relationships should be based on respect, trust, caring, and cohesiveness. A sense of belonging is another important by product of a strong teacher-students relationship that is critical to a student's success in school. Downey concludes by saying "the study served as a powerful reminder that everyday teacher-student interactions in the classroom matter." Cazden states that "children's intellectual functioning, at school, as at home, is intimately related to the social relationships in which it becomes embedded. Familiarity facilitates responsiveness which plays an important part in learning". Cazden

¹³Robert J. Marzano, et al, *A Handbook for Classroom Management that Works* (USA: ASCD, 2005), 56.

believes in the importance of creating a learning environment that incorporates building an affective interpersonal relationship with students. As Cazden writes, “What counts are relationships between the teacher and each student, as an individual, both in whole class lessons and in individual seatwork assignments. Now each student becomes a significant part of the official learning environment”¹⁴

In this section discussed about the specific things can do to create optimal teacher-students relationships. Optimal in the sense that the relationships provide a foundation on which someone can best carry out challenging task of teaching and students can best carry out the challenging task of learning. This section has four modules:

a. Demonstrating personal interest in students

Like everyone, students want to feel that they are known that others understand them, appreciate them and recognize their unique qualities, skills, interest, needs and personalities. Teacher who understand this and consciously find ways to demonstrate that they are interested in students will build a stronger foundation for effective classroom management and learning. For recommendations to the classroom practice there are three board strategies numerous ways to show interest in students as individuals:

1) Discovering and incorporating students personal interest into academics

As effective and experienced teachers known, for many students, success in school and the degree of their engagement in learning are highly dependent on how relevant, meaningful and interesting they find the content they are learning. Even at an intuitive level, this makes sense, particularly when it comes to abstract concepts

¹⁴Particia Brady Gablinske, *A Case Study of Students and Teacher Relationships and the Effect on Student Learning* (Rhode Island: University of Rhode Island, 2014), 22-25.

that initially seem to have little to do with day to day life. There are many ways to learn about students' personal interest, including the following:

- a) Students interest surveys like teacher asks to the students about hobbies, favorite book or about take a lesson.
- b) Teacher-student conferences.
- c) Informal conversations with students.
- d) Taking notice of the kinds of activities students' participate in outside of school.

Teacher-students conferences also offer great opportunities for learning about students' interest. Some students are quite verbal and outspoken about their likes, dislikes and interests but teacher can gently tease out these personal interests as teacher build relationship with students through out the year. Asking students question is one obvious way to learn about their interest.

2) Noticing individual accomplishments and important events in students lives

Another highly useful way to ensure that students feel known and appreciated is to notice their participation in extracurricular activities as well as important family events and appropriately comment on these activities. Teacher can develop a number of practices in this area:

- a) Use part of each parent-teacher conference to ask about and listen for critical details.
- b) Develop good relationship with teachers of specialist and learn about the extracurricular activities are participating in through out the school year.
- c) Read the school newspaper, newsletter and bulletins for information and announcements about students who are participating in extracurricular activities.

- d) Compliment students on important achievements in and outside of school.
- 3) Interacting with students as individuals

It almost goes without saying that interacting with students as individuals is important if teacher want to demonstrate that teacher are personally interested in them. Here are a few straightforward things that teacher can do and practice so that students feel teacher know them as individuals:

- a) Meet students at the door as they come into class and say hello to each student.
 - b) Find time to talk informally with students about their lives and their interests.
 - c) Make a positive phone call home with the students present.
 - d) Take photos of students for room display.
 - e) Attend an after school function that involves the student.
 - f) Dingle out a couple of students each day for example in the lunchroom and talk with them.
 - g) Greet students by name outside of school if teacher happen to run into them.¹⁵
- b. Behaving equitably and responding affirmatively to questions

Another key to fostering effective relationships with students is ensuring that classroom interactions are equitable and positive. Students who see that teachers are interacting with them in affirming, positive ways and that they are interacting with all students equitably are more likely to approach learning with a positive attitude.

Among the many topics by Madeline Hunters' source addressed, questioning was particularly pertinent to the teacher-student relationship. When a teacher asks a question about academic content and student responds incorrectly, how the teacher interacts with the student conveys a powerful negative or positive message. Some

¹⁵Robert J. Marzano, et al, *A Handbook for Classroom Management that Works* (USA: ASCD, 2005), 59-62.

actions might communicate to students that it is better for them not to respond if they aren't sure their answer is correct. Other actions tend to communicate to students that any response they have is welcome but they are responsible for providing thoughtful responses.

There are three broad categories of strategies can use to convey the approach students equitably, including the following:

1) Physical gestures and movements

Even without speaking teacher can do a few straight forward things to convey that all students are equal and all students are important. Many of the behaviors communicate to students that teacher are aware of everything that is going on in the classroom like eye contact, moving around the room and looking at someone who is speaking and carefully listening to what that person is saying.

2) Positive interaction strategies

To addition to basic body movements and gestures, a number of specific strategies convey an equitable view of students: first, attribute ideas and comments to those who offered them, second, encourage everyone's participation and the last is provide appropriate "wait time".

3) Affirmative reactions to incorrect responses

Sometimes an affirmative reaction involves being aware of what not to do. To communicate to students that their responses to questions are welcome and honored, teacher should certain behaviors when their responses are incorrect like don't tell students that they should have known the answer, don't ignore a response,

avoid subjective comments about incorrect answer, and don't allow negative comments from other students.

On the positive side, teacher can offer a number of responses that honor students' answers even if they are incorrect and that encourage them to respond in the future like provide correctives, state the question that the incorrect response answered, encourage collaboration, restate the question, give hints and cues, let students opt out, provide the answer and ask for elaboration and acknowledge the students' participation.¹⁶

c. Exhibiting an assertive connection

In the classroom, teacher style of communication might inadvertently work against establishing effective relationships with students. Many authors have created categorizations of communication styles. Among them are Vicki Weatherford and Evelyn Sieburg, who extensively studied communication styles and Joyce Emde, who conducted in depth research on those styles.

Teacher communication style involves not only from the words but also teacher body language and gestures, teacher tone of voice and the underlying message or meta-message of what teacher are saying. A meta-message is the overall message that teacher are conveying or telling other people about how feel about teacher relationship with them and what they are left with as a result of their time with us. There is five communication styles that must to be know and understand by the teacher:

First is the assertive connector. It is the only one that allows for full communication, good will and positive results, therefore it is the most desirable of the communication styles. The characteristic from this style is not engage in other task,

¹⁶Ibid., 63-66.

there is faces speaker and uses consistent eye contact, spends equal time speaking and listening, express emotions appropriately, uses body language that matches the emotion being communicated, etc. this style is sends a meta-message “I value our relationship and what you have to say.”¹⁷ Assertive connector is the good communication that can be applying by the teacher in the class.

Second is the apathetic avoider. The characteristic from this style is ignores other person’s presence or attempt to speak, pause too long before replying, barely replies or does not reply, interrupts or interjects own thoughts while the other person is speaking, avoid relationship with other people, etc. This style is sends a meta-message “I don’t want much of a relationship with you and will put minimal effort into it.”¹⁸ This connector is unfavorable to applying in the class because there is distance between teacher and student so it can be bounding students to ask or give an opinion.

Third is the junior therapist. The characteristic from this style is takes one-up position assumes that he or she is better able to speak for someone than that the person is, tends to talk about the other person rather that about himself or herself, uses knowledge about the other person to distort that person’s point of view, etc. This style is sends a meta-message “I know you better than you know yourself. I know you better than I know myself.”¹⁹ This approach is good to be applying in the class, teacher knew the students’ ability and when teacher give a question student must answer it with his/her argument.

Fourth is the bulldozer. The characteristic from this style is focuses on own topic and ignores topics brought up by the other person, repeats the same thing many

¹⁷Ibid., 67-68.

¹⁸Ibid., 68.

¹⁹Ibid., 68-69.

times over, may speak in a louder-than-necessary voice, shout or scream, etc. This style is sends a meta-message “I will do whatever it takes to get my way.”²⁰ This approach is not good to be applying in the class because teacher too fast in the deliver the material and do not counterbalance with the student, student must be obedient whatever teachers’ want so it became student feel oppressed and does not like with the study.

The last is the hider. The characteristic from this style is speaks too softly for the listener to hear, uses incomplete, incongruent, unclear, paradoxical or ambiguous sentences (may talk a lot but say little), doesn’t respond to personal questions, appears afraid of being heard and criticized, etc. this style is sends a meta-message “I am afraid of you and don’t want you to know about me.”²¹ This approach is not good to be applying in the class because teacher too self-restraint and do not close with the students.

The second through fifth categories of communication style do not promote assertiveness, responsibility or positive relationships and outcomes for various reasons. Although each of these four styles has aspects of non assertiveness, each also has distinguishing characteristics, so the four nonassertive styles can help us better understand effective communication with students.²²

The powerful attachment bond some students feel toward the teacher, as a significant “other” in their life, is also felt by the teacher. This is true for many people closely connected to each individual child. Hrdy describes this powerfully in the concept of allomothers, who share care of infants in about half of all primate species including humans. However, this reciprocal attachment bond implies that the teacher

²⁰Ibid., 69.

²¹Ibid., 69.

²²Ibid., 67-70.

also has needs in the relationship. The reciprocal attachment between teacher and student, which we might label as attachment, has an attribute unique to the school setting. The teacher also needs students to show a level of dependence, so that she can construct and maintain a professional identity: there can be no teacher without students, no leader without followers.²³

d. Being aware of the need of different types of students

To understand the different types of students who enter every classroom, it is useful to consider the life circumstances of those children and adolescents who are coping with problems in varying degrees. Young people are affected by a wide range of mental health and behavioral issues, including eating disorders, rape, inappropriate and unhealthy sexual activity, drugs and suicide. In addition, although we all hope and work to ensure that school is a safe environment in every sense. For example a report from the U.S. Department of Justice and National Association of School Psychologists estimates that 160,000 children miss school each day because of fear of bullying.

Obviously, students who have experienced unhealthy life situation and mental health issues may arrive at school feeling distraught, needy, angry, hungry, fearful, confused, anxious or apathetic or they may display a host of other conditions that may be bewildering to the teacher. Rather than attempting to figure out the specific issues each student face, teachers might first consider the five categories of high needs students which can help teacher make distinctions regarding behavioral problems they may encounter in the classroom.

²³Philip Riley, *Attachment Theory and the Teacher-Student Relationship: A Practical Guide for Teachers, Teacher Educators and School Leaders* (New York: Routledge, 2011), 29.

Table 2.1 Five Categories of High-Need Students

Fife Categories of High-Need Students	
Category	Subcategory
Passive	Fear of relationships
	Fear of failure
Aggressive	Hostile
	Oppositional
	Covert
Attention Problems	Hyperactive
	Inattentive
Perfectionist	None
Socially Inept	None

The themes of passive or aggressive behaviors certainly are part of the descriptions also overlap to some extent with the communication styles.²⁴

Applying the principles of adult attachment to the teacher–student relationship reframes the way they can be viewed. Kesner caution that while all attachment relationships are close relationships the reverse is not always true. He also reminds the reader that Bowlby pointed out that children form attachments to significant adults other than their parents, and that “Perhaps there is no other nonfamilial adult that is more significant in a child’s life than his or her teacher”.²⁵ Therefore in the applying the teacher-students relationship and knowing about categories of high-need by his/her students, teacher can makes relationship with students’ parents too and get information about students by them.

2. Students’ English Achievement

Achievement is the result had been achieved. According to R.M Gagne that achievement is human capabilities includes verbal information, intellectual skill, cognitive

²⁴Robert J. Marzano, et al, *A Handbook for Classroom Management that Works* (USA: ASCD, 2005), 71-72.

²⁵Ibid., 29.

strategies, attitude, and motorik skill. Added by Mohammad Surya that achievement is all behavior involves cognitive, affective and motorica aspect.²⁶In addition to definition of learning achievement, some experts express the idea, as follows: a) J. Romizoski says that learning achievement is outputs from an input process system, b) Nana Sudjana says learning achievement is one's ability that she/he has after she/he got learning experience, c) Myra Pollack Sadker and David Miller Sadker express learning achievement is students' action that they have disciplined minds and adhere to traditional morals and behavior.²⁷Webster's Collegiate Dictionary lists the meaning of the achievement as 'successful completion, accomplishment, a result brought about by resolve, persistence, or endeavor,' and then 'the quality and quantity of a students' work.'²⁸ Hornby added that achievement is a thing done successfully, especially with an effort and skill. But, Kevin Barry and Lenking said that achievement is considered as the drive and energy students bring to work in desire to make progress in their learning and achievement.²⁹ In the Oxford Dictionary, achievement is a thing done successfully especially with afford and skill.³⁰ In dictionary of education, achievement is defined as accomplishment or proficiency of performance in a given skill or body of knowledge, while academic achievement is knowledge attained or skills developed in the school subject, usually

²⁶Donny Euis, *ManajemenKelas (Classroom Management)* Guru Profesional yang Inspiratif,Kreatif, Menyenangkan, danBerprestasi (Bandung: Alfabeta, 2014), 155.

²⁷Fitriah AB, "*Parents' Involvement and its Influences on Student English Achievement (a Correlation Study at MTsNTangerang II Piamulang*" (Jakarta: UIN SyarifHidayatullah, 2009), 5.

²⁸Leo Van Lier, *Interaction in the Language Curriculum* (England: Longman, 1996), 118.

²⁹Marlinawati, "*Relationship between Classroom Climate and Students' English Achievement: Correlation Study to the Tenth Grade of SMAN 1 Jenangan in Academic Year 2015/2016*" thesis Faculty of English Education (Ponorogo: STAIN Ponorogo, 2015), 26-27.

³⁰Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 1995), 12.

designated by test scores or by marks assigned by teachers, or by both.³¹ From many explanations about achievement above, we can conclude that achievement is the value or out comes by the learning process as reward or punishment.

Achievement is the learning result that is got from the learning activity at school, college, or university that has cognitive character and usually defined on the measure and scoring. Achievement is the result of learning that has been achieved according to the capabilities not found and marked with the developments and changes to a person's behavior is required of learning with a certain time. This achievement can be expressed in terms of value and results of test and exams.

The other expert also gives the opinion about students' achievement, for example, in Xu's study, a students' level of achievement was determined by their grades across all subjects. Another study, Keith defined achievement as students' class grades placed their grades on a scale from one to eight that represented the most common letter grades they learned in their classes.³²

Students' English achievement is how children accepting the English language as the foreign language. They must be compatible in four skill, they are listening, reading, speaking and writing. Every child has differences in thinking ability, language ability or intelligence level. Therefore that children ability is different in speaking, reading or writing.³³

³¹NurulZulaikah, "The Influence of Teaching Style on Students' English Achievement on the Eight Grade Students at SMP Negeri 2 Balong in Academic Year 2015/2016" English Educational Thesis (Ponorogo: STAIN Ponorogo, 2016), 26.

³²Jennifer Hyward, *The effects of Homework on Students' Achievement* (New York: State University of New York, 2010), 4-5.

³³David C. Beliner, *Educational Psychology 3th Edition* (London: University of Arizona, 1984), 83.

1. Speaking Achievement

Speaking is one of productive skill that can be directly and empirically observed. Those observations are invariably colored by the accuracy and effectiveness of a test taker's listening. Skills which is it necessarily compromises the reliability and validity of an oral production test.³⁴ Usually teacher was measured students' speaking achievement by the conversation, speech, telling story and other practice.

2. Reading Achievement

Reading is the activity of somebody who is reads. Moreover reading is a set skill that involves making sense and driving meaning from the printed.³⁵ In foreign language learning, reading is likewise a skill that teachers simply aspect learners to acquire. This skill practiced by reading a story, letters, poetry and text.³⁶ In the reading achievement, students usually must to know the message by the text about, the topic and theme, genre, etc.

3. Writing Achievement

Writing is a way to state the information or the word that was mentioned. Besides it, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader.³⁷ The paragraph must be unity, cohesive, and coherence, this skill practiced by writing.

³⁴H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Longman: San Francisco State University, 2004), 140.

³⁵David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2003), 95.

³⁶Marlinawati, "Relationship between Classroom Climate and Students' English Achievement: Correlation Study to the Tenth Grade of SMAN 1 Jenangan in Academic Year 2015/2016" thesis Faculty of English Education (Ponorogo: STAIN Ponorogo, 2015), 26-27.

³⁷David Nunan, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill, 2003), 88.

4. Listening Achievement

Listening is way to take notice of what somebody says to get the messages. The listening only period is a time for observation and learning with provides the basis of the others language skills.³⁸ The process of listening performance in the invisible, inaudible process of internalizing meaning from auditory signals being transmitted to the ear and brain.³⁹ This skill practiced by listening a monolog, dialog, prolog, song and others that is usually ask about the greatnext dialog, fill the blank word, etc.

Students' English achievement is influence two factors there are internal and external factors. Dalyono says that internal factors which influence the students achievement involves healthy, intelligent, skill, ability, motivation and manner of learn, while external factors involves family, school, society and surrounding.

1. External factors

a. Family

Family is peoples which very near with someone. Family consists of father, mother, grandfather, grandmother, brother, sister, and other. Certainly, family gives the major role which can influence the students' achievement, because students feel appropriate with the family condition. If members of family can create the good condition in house, children/students feel comfort and enjoy

³⁸Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking* (London: Routledge, Taylor & Francis, 2009), 38.

³⁹Marlinawati, "Relationship between Classroom Climate and Students' English Achievement: Correlation Study to the Tenth Grade of SMAN 1 Jenangan in Academic Year 2015/2016" thesis Faculty of English Education (Ponorogo: STAIN Ponorogo, 2015),28-29.

during studying.⁴⁰ Family must become a good influence to the children/students to get high achievement in the school.

b. Social environment

Social environment involves the students' relationship with others during in school. When in it a state residential community consist of people who are well educated, especially the children of high school average and good moral, it would encouraged the children are naughty, uneducated and unemployed, this would reduce the enthusiasm of learning or be said not to support, thus learning motivation less.⁴¹ The social environment factor that is influence the achievement of learning, there are: mass media, the friendship, the society activity, and the culture of neighbor live.⁴² So to increase student's achievement, student must associate with the people that has good/positive influence to his/her like a diligent/clever human and has many knowledge and experience.

c. Surrounding environment

Surrounding environment it's mean the students' environment during learning process or outside. There are includes the students' seat arrangement are neat, windows and door are available it can add the ventilation, lighting and temperatures, and there are students' relationship with others are well, certainly students fells comfort in there.

⁴⁰Marlinawati, "*Relationship between Classroom Climate and Students' English Achievement: Correlation Study to the Tenth Grade of SMAN 1 Jenangan in Academic Year 2015/2016*" thesis Faculty of English Education (Ponorogo: STAIN Ponorogo, 2015), 30.

⁴¹Ibid., 31.

⁴²Harmiah, "*The Correlation between Interpersonal Intelligence and Student's English Achievement of the Seventh Grade of SMPN 1 Siman in Academic Year 2014/2015*" Thesis Faculty of English Education (Ponorogo: STAIN Ponorogo, 2015), 19.

d. School

School involves school facilities, classroom situation, curriculum which used of school, students member in each class, implementation of school discipline and other. Certainly, everything which mention above influence the students' achievement because students will spirit and enthusiasms to study if school give the good condition and services every time.⁴³ Abu Ahmadi in his book "Teknik Belajar yang Efektif" was mentioned that the school environment factors influence the student's achievement there are: the method of teaching, the relationship between teacher and student, the subject matter, the equipment of teaching in the school, and time allocated of lesson.⁴⁴ After family, social and surrounding environment, school is the primary factor that is effects the student's achievement and a bride to create student's achievement.

2. Internal factors

a. Healthy

Physic healthy condition is major influence in learning process. If students unhealthy (for example fever, cold, toothache and others) it make students are unenthusiastic and lazy to learn. Moreover, students' healthy influence the students' relationship with others, for example, if students gets toothache it could annoy and reduce the spirit of learning.⁴⁵ Thus keeping healthy is important so that body always strong, fresh and conscious to learn.

⁴³Ibid., 30.

⁴⁴Abu Ahmadi, *Teknik Belajar Mengajar yang Efektif* (Jakarta: PT. Rineka Cipta, 1991), 66.

⁴⁵Marlinawati, "Relationship between Classroom Climate and Students' English Achievement: Correlation Study to the Tenth Grade of SMAN 1 Jenangan in Academic Year 2015/2016" Thesis Faculty of English Education (Ponorogo: STAIN Ponorogo, 2015), 32.

b. Interest and motivation

Motivation is students' curiosity to learn. According Guay defined that motivation refers to the reasons underlying behavior. While Amstrong said that motivation is concerned with the strength and direction of behavior and factor that influence people to behave in certain ways.⁴⁶ Thus motivation is behavior and factor which it will be able to influences the students during learning process.

Both of interest and motivation have major effects in getting the good or high achievement. If students' interest and motivation are high, automatically students will spirit to learn. Moreover the classroom climate support it, certainly students feel comfort and enjoy in learning process. Besides it, interest could appear because there attractive power from outside and also inside. Strong and weak of learning motivation of someone is effects the successful.⁴⁷ Therefore, interest and motivation to learning is the first acts to starting learning process and became the strong effect to get high achievement.

c. Intelligence and talent

Intelligence manifests itself in term of how an individual behaves in his society. Besides it, intelligence especially as measured by verbal IQ test may be a strong factor when it comes to learning which involves language analysis and rule learning, intelligence may play a less important role in classroom where the instruction was focused more on communication and interaction.⁴⁸

⁴⁶Donny Euis, *Manajemen Kelas (Classroom Manajement) Guru Profesional yang Inspiratif, Kreatif, Menyenangkan dan Berprestasi* (Bandung: Alfabeta, 2014), 165-166.

⁴⁷Marlinawati, "Relationship between Classroom Climate and Students' English Achievement: Correlation Study to the Tenth Grade of SMAN 1 Jenangan in Academic Year 2015/2016" thesis Faculty of English Education (Ponorogo: STAIN Ponorogo, 2015), 33.

⁴⁸Fitriah AB, "Parents' Involvement and its Influences on Student English Achievement (a Correlation Study at MTsNTangerang II Piamulang)" (Jakarta: UIN Syarif Hidayatullah, 2009), 5.

The other way talent has relation with intelligence. Both of intelligence and talent take main role in learning process. Not only students' interest and motivation which influences the good or bad the achievement but also the intelligence and talent are gives an influence also, if students has a high intelligence and talent in some object this learned, thus learning process will go well and success.⁴⁹ Students with good intelligent and talent are good students and some peoples called with cleaver.

3. The Correlation between Teacher-student relationship and Students English Achievement

What is taught and how it is taught exert tremendous correlation on student performance and learning. Ashworth asserts, “are keenly aware of where they stand in the school community and of how they are perceived by other students and teachers.” For Perry, the “capacity to form and maintain relationships is the most important trait of humankind without it, none of us would survive, learn, work, or procreat9e”. In positive teacher-student relationships, Payne states “emotional deposits are made to the student, emotional withdrawals are avoided, and students are respected”. Moos and Goodenow suggest teachers who show personal involvement with students show those students that they are respected. These feelings of respect motivate and engage students toward increased positive productivity and academic achievement.

The relationship between a teacher and a student, therefore, is the foundation upon which learning rests. For many students, their successes or failures are largely dependent upon the relationships they enjoy or fail to enjoy with their teachers. Kohl suggests most

⁴⁹Ibid., 33.

children do not fail due to their cognitive abilities but because they feel unwelcome, detached, or alienated from significant others in the educational environment.

Research indicates that children who are securely attached to significant adults become more curious, self-directed and empathetic. Such relationships foster achievement, autonomy and altruism argue Bendro et al. Students need to feel affirmed and to be assured they are valued. They need to be challenged and they need to know they can succeed at a high level of expectation. Teacher expectations can be very powerful and can influence a student's attitudes and actions and lead to success or failure, assert that many teachers treat students differently toward based on preliminary perceptions and expectations. Students pick up on these perceptions and this can affect student self-image, motivation toward learning, behavior, and relationships with the teachers and other students and adults. These results can then reinforce the teacher's initial perception and result in perpetuating underachievement. Accordingly, teachers demand better performance from those children for whom they have higher expectations and less from those they perceive as less capable. Teachers are more likely to praise the performance of high-expectation students and to accept poor performance from low-expectation students. According to Smey-Richman, students with teachers who expect them to put forth their best effort are more highly motivated and more likely to work hard than are students who have teachers who expect less. Smey-Richman also suggests students for whom teachers have low expectations have fewer opportunities to interact and participate in classroom activities.

The teacher-student relationship is recognized to be a formalized interpersonal association between an authority figure and a subordinate who interact on nearly a daily

basis. Positive individual relationships between adults and youth are the foundations of successful programs of education. According to Borba, “The importance of interpersonal relationships in our lives cannot be overstated. We all need to feel a sense of connectedness to another human being particularly to those whom we consider to be important and significant”. If students are to learn, they must feel comfortable in their instructional environment. One method of enhancing student performance is to cultivate a culture of achievement in the classroom where instruction is challenging, students feel comfortable asking questions, and students are expected to do their best. Brophy says when students feel challenged, they are less likely to be bored and disengaged. Several studies exploring what makes a good teacher show the importance of caring in the eyes of teachers and students. One study defines caring as an act of bringing out the best in students through affirmation and encouragement. The characteristics of caring go well beyond knowing the students to include qualities such as patience, trust, honesty, and courage. According Stronge specific teacher attributes that show caring include listening, overall love for children. And then Weiss and Pasley say that creating a culture in the classroom where learning is “cool” and asking questions is not only okay but expected takes time to develop and is accomplished by setting clear, high, consistent yet attainable expectations for all students. High quality instruction that is rigorous, aligned with content standards, and uses instructional strategies to meet the academic needs of all students is key in promoting a culture of engagement and achievement in the classroom.

For Jackson and Davis:

“The quality of relationships between school staff members and [children], and among all the adults within the school community, makes an enormous difference in the

ability of a school to mount an effective instructional program. Positive relationships based on trust and respect, nurtured over time by supportive organizational structures and norms of interaction, are the human infrastructure within a school that enables effective teaching and learning to occur.”

The research supports that relationships between teachers and students are critical for academic achievement and school success. According to its 2002 *Set for Success* report, the Ewing Marion Kauffman Foundation by Blankstein asserts, “positive relationships are essential to a child’s ability to grow up healthy and achieve later social, emotional, and academic success”. In Payne’s work on poverty, she offers, “The key to achievement for students from poverty is in creating relationships with them. Because poverty is about relationships as well as entertainment, the most significant motivator for these students is relationships”. Nine out of ten students from poverty who make it to middle class credit the success of their journey to the power of relationships with specific teachers, counselors or coaches who took an interest in them as individuals. Honoring students as human beings worthy of respect and care establishes relationships that enhance learning. Jackson and Davis also found that when successful adults are asked what factor of their education most impacted their success they often credit a special relationship with a teacher. Students are “empowered” or “disabled” as a direct result of their interactions with educators in the school.

Relationships are also became a key to academic success for minority students and the influence of the lived experiences of predominantly. According Carr and Klassen white teachers working with an increasingly racially and ethnically diverse student body needs to be understood. Teachers have great influence in the classroom and school corridors.

This influence and relationship building and maintaining are directly related in the pedagogy of teaching. Teachers not only influence students by how they treat them. They also influence students by how they teach them and how they communicate with them during this teaching. Positively influential teachers teach with effective strategies, plan for motivating lessons and motivate students during these lessons, provide specific and appropriate feedback, differentiate learning to promote the interests and skills of all students, manage the classroom effectively and efficiently, and practice effective and positive discipline procedures.⁵⁰

B. Previous Research Findings

The review literatures on this research related to this topic is same as the researcher has been done. So, as not to be a repetition of the material, researcher used some of these review of literatures. Here are some of previous studies are as follow:

The first, the case study entitled “*Student and Teacher Relationship and the effect on Student Learning*” by Patricia Brady Gablinske, it was discussed about the interaction between teacher and student within the class. It has a significant impact on student learning in the classroom.

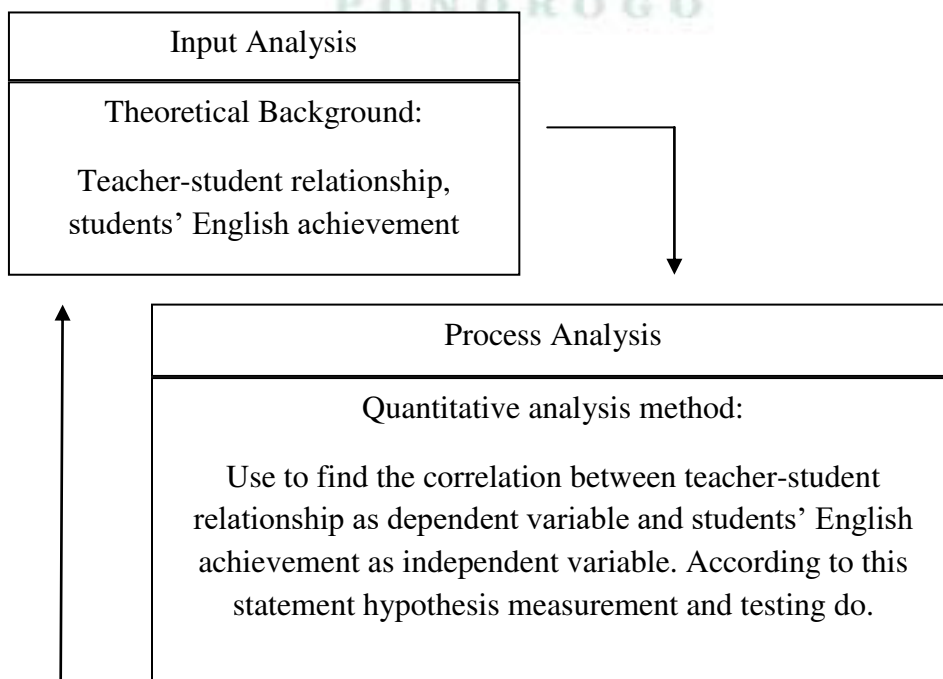
The second, the research of dissertation with the title “*The Power of Teacher-Student Relationships in Determining Student Success*” written by Michael David Camp. This study focused on the influence of teacher-students relationship to the factors of improvement of students’ successful on the learning process within the class.

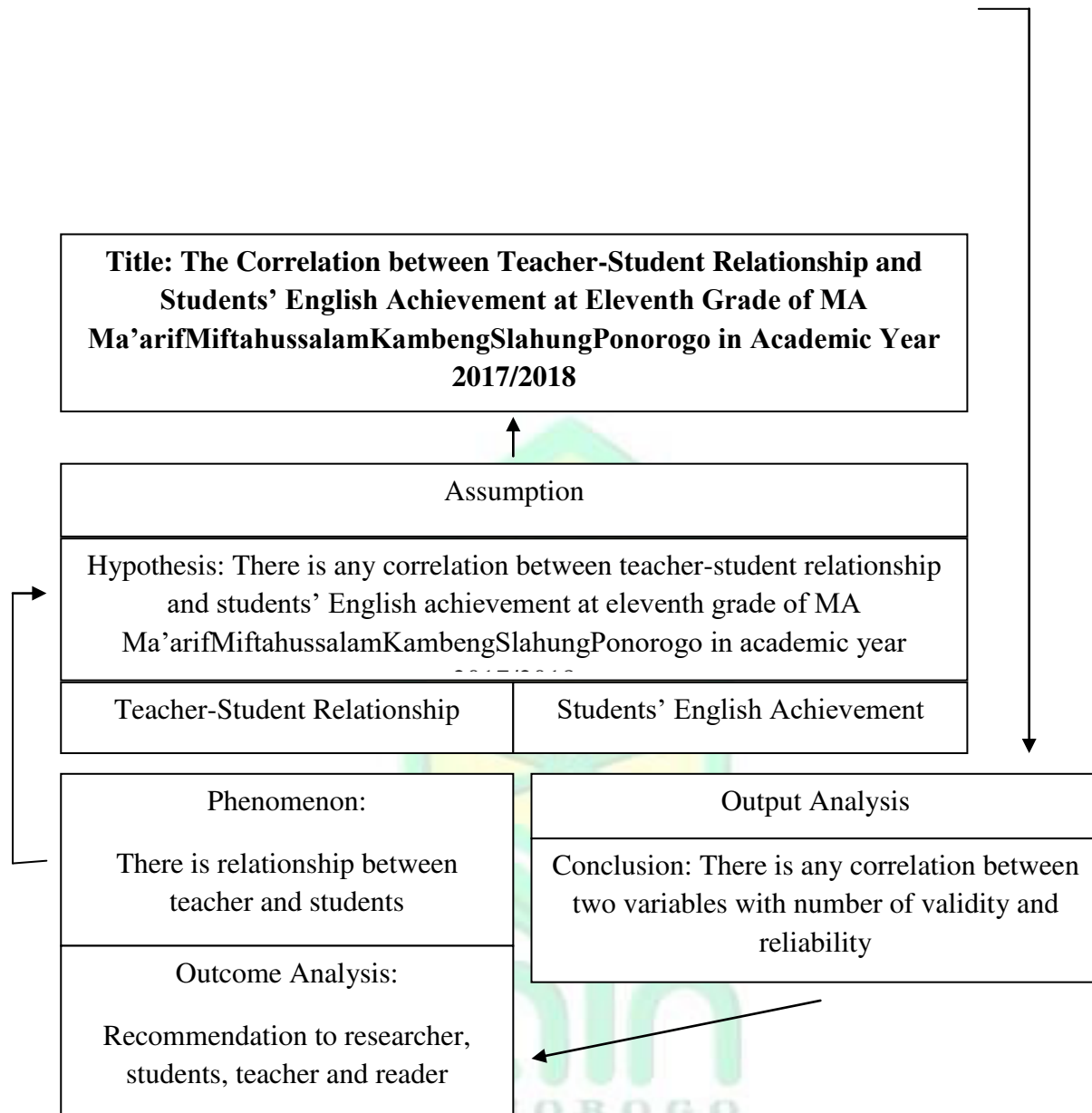
⁵⁰Michael David Camp, “*The Power of Teacher-Student Relationships in Determining Student Success*” a dissertation (Missouri: University of Missouri-Kansas City, 2011),73-80.

The third, other study entitled “*Relationship between Teacher Factors and Student Achievement: A Correlational Study of Secondary Schools*” by Syed Zubair Haider and Athar Hussain. This study focused on the effect of teacher factors, such as assessment interval, communication language, the distance of residence, and the teacher’s personal characteristics (gender, age, academic and professional qualification, designation, experience, and in-service training) on the 9th grade students’ achievement in three subjects.

According to the previous research above, the researcher argues this research does not conduct yet by another researcher. The differences between those previous researches and this research are the researcher focused on teacher-students relationship correlated with students English achievement.

C. Theoretical Framework





The teacher-student relationship is very important to improve students' achievement. The researcher uses quantitative research focused on pre-experimental design on this study, it means inadequate experimental design of all the requirements of an actual experimental design. According to Nazir, pre-experimental design consists of three categories: one-shot case study, one-group pre-test and post-test design, randomized control group only design.

This study included one-shot case design, it means this study, no control group and students were given special treatment or teaching for some time (X). Subjects in this study will get treatment that is teacher-students relationship. Then at the end of the program, students are given tests related to the given treatment / teaching (T).

The experimental design of one-shot case design as follows:

Table 2.2 The experimental design of one-shot case design

Subjek	Treatment	Test
1 group of eleventh grade of MAMa'arifMiftahussalamKambengSlahungPonorogo	X (teacher- student relationship)	T (students' achievement)

Details:

X : Treatment of teacher-student relationship implementation in the experimental class.

Y : Testafter treatment.

1. Provide an intervention in students' achievement after a good relationship between teachers and students.
2. Hold a test. The purpose of giving pre test is to know students' achievement before given intervention.

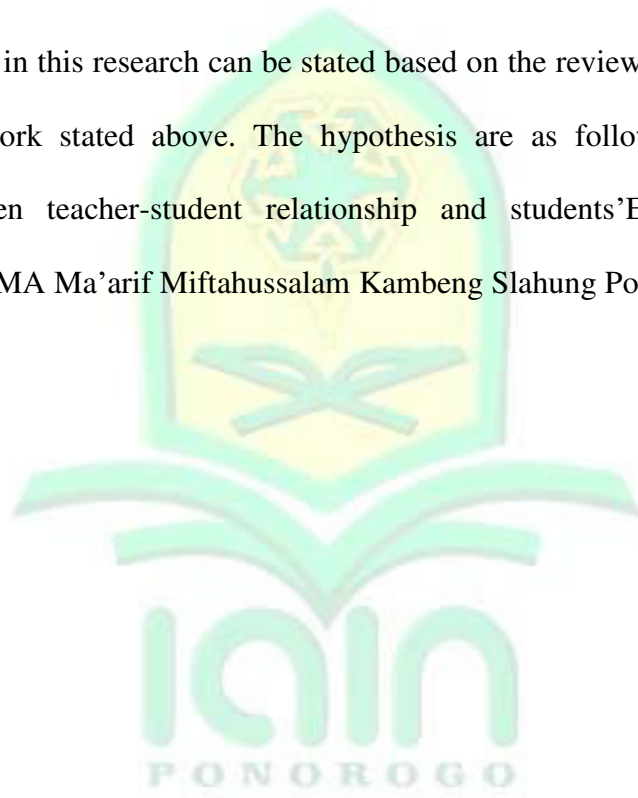
The provision of interventions as follows:

1. Implementation of the intervention in three meetings for three weeks. The time of each meeting is every hour of English.
2. At each meeting, the teacher will build good relationship with the students. Teacher-students 'relationship is assumed to improve students' achievement.

The advantages and disadvantages of the design from this experiment (one-shot case design) are: advantages: the absence of changes in the mood of students with the provision of pretest, so it will not change the attitude or interest in play and can affect the test. Disadvantages: internal validation is perceived to be lacking, this is because there is no guarantee that T is caused by X-treatment (teacher-student relationship).

D. Hypothesis

Hypothesis in this research can be stated based on the review of related literature and theoretical framework stated above. The hypothesis are as follow: “there is significant correlation between teacher-student relationship and students’English achievement at eleventh grade of MA Ma’arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.”



CHAPTER III

RESEARCH METHODOLOGY

This chapter presents research methodology that used on this study. The existence of the research methodology has a goal of guiding the research in order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, population and sample, techniques of data collection, instrument of data collection and techniques of data analysis.

A. Research design

Educational research is typically classified into three broad categories: quantitative, qualitative and classroom action research. In this study the writer used quantitative method. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypothesis.⁵¹ This research aims to know the correlation between teacher-student relationship and students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. A correlation is the measurement of the co-relationship between two or more variables used correlation statistics.⁵² Correlation study aims to find whether there is a relationship, and if so, how close relationship and whether or not a relationship.⁵³ It means, correlation was a kind of method in research to know the relationship between variables.

⁵¹ Donald. Ary, et al., *Introduction to Research in Education, Eight Edition* (USA: Wadsworth, 2010), 22.

⁵² Muhammad Adnan Lathif, *Research Method on Language Learning* (Malang: UM Press, 2012) 112.

⁵³ Suharsimi Arikunto, *Prosedur Penelitian dalam Praktek Edisi Revisi IV* (Jakarta : RinekaCipta, 1998)

B. Population and sample

1. Population

Population in educational research usually was defined as all the members of a real or hypothetical set of people, events, or objects to which educational research wish to generalize the result of the research.⁵⁴ Population was the group of interested to writer, the group to whom the writer would like to generalize of the result of the study.⁵⁵ Than Sugiyono says that population is generalization area composed of objects/subject that have certain qualities and characteristics defined by the researcher to learn and then take the conclusions.⁵⁶ It means, population is cluster choose by writer to do the research.

From definition above the writer conclude that population is all the subjecting which the writer can get to be used as the data. Population provides for the writer with information or data that will be analyze by the researcher. In the study, the populations are one class of eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. The total student of eleventh grade was 25 people.

2. Sample

A sample can be defined as a finite part a statistical population whose properties are used to make estimates about the population as a whole.⁵⁷ Sample is representative of the accessible population and the knowledge gained from the sample can be safely generalized into the accessible population.⁵⁸ It means, sample is a group or representative objects taken

⁵⁴ Ibid, 181.

⁵⁵Yatim Rianto, *Metodologi Penelitian Suatu Tujuan Dasar* (Surabaya: SIC Surabaya, 1996), 61.

⁵⁶Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatifdan R&D* (Bandung: CV Alvabeta, 2012), 14.

⁵⁷ Kultarr Singh, *Quantitative Social Research Methods* (Los Angels: SAGE Publications, 2007), 88.

⁵⁸Mohammad Adnan Latief, *Research Methods on Llanguage Learning: an Introduction* (Malang: UM Press, 2013), 181.

from total population in the research. Sample is the small group that is observed. In this study the researcher used saturation sampling.

C. Instrument of data collection

Instrument is a tool used for particular purpose, especially for dedicate or scientific work. Instrument of data collection is the way to get data in the research used by researcher. The instrument in this research is questionnaire that will be used to know the students' English achievementbased on indicators of X and Y variable based on students' English achievement at eleventh grade of MA Ma'arifMiftahussalamKambeng in academic 2017/2018.⁵⁹ Questionnaires rely on written information supplied directly by people in response to questions asked by the researcher.⁶⁰

In quantitative research, instrument of data collection or the research instrument is agreed with the instrument validity and reliability. There was used to measure the data from questionnaire. The complete explanations are following:

1. Validity

Valid is correct. It means if the test is valid so the test exactly can measure what will be measured.⁶¹ Te step to calculate validity are:

- a. Make the table of item analysis off all question
- b. Make the table of item analysis of each question
- c. Apply the data to the formula of product moment correlation

⁵⁹ Appendix 01.

⁶⁰ Martyn Descombe, *The Good Research Guide 2nd Edition* (New York: MsGraw Hill, 2003), 145.

⁶¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatifdan R&D* (Bandung: CV Alvabeta, 2012), 59.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

Notes:

r_{xy} : The correlation coefficient between X variable (teacher-student relationship) and Y variable (students' English achievement)

X : The total number of score multiplication of X variable and Y variable

Y : The total scores number of Y variable

χ^2 : The total number of square score X variable

y^2 : The total number of square score Y variable

- d. Make interpretation of correlation result (r_{xy}) of each question. When the coefficient correlation $r_{xy} \geq 0,433$, so the item question is valid, and when the coefficient correlation was under $r_{xy} \leq 0,433$ so the item question is invalid. Finally the result of questionnaire is:⁶²

Table 3.1 The Result of Teacher-Student Relationship Questionnaire

Variable	No. Instrument	Calculated	"r" Table	Explanation
X : Teacher-student relationship	1	0,227	0,433	Invalid
	2	0,653	0,433	Valid
	3	0,259	0,433	Invalid
	4	0,524	0,433	Valid
	5	0,087	0,433	Invalid
	6	0,191	0,433	Invalid
	7	0,664	0,433	Valid
	8	0,608	0,433	Valid
	9	-0,210	0,433	Invalid
	10	-0,083	0,433	Invalid
	11	0,180	0,433	Invalid

⁶² Appendix 02.

	12	0,608	0,433	Valid
	13	0,653	0,433	Valid
	14	0,886	0,433	Valid
	15	0,222	0,433	Invalid
	16	0,886	0,433	Valid
	17	0,454	0,433	Valid
	18	0,334	0,433	Invalid
	19	0,042	0,433	Invalid
	20	0,183	0,433	Invalid
	21	0,643	0,433	Valid
	22	0,676	0,433	Valid
	23	0,886	0,433	Valid
	24	0,742	0,433	Valid
	25	0,151	0,433	Invalid
	26	0,490	0,433	Valid
	27	0,536	0,433	Valid
	28	0,400	0,433	Invalid
	29	0,886	0,433	Valid
	30	0,536	0,433	Valid
	31	0,534	0,433	Valid
	32	0,190	0,433	Invalid
	33	0,225	0,433	Invalid
	34	0,303	0,433	Invalid
	35	-0,035	0,433	Invalid
	36	-0,006	0,433	Invalid
	37	-0,080	0,433	Invalid
	38	0,291	0,433	Invalid
	39	0,303	0,433	Invalid
	40	0,534	0,433	Valid

From the table above, there are 19 questions with the index of correlation $\geq 0,433$.

There are the question number 2, 4, 7, 8, 12, 13, 14, 16, 17, 21, 22, 23, 24, 26, 27, 29, 30, 31, and 40. These statements are valid and can be used as the instrument to the true sample.⁶³

⁶³ Appendix 03.

2. Reliability

Reliability was used to measure instruments of data collection and to identify the reliable of data collection especially questionnaire. In general, the test reliability is defined as the extent to which the results can be considered consistent or stable.⁶⁴ Reliability can be thought of as consistency. Reliability is directly related to the validity of the measure. A test can be considered reliable, but not valid.⁶⁵ To determine reliability of teacher-student relationship in this research used spearman brown formula.

In this technique, the researcher has to through the steps. The steps to measure the reliability are:

- a. Make a table of item analysis of all items
- b. Make the table of odd even split
- c. Applying the data to the formula of product moment correlation

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}}$$

- d. Apply the result to the speraman-brown formula

$$r_{II} = \frac{2 r \frac{1.1}{2.2}}{1 + r \frac{1.1}{2.2}}$$

r_{II} = coefficient reliability

$$= \frac{2 r \frac{1.1}{2.2}}{1 + r \frac{1.1}{2.2}} = r_{xy} \text{ as the index of correlation between split-half}$$

⁶⁴ James Dean Brown, *Testing in Language Programs* (USA: Prentice Hall Regents, 1996), 192.

⁶⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: CV Alfabeta, 2012), 178.

- e. Consult the correlation result (r_i) to the “r” table of product moment after find out the degrees of freedom (df). the formula is

$$df = N - nr$$

df=degrees of freedom

N= number of case

Nr= number of variable

Table 3.2 The Result of Reliability Test of Teacher-Student Relationship

Variable	Number of Items	Chronbach Alpha	Explanation
Teacher-student relationship	19	0,932	Reliable

If the correlation is positive when $r_{xy} \geq r_t$ so the instrument is reliable. And if $r_{xy} \leq r_t$ so the instrument is not reliable. From the each instrument in this research, the number of item is N=19, so $df = (19 - 2) = 17$. In the significant standard 5% is gotten $r_t = 0,433$. The result of students' motivation r_{xy} is 0,932 it can be concluding that $r_{xy} \geq r$ table, so it meaning that this questionnaire is reliable.⁶⁶

D. Technique of data collection

In this research, to collect data the writer used observation, questionnaire and documentation.

⁶⁶ Appendix 04.

1. Observation

Observation is support the research before make experiment to know the situation and setting the research's place. In this study, the result of the observation related of the geographical place of research, history of the place of research and condition of the students, teacher and staff in the place of research. The next point observation related the teacher-student relationship in the eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.⁶⁷

2. Questionnaire

Questionnaire is a written instrument consisting of questions to be answered or statements to be responded by respondents. It is used to gather information about fact or about opinion/attitude.⁶⁸ Questionnaire is a technique of data collection done by giving a question to the respondent to be answered.⁶⁹ There are many advantages of using questionnaire. For the respondents, questionnaire is easy to fill out, takes a little time, and keeps the respondent on the object. For researcher, questionnaire is relatively objective, fairly easy to tabulate and analyze, and can be administered personally by the researcher or by someone else or even by mail.⁷⁰ In this the writer used questionnaire to know the teacher-student relationship at eleventh grade of MA Ma'arif Miftahussalam Kambeng in academic year 2017/2018.

Using questionnaire which consist of 19 numbers of multiple choice items that prepare 4 answer chosen⁷¹ in each question that count as follow:

⁶⁷ Appendix 05.

⁶⁸ Mohammad Adnan Latief, *Research Methods on Llanguage Learning: an Introduction* (Malang: UM Press, 2013),

⁶⁹ Arthur Hughes, *Testing for Language Teacher* (New York: Cambridge University Press, 1989), 7.

⁷⁰ AuliaMufidaIzzaulMahfiana, *The Influence of Weekly Vocabulary Examination on Students' English Achievement at Al Mawaddah in Academic Year 2016/2017* (Ponorogo: IAIN Ponorogo, 2017), 35.

⁷¹ Appendix 06.

A (Always)	: 4 point
O (Often)	: 3 point
S (Sometimes)	: 2 point
N (Never)	: 1 point

3. Documentation

Documentation method was used to find out the data from the written documentation, such as daily notes, transcript, book, newspaper.⁷² It refers to the archival data that help researcher to collect the needed data. Documentation is the act of recording something in a document.

In this research, documentation was used to get some data about students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.⁷³

E. Technique of Data Analysis

Technique of data analysis is the method that is used in the research. Researcher do three steps to analyze data as follow:

1. Preparing

First step is choosing and filtering the data used in the research must be relevant. Just the data that is qualified that would be used for arrange data to the next analysis.

2. Tabulation

The second step is includes some procedures, as follows:

- a. Researcher gives score to the item test needed in the research.

⁷²Suharsimiari kunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Yogyakarta: Rineka Cipta, 2002) 158.

⁷³ Appendix 07.

- b. Giving the code for the items that were not necessary to scored.
- c. Change the kind of data. The data should be match and modified with technique of data analysis.
- d. Data coding, it was necessary to computerize the data if the researcher processing the data use computer.

3. Application the Data According to the Research Approach

The process of data obtained by used formulas or rules that are applicable to research design in analysis of data. In this study, to analyze the correlation between teacher-student relationship and students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018, researcher used t-test bivariat comparative with formula $n < 30$ (sample of eleventh grade). Before that, the researcher should be analyzed the data with normality and hypothesis test.

a. Normality Test

Normality test used to know and calculate a data set of study is normality distribution or not. The easy normality test is makes a graphic distribution of frequency data. It means normality test is depend on the data ability in the know the plotting the data. If the count of data is many and the spreading not 100% normal so the conclusion of that count is wrong or false. There are three formulas in normality test such as kolmogorov-smirnov, lilie forse and chi square test.⁷⁴ In this research, the researcher used kolmogorov-smirnov test to know and measure research data in normality distribution or not at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.

The steps of normality in data of research, as follows:

⁷⁴RetnoWidyaningrum, *Statistika* (Yogyakarta: Pustaka Felicha, 2015), 204.

1. Formulate hypotheses
2. Calculate average (mean) with create a table before, in single distribution table.

$$Mx = \frac{\sum fx}{n}$$

$$SDx = \frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n} \right)^2$$

3. Calculate the value of fkb.
4. Calculate each frequency divided by the number of data (f/n).
5. Fkb calculate each divided by the number of data (fkb/n).
6. Calculate the value of Z, X is the original value of data μ is the population mean can be estimate using the average of the sample or the mean while σ was the standard deviation of the sample values. Z calculated each value after sorted from smallest to largest.

$$Z = \frac{X - \mu}{\sigma}$$

7. Calculated $P \leq Z$.
8. For α_2 values obtained from the difference between column 5 and 7 (fkb/n and $P \leq Z$).
9. For α_1 values obtained from the difference between column 4 and 8 (f and α_2).
10. Compare the highest number α_1 with table of kolmogorvsmirnov.
11. Test the hypotheses.⁷⁵

b. Hypothesis

⁷⁵ Appendix 08.

To answer the problem 1 and formulation 2, descriptive statistical analysis is used by calculating the mean and standard deviation used to determine the categories of data studied to analyze the data. The researcher applied SPSS 16.0 for windows to find out the normality test.

After conduct normality test, the researcher was testing hypothesis using correlation analysis, namely Product Moment Correlation. The formula of Product Moment Correlation is purposed to test whether there is correlation between teacher-student relationship (X) and students' English achievement (Y).

In calculating the data, SPSS 16.0 program was applied to hold the researcher. The steps there are:

1. Resuming the result of teacher-student relationship and students' English achievement.
2. Calculating the correlation between variable X and Y by using person correlation formula.
3. Determining the correlation criteria by using the strength of correlation.
4. Determining the significant standard 5%.
5. Making a conclusion by classifying with the indexes of correlation and connect with the table of product moment.

a. $H_0 = r_{xy} \leq r_t$

It means that there is no significant correlation between teacher-student relationship (X) and students' English achievement (Y).

b. $H_a = r_{xy} \geq r_t$

It means that there is significant correlation between teacher-student relationship (X) and students' English achievement (Y).



CHAPTER IV

RESEARCH RESULT

A. General Data

1. History of School Establishment of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo

Madrasah Aliyah Miftahussalam Kambeng Slahung Ponorogo is a *madrasah* that can't be separated from the establishment of boarding school Salafiyah Miftahussalam, which was pioneered by Mr. KH Ach. Dairobbi, Amd. Miftahussalam Islamic Boarding School stood between the 1965s on the back of the emergence of *gastapu*/PKI, the *santri*/students took refuge in the *madrasah* and formed a resistance against the PKI. After the *gastapu* movement ends the students feel safe. At 1970 AD, officially stood MTs Miftahussalam. Along with the development of *santri*, and also the development of religious education and wider intellectuality, at 1984 stood MA Miftahussalam. During the period 1984 until now has experienced several principal changes:

- a. Periode 1984-1999: Mr. Sulaiman B. A
- b. Periode 1999-2009: Mr. Zainal Arifin
- c. Periode 2009-2016: Mr. Drs. Mokh. Mansyur

MA Miftahussalam as the institution carries out the mandate to achieve and support the vision & mission of national education and education of each region. The vision of MA Ma'arif Miftahussalam Kambeng Ponorogo is "Relization the graduates with the faith, knowledge and good deeds". As for the mission of MA Ma'arif Miftahussalam Kambeng Ponorogo is:

- a. Develop Islamic attitudes and behavior.
- b. Carry out active, creative, effective and fun guidance and learning, so that students can develop optimally, in accordance with their potential.
- c. Creating a healthy, clean and beautiful school environment.
- d. Extending the environment of life skills in every educational activity.
- e. Familiarize students with *akhlakul karimah*.

Therefore MA Miftahussalam needs to have vision and mission of *Madrasah* that can be made policy direction in to gets purpose educator which aspired.

The purpose of Madrasah Aliyah Miftahussalam:

- a. Students can perform worship properly and correctly.
- b. Referring to the vision, mission and objectives of national education and relevant to the needs of society.
- c. Referring to the Graduate Competency Standards (SKL) that has been established by the *Madrasah*.
- d. Accommodate inputs from stakeholder sharing including *Madrasah* Committee and decided by Education Board headed by Head of *Madrasah*.
- e. Students can apply *akhlakul karimah* behavior.

2. Profile of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo

a. Geographical Location

MA Ma'arif Miftahussalam is located at Soborejo street 01/02 Kambeng, Slahung, Ponorogo, East Java. MA Miftahussalam has a geographical location that is less strategic, because it is located in the countryside and close to the mountains so that

some children travel to this *Madrasah* with bicycles, motorcycles and even a walk. In addition to geographical conditions that are less strategic and many schools are level and located adjacent but this school is growing stable. In the 2009/2010 school year the *Madrasah* enthusiasts came from the Slahung district community with a radius of ± 5 km, and in the academic year 2010/2011 there was an increase up to a radius of 25 km, both coming from Slahung district and coming from other districts.

b. Organization Structure

In an organization, it is necessary to make the structure so that the organization can run well. It is needed to make the authority of individual units work together and help to achieve the objectives that have been divined.

Organization structure of MA Ma'arf Miftahussalam Kambeng Slahung Ponorogo is as follows: Drs. Moh. Mansyur as head master, Uswatun Ni'mah, M.Pd.I as vice principal 1, Didik Kristyono, ST as vice principal 2, Prawoto, S.Pd.I as vice principal 3, Patmini, S.Pd.I as head of administration, Jan'im Romli, M.Pd.I as assistance of managing students, Didik Kristyono, ST as assistance of managing curriculum, Imam Muhadi, S.Pd.I as assistance of managing school facilities, Dra. Husnul Munawaroh as assistance of school public relation and Ismun, S.Pd.I as coordinator of students counselor.

c. Condition of Teachers and Students

The number of teacher and staff in MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018 are about 11 people. The teachers at MA Ma'arif Miftahussaam Kambeng are mostly graduated from collage or university in various fields.

From the table above it can be seen that MA Ma'arif Miftahussaam Kambeng Slahung Ponorogo has 11 permanent teachers. Teachers of MA Miftahussalam mostly graduated S1 which consist of 9 teachers and S2 2 teachers. MA Miftahussalam has 7 male teachers and 4 female teachers.

After discussed teacher of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018, the researcher discussed the students of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. MA Ma'arif Miftahussalam has 3 classes with the detail 1 class for tenth grade there is 28 students, 1 class for eleventh grade there is 25 students and the last 1 class for twelve grade there is 16 students.

From the table above can be seen that MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018 has 69 students with 37 male students and 32 female students. Each level has one class for tenth grade, eleventh grade and twelve grade of MA Ma'arif Miftahussalam.

d. Curriculum

MA Ma'arif Miftahussaam Kambeng Slahung Ponorogo uses the curriculum established by the ministry of religious affairs and also added with the local curriculum. The compositions of curriculum structure are as follow: religious education (al-quran hadits, aqidah ahlak, fiqih, and SKI), civil education, discussion and literature of Indonesia, Arabic, English, math, science (biology and physics), social science (geography, history, economy, and sociology), art education, physical education and information and communication technology (ICTs). MA Ma'arif Miftahussalam has local content too there is electro and sew.

a. Infrastructures

Facilities and infrastructures of MA Ma'arif Miftahussaam Kambeng include: 3 classrooms, 1 guest room, 1 library a staff room, 1 headmaster's room, 2 teachers' room, 1 room of administration, 1 UKS space, 1 computer labs, 1 canteen, 1 OSIS room, 2 bathroom/ WC for teachers, 8 bathroom/ WC for students, 1 halls and 1 place for worship/ mosque.

B. Specific Research Findings

1. The Description of Teacher-Student Relationship at Eleventh grade of MA Ma'arif Miftahussaam Kambeng Slahung Ponorogo

This research aims to determine how the influence of teacher-student relationship with the students' English achievement of eleventh grade of MA Ma'arif Miftahussaam Kambeng in academic year 2017/2018. To get the data, the writer use questionnaire and documentation. The questionnaire used to measure the teacher-student relationship. And the documentation used to measure the students' English achievement of eleventh grade of MA Ma'arif Miftahussaam Kambeng. The questionnaires distributed by the researchers on the day of the distribution of report cards.

The results of questionnaires are as follow:

Table 4.1

Teacher-Student Relationship Score of Eleventh Grade of MA Ma'arif Miftahussaam Kambeng in Academic Year 2017/2018

No	Respondent	Score
1	Agus Budianto	43
2	Ahmad Nur Saifudin	40

3	Aji Abdul Azis	31
4	Anggun Triardhi	25
5	Bangkit Adi Saputra	50
6	Evita Indah Nurul Firdausi	30
7	Helmina Kholifatul M.	40
8	Indah Aryani	40
9	Khasan Ali Mustofa	46
10	M. Fa'iq Fadhilullah	28
11	Masrurotul Munawaroh	51
12	Muhammad Hasan Aji	28
13	Muhammad Rosyid	53
14	Nala Muji Astuti	56
15	Puput Melati	40
16	Puput Widyaningrum	56
17	Qoni' Atussalamah	51
18	Qosiyatul Latifah	40
19	Riskhi Jamilatun Mahmudah	56
20	Santika Dwi N. S.	45
21	Shofiatun	24
22	Silvia Enjie Rizka Fadhila	47
23	Siti Fatonah	40
24	Sukur Dwi Prabowo	27
25	Teguh Pribadi	51

2. The Description about Students' English Achievement at Eleventh Seventh Grade of MA Ma'arif Miftahussaam Kambeng Slahung Ponorogo

Students' English achievement can be determined from the documentation of the score of final test. The English achievement score is:

Table 4.2

Students' English Achievement Score of Eleventh Grade Student of MA Ma'arif Miftahussaam Kambeng in Academic Year 2017/1018

No	Respondent	Score
1	Agus Budianto	90,00
2	Ahmad Nur Saifudin	80,00

3	Aji Abdul Azis	80,00
4	Anggun Triardi	79,00
5	Bangkit Adi Saputra	92,00
6	Evita Indah Nurul Firdausi	79,00
7	Helmina Kholifatul M.	81,00
8	Indah Aryani	80,00
9	Khasan Ali Mustofa	82,00
10	M. Fa'iq Fadhilullah	79,00
11	Masrurotul Munawaroh	83,00
12	Muhammad Hasan Aji	79,00
13	Muhammad Rosyid	91,00
14	Nala Muji Astuti	84,00
15	Puput Melati	84,00
16	Puput Widyaningrum	91,00
17	Qoni' Atussalamah	84,00
18	Qosiyatul Latifah	85,00
19	Riskhi Jamilatun Mahmudah	92,00
20	Santika Dwi N. S.	83,00
21	Shofiatun	79,00
22	Silvia Enjie Rizka Fadhila	84,00
23	Siti Fatonah	84,00
24	Sukur Dwi Prabowo	78,00
25	Teguh Pribadi	91,00

C. Data Analysis

In this research the writer used 25 students as sample. Those samples are eleventh grade of MA Ma'arif Miftahussaam Kambeng Slahung Ponorogo in academic year 2017/2018.

In this chapter, the writer has been describing the mean and deviation standard of teacher-student relationship and students' English achievement and the influence of teacher-student relationship with the students' English achievement of the eleventh grade of MA Ma'arif Miftahussaam Kambeng Slahung Ponorogo in academic year 2017/2018.

1. The Analysis about Teacher-Student Relationship at eleventh grade of MA Ma'arif Miftahussaam Kambeng in Academic Year 2017/2018

The analysis was conducted to determine the teacher-student relationship at eleventh grade of MA Ma'arif Miftahussaam Kambeng in academic year 2017/2018. The teacher-student relationship could be determined from the score of teacher-student relationship which made into score interval.

The steps are:

- a. To determine M_x
- b. To determine SD_x
- c. To determine top up of teacher-student relationship score
- d. To determine bottom up of teacher-student relationship score
- e. To make an analysis of teacher-student relationship score

Table 4.3
The Analysis Data of Teacher-Student Relationship at of Eleventh Grade Student of MA Ma'arif Miftahussaam Kambeng in Academic Year 2017/1018

No	X	F	f.x	X^2	$f.x^2$
1	24	1	24	576	576
2	25	1	25	625	625
3	27	1	27	729	729
4	28	2	56	784	1568
5	30	1	30	900	900
6	31	1	31	961	961
7	40	6	260	1600	9600
8	43	1	43	1849	1849
9	45	1	45	2025	2025
10	46	1	46	2116	2116
11	47	1	47	2209	2209
12	50	1	50	2500	2500
13	51	3	153	2601	7803
14	53	1	53	2809	2809
15	56	3	168	3136	9408
Total		25	1058	25420	45678

Determining M_x and SD_x , It was conducted to know how much the devise standard of teacher-student relationship score. The formula could be explained clearly as the formula bellow:⁷⁶

$$M_x = \frac{\sum fx}{n}$$

$$SD_x = \sqrt{\frac{\sum fx^2}{n} - \left(\frac{\sum fx}{n}\right)^2}$$

After determining M_x and SD_x , then the writer determine top up and bottom up of the teacher-student relationship score. This was conducted to know the limitation of standard category from the teacher-student relationship scores.

Top up of teacher-student relationship score

$$= M_x + 1 \times SD_x$$

$$= 41.52 + 1 \times 10.3687$$

$$= 41.52 + 10.3687$$

$$= 51.8887$$

$$= 52$$

Bottom of teacher-student relationship

$$= M_x - 1 \times SD_x$$

$$= 41.52 - 1 \times 10.3687$$

$$= 41.52 - 10.3687$$

$$= 31.1513$$

$$= 31$$

⁷⁶ Appendix 09.

The teacher-student relationship to the eleventh grade of MA Ma'arif Miftahussalam Kambeng Ponorogo in academic year 2017/2018 could be determined by accumulating data above. The analysis could be seen clearly as the table below:

Table 4.4
The Analysis of Teacher-Student Relationship at Eleventh Grade Student of MA Ma'arif Miftahussalam Kambeng in Academic Year 2017/2018

Interval	Frequency	Percents	Category
>52	4	16 %	Good
32-51	15	60%	Enough
<31	6	24%	Less

From the counting above, it could be seen the teacher-student relationship to the eleven grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018 was very vary. There are 16% or 4 students got good categorization by scoring between 52-56, 60% or 15 students got enough categorization by scoring between 32-51 and 24%, 6 students got less categorization by scoring between 24-31. So that, it could be conclude that the teacher-student relationship to the eleventh grade of MA Ma'arif Miftahussalam Slahung Kambeng Ponorogo in academic year 2017/2018 was enough.

2. The Analysis about Students' English Achievement at Eleventh Grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in Academic Year 2017/2018

The analysis was conducted to determine the students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. The English achievement could be determined from the English achievement score that made into score interval.

The steps are:

- a. To determine My

- b. To determine SD_y
- c. To determine top up of students' English achievement score
- d. To determine bottom up of students' English achievement score
- e. To make an analysis of students' English achievement score

Table 4.5
The Analysis Data of Students' English Achievement at Eleventh Grade of
MA Ma'arif Miftahussalam Kambeng in Academic Year 2017/1018

No	Y	F	f.y	Y ²	f.y ²
1	92	2	184	8464	16928
2	91	3	273	8281	24843
3	90	1	90	8100	8100
4	85	1	85	7225	7225
5	84	5	420	7056	35280
6	83	2	166	6889	13778
7	82	1	82	6724	6724
8	81	1	81	6561	6561
9	80	3	240	6400	19200
10	79	5	395	6241	31205
11	78	1	78	6084	6068
Total		25	2094	78025	175912

$$M_y = \frac{\sum fy}{n}$$

After determining M_y and then the writer determining SD_y . It was conducted to know how much the devise standard of students' English achievement score.

The formula could be explained clearly as the formula bellow:⁷⁷

$$SD_y = \sqrt{\frac{\sum fy^2}{n} - \left(\frac{\sum fy}{n}\right)^2}$$

⁷⁷ Appendix 10.

After determining M_y and SD_y , then the writer determine top up and bottom up of the students' English achievement score. This was conducted to know the limitation of standard category from the students' English achievement scores.

Top up of students' English achievement score

$$\begin{aligned}
 &= M_y + 1 \times SD_y \\
 &= 83.76 + 1 \times 4.71946 \\
 &= 83.76 + 4.71946 \\
 &= 88.47946 \quad = 88
 \end{aligned}$$

Bottom of students' English achievement

$$\begin{aligned}
 &= M_y - 1 \times SD_x \\
 &= 83.76 - 1 \times 4.71946 \\
 &= 83.76 - 4.71946 \\
 &= 79.04054 \\
 &= 79
 \end{aligned}$$

The students' English achievement to the eleventh grade of MA Ma'arif Miftahusslama Kambeng Slahung Ponorogo in academic year 2017/2018 could be determined by accumulating data above. The analysis could be seen clearly as the table below:

Table 4.6
The Analysis of Eleventh Grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in Academic Year 2017/1018

Interval	Frequency	Percents	Category
>88	6	24%	Good
80-87	18	72%	Enough
<79	1	4%	Less

From the counting above, it could be seen the students' English achievement to the eleventh grade of MA Ma'arif Miftahussalam in academic year 2017/2018 was very varieties. There are 24% or 6 students got good categorization by scoring between 88-92, 72%, 18 students got enough categorization by scoring between 80-87 and 4%, 1 students got less categorization by scoring between 78-79%. So that, it could be conclude that the students' English achievement to the eleventh grade of MA Ma'arif Miftahusslama Kambeng SlahungPonorogo in academic year 2017/2018 was enough.

3. The Correlation between Teacher- Student Relationship and Students' English Achievement at Eleventh Grade Student of MA Ma'arif Miftahussalam Kambneg Slahung Ponorogo in Academic Year 2017/1018

This research was conducted to find out whether there is correlation between teacher-student relationship and students' English achievement or not. There are two variables teacher-student relationship as variable X and students' English achievement as variable Y. To know the correlation between those variables, the researcher used some steps. The steps as follow:

- a. Determining H_a and H_o
- b. Making correlation map with variable X and Y
- c. Determine M_x' and M_y'

$$M_x' = \frac{\sum fx'}{N}$$

$$= \frac{1058}{25}$$

$$M_y' = \frac{\sum fy'}{N}$$

$$= \frac{2094}{25}$$

$$=42.32$$

$$=83.76$$

$$= 42$$

$$=84$$

d. Determining SD_x ' and SD_y '⁷⁸

$$SD_x = \sqrt{\frac{\sum x'}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$SD_y = \sqrt{\frac{\sum fy'^2}{N} - \left(\frac{\sum fy'}{N}\right)^2}$$

e. Computing by applying the formula of product moment correlation⁷⁹

$$r_{xy} = \frac{N\sum xy - \sum x\sum y}{\sqrt{N\sum x^2 - (\sum x)^2} \sqrt{N\sum y^2 - (\sum y)^2}}$$

f. Giving interpretation

The interpretation was explained in next discussion section.

D. Discussion

The research found that $r_{xy} = 0,622$. After that making an interpretation based on the calculation whether any correlation between the teacher-student relationship and students' English achievement of eleventh grade student of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.

⁷⁸ Appendix 11.

⁷⁹ Appendix 12.

E. Interpretation

There were two ways to interpret the correlation between the teacher-student relationship and students' English achievement of eleventh grade student of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018 by using product moment

1. Interpretation about correlation coefficient crude digit.

After finding out the result of research, the correlation coefficient was 0,622. It was a positive value. From this, it could be founded that the correlation was direction correlation. The significant correlation here means the correlation in run a way. It means that the teacher-student relationship of the eleventh grade student of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018 become good or better causes, the students' English achievement become good or better too.

2. The interpretation is connected with the table of product moment

Ha: there was any correlation between teacher-student relationship and students' English achievement of the eleventh grade student of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. So, Ha is accepted.

Ho: there was no any correlation between teacher-student relationship and students' English achievement of the eleventh grade student of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018. So, Ho is rejected.

Then, the writer analyzes from two hypotheses above by comparing value of r_{xy} or r empiric with the table of product moment, but first we have to find df.

$$df = N - nr$$

$$= 25 - 2$$

$$= 23$$

Notes:

- If $r_{xy} \geq r$ table so Ho is rejected or Ha is accepted
- If $r_{xy} \leq r$ table so Ho is accepted or Ha is rejected

- From table :

The significant standard of 5% = 0,396

Because of $r_{xy}=0,622$

So that $r_{xy} \geq r$ table

The significant standard of 5%=0,396= 0,622 \geq 0,396 and

From the accumulation data above, it could be concluded that there was significant correlation between teacher-student relationship and students' English achievement of eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.

From the calculation above, we conclude that the result of r_{xy} was average: it was not high and not too low. It was caused both of teacher-student relationship and students' English achievement of eleventh grade of MA Ma'arif Miftahussalam in academic year 2017/2018 was enough position.

from the results above it can be concluded that in the learning process, success and failure are not can be viewed from a single factor but it should be looked at from various aspects or factors affecting, one factor that comes from teacher-student relationship.

Teacher-student relationship is the relation condition between teacher and students. This relation can make students feel enjoy within learning. Students can asks about everything without shy, afraid or doubt. Besides that, teacher-student relationship can builds students learning motivation. After students have strong motivation to learn, students improve her/his achievement with study hard.

CHAPTER V

CLOSING

A. Conclusion

Base on the research result, the writer conclude that,

1. The teacher-student relation for eleventh grade of MA Ma'arif Miftahusslam Kambeng Slahung Ponorogo in academic year 2017/2018 is 52 for top up teacher-student relationship score with acquisition 16%, 32-51 for middle teacher-student relationship score with acquisition 60% and 31 for bottom teacher-student relationship score with acquisition 24%. So the teacher-student relationship at eleventh grade of MA Ma'arifMiftahussalam is enough. It can be seen from the results of calculations which show that $r_{xy} \geq r$ "table" it means 0,789 is greater than 0,622 with the significant level 5% so H_a is accepted.
2. The students' English achievement for eleventh grade of MA Ma'arif Miftahusslam Kambeng Slahung Ponorogo in academic year 2017/2018 is 88 for top up students' English achievement with acquisition 24%, 80-87 for middle students' English achievement score with acquisition 72% and 79 for bottom students' English achievement with acquisition 4%. So the students' English achievement is enough. It can be seen from the results of calculations which show that $r_{xy} \geq r$ "table"it means 0,789 is greater than 0,622 with the significant level 5% so H_a isaccepted.
3. There is significant influence of teacher-student relationship to the students' English achievement at eleventh grade of MA Ma'arif Miftahussalam Kambeng Slahung Ponorogo in academic year 2017/2018.

B. Suggestion

Some suggestion was made by the writer based on the result of the research. They are:

1. The teacher must professional within learning with know how the condition of class and students so can control the class with the right learning method and creates good atmosphere in the class.
2. The students must builds good relations with the teacher like politeness, obey rules and orders, do not hesitate or shy to say hello and ask the teacher, etc. Students with good relation with the teacher will be creates students' motivation to learning and study hard and improve students' learning outcomes.
3. The schools must have adequate facilities in terms of equipment fairly, a pleasant place and the teacher who truly have the ability to channel the knowledge that the learning process run well.
4. The Other researchers are expected to examine more sources and references related to teacher-student relationship and learning outcomes so that research results can be better and more complete. Other researchers are also expected to be better prepared in the research process in order to capture and collect everything can be carried by either.

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