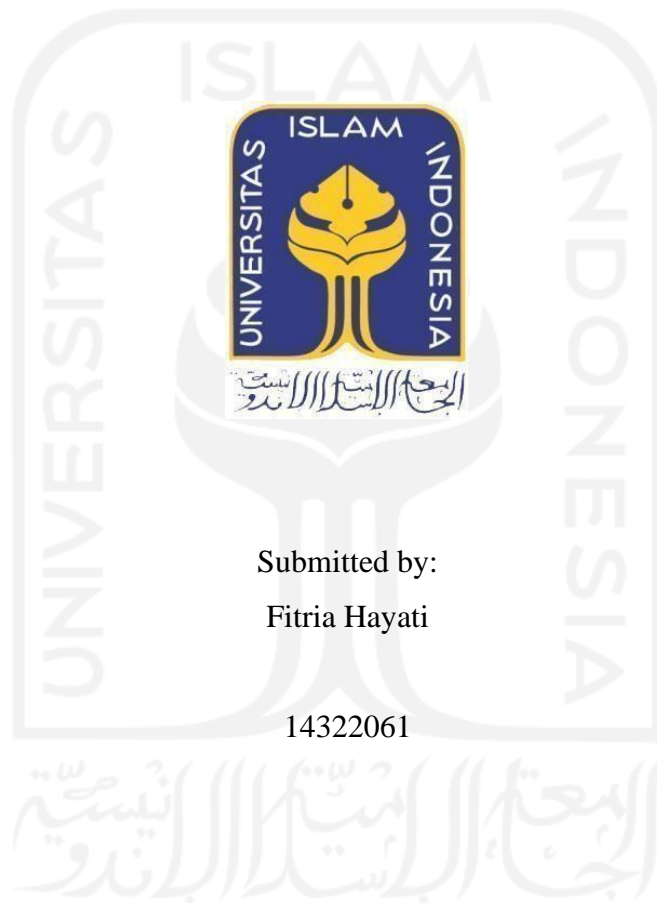


**Building Teacher-Student Interpersonal Relationship to Manage Misbehaved
Students in Senior High School**

A Thesis

Presented to the Department of English Language Education as Partial
Fulfillment of the Requirements to Obtain the Degree of *Sarjana Pendidikan* in
English Language Education



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**Building Teacher-Student Interpersonal Relationship to Manage Misbehaved
Students in Senior High School**

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STATEMENT OF WORK'S ORIGINALITY

I honestly claim that this best practice contains originality which has been written by me but those citations, quotations and references that cited on the paper, as a scientific paper should be.

Yogyakarta, 9th March 2021

The Author,



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MOTTO

Yourself is yours, so just do everything which makes you happily ever after.

“don't look into the outside, look into yourself and look for it”



DEDICATION

I proudly dedicate the best practice to me, myself and I who always fight and never give up in every obstacle. Also to all my amazing supporters and lovers Bapak, Ibok, Ayuk and Kakak.



ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. All praises to Allah the most gracious, the most merciful and the lord of the universe for His blessings which give me the strength to keep fighting on finishing this paper. Nevertheless, peace and salutation to our Prophet Muhammad PBUH, who brought us from the darkness into the lightness.

I would like to present my gratitude to all my beloved family who always give me their endless love and support. For their existences to love me and teach me everything. For the tears which fall down on their face in every never ending prayer. Also to my lovely amazing supervisor, Miss Intan Pradita, S.S., M.Hum. for her patient and kindness to guide on finishing this paper.

Further, this paper would not be finished without an additional support by the lovely buddies, Dama and Nanad that frequently force me and accompany me in my thousand sleepless nights.

Last but not least, the writer is mindful that this best practice is far from perfect. So, any recommendation and positive ideas are also very welcome. Hopefully the readers are able to get the benefit of this best practice.

Yogyakarta, 9th March 2021

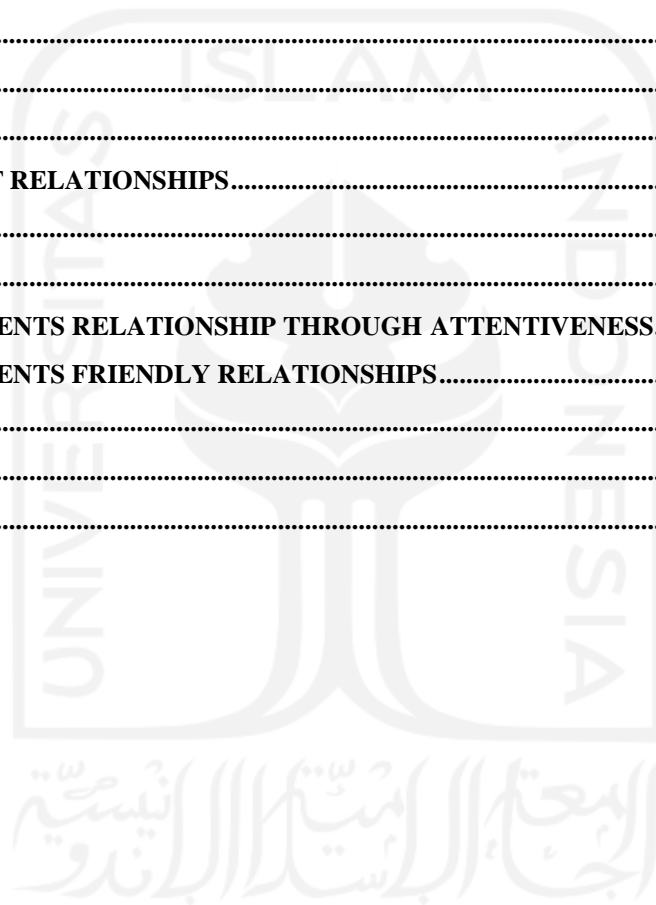
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ABSTRACT

Teachers and students are both the actors of the classrooms' success. Further, a good connection between teachers and students is fundamentally needed. This was in line with the study by Fan (2012), he revealed that the quality of the ties between the students and the teacher depends on the work performed by them. Furthermore, the quality of their connection would influence the circumstances in the classroom. A lot of teachers got remarkable challenges when they had to be at stake with misbehaved students especially in senior high school. Understanding the characteristics of the students could be the plus point of starting a good relationship with the students. That was in line with the study conducted by Muller (2001), he revealed that teacher support and trustworthiness would provide students with an expectation that their investments in teacher relations and in schools will be protected by teachers' dedication to success. By commemorating these experiences, the author was determined to build relationships as well with the students. Thus, this research focused on describing the author's experiences to build relationships with the students in her own ways.

Keywords : *Classroom Management, Teacher-Students Relationship, Teachers' Attentiveness, Misbehaved Students.*

CHAPTER I

INTRODUCTION

Common problems in teaching and learning activities that the author observed during the author internship program was the quality of relationship between teacher and students was really low. The students' behaved improperly while the teacher had difficulties in managing the classroom. In that case, the teacher needed to add an extraordinary strategy that would improve the managements' quality of the class which could have a deal with their misbehavior. Beaty-O'Ferrall et.al (2010) stated that a good quality connection between teacher and students is one of the keys to successful classroom management. The practical gap that the author found during her internship program was the teacher had difficulties in controlling the class and tended to be passive which made the teacher could not dominate student centered. The teacher preferred to monitor the class from the teachers' desk rather than being involved in the class activities. Moreover, the teacher seemed inattentive to the class circumstances which caused the students less of attention. Further, in the situation of classroom observation the author discovered that the students were domineering the class. The students seemed not to listen to the teacher and were thinking of their own matters. However, the students paid attention when the teacher was aware of students' existence.

As for the authors' observation, the students tended to be more comfortable to speak low level of Javanese language. Some of the teachers were trying to speak a similar level of Javanese language to the students. The author then witnessed how good the interaction became, just to switch the level of language. When the author tried to look for the reasons, then the teachers said that indeed in Javanese culture it is prohibited to younger people speaking in low level of Javanese language to their teachers. However, the teachers tend to negotiate their power to the students in order to build a good relationship. Some of these teachers believe that through having good relationships with the students, it somehow affected how effective the class was.

As a conclusion, the interpersonal relationship in the classroom was observed to be less experienced both by the students and the teachers. By commemorating these experiences, the author was determined to build relationships as well with the students. Thus, this research focused on describing the author's experiences to build relationships with the students in her own ways.

CHAPTER II

CONSTRUCT

Teacher-Student Relationships

Teachers and students are both the actors of the classrooms' success. Further, a good connection between teachers and students is fundamentally needed. Therefore, teachers' classroom management has been a crucial thing which contributes to students' motivation in the learning process. According to Beaty-O'Ferrall (2010) teachers who use a relationship-building approach to class management through the growth of the individual as a whole are more likely to help students develop constructive, appropriate social behaviors. Thus, the teacher-student relationship affected students' academic performance. Furthermore, the quality of their connection would influence the circumstances in the classroom. This was in line with the study by Fan (2012), he revealed that the quality of the ties between the students and the teacher depends on the work performed by them. Moreover, a friendly relationship between teachers and students could affect the students' awareness to participate in the teaching and learning process. Involving the class activity and using informal language could be one of strategies to get closer and be friendly to the students. However, teachers' attitudes towards the students must be considered for the teacher is the role model of the students in the classroom.

Teachers and students are the team of the successes of the teaching and learning process. They have to trust each other which is the key to understanding that each of them had their needs to take a chance to make the class run properly. A study conducted by Muller (2001) showed that teachers' commitment, teachers' attentiveness and teachers' behavior could influence students' academic performance. Moreover, students needed the teachers' attention to prove that the students' existence really meant for them. Thus, misbehaved students would make an effort in their academic performance when they think that teachers pay attention to the students (Muller, 2001). The students needed the teachers' verification to emphasize that teachers' support and attentiveness was really necessary. Teachers' attentiveness and attention can be done by making eye contact, paying attention when the students' tried to give their thoughts and giving the reward for those who answer the question. That was in line with the study conducted by Muller (2001), he revealed that teacher support and trustworthiness would provide students with an expectation that their investments in teacher relations and in schools

will be protected by teachers' dedication to success.

A lot of teachers got remarkable challenges when they had to be at stake with misbehaved students especially in senior high school. The teacher had to apply the specific learning strategy from the context of counselling and psychology such as the strategies of showing their empathy, admiring negative attitudes, leaving the ego, and multicultural connections (Beaty-O'Ferrall, 2010). Instead of finding an effective way, teachers had to build trust between students and teachers first which would trigger a good relationship, make them collaborate and lead them up to success in learning performance. Nevertheless, the teachers better get into the students' minds rather than had to deal with their behavior which would be easier to know the students' needs. Fan (2012) stated that it is socially and mentally sound to know the needs of individual students, to cultivate motivational connections and to be sensitive to their needs and problems. Thus, the teachers referred to as a leader for students who were able to help the students to be the best part of themselves.

Understanding the characteristics of the students could be the plus point of starting a good relationship with the students. Misbehaved students are most likely to follow their own thinking and tend to break the rules, labile and try to be the center of attention which made the teachers explore the effective way to deal with it (Beaty-O'Ferrall, 2010). Some students welcomed the teacher who was able to catch students' eye in establishing the best qualities of relationship between them without any pressure. That is why, being friendly definitely does not matter in order to make the students interested in learning. To emphasize, a friendly relationship with students can inspire and encourage them to learn (Fan, 2012).

By the construct reviewed above, the author decided to synthesize Mullers' (2001) and Fans' (2012) as her teaching practice. It was implemented as a teacher-student interpersonal relationship.

CHAPTER III

IMPLEMENTATION

In this section, the author describes steps of learning activities and the implementations of teacher-student interpersonal relationships.

3.1. Teacher-Students Relationship through Attentiveness

During the internship program, the author got a chance to teach two majors. Both are IPA and IPS which have different characteristics. Most IPA students were easygoing and friendly. Meanwhile, most IPS students were hard to control and did not want to cooperate with the teacher. Therefore, the author has to struggle more in managing IPS students. The author tried to understand how the students behave in teaching learning activities or even outside the class, since the author knew that the students are nearly difficult to manage especially for IPS students. Thus, the author built the relationship through attentiveness which referred to Fan (2012). The first step, the author noticed that the male students are often playing games such as PUBG and Mobile Legend. Meanwhile, the female students are used to using makeup and skin care. This made the author easier to get to know them by seeing from their hobbies. So that, the author used their hobbies as a bridge to lead them into the material. The author nailed it to engage the students and get their attention from both IPA and IPS students. Furthermore, when the author checked the attendance list, she tried to memorize the students' name one by one and looked for the most attractive students who can be appointed as a leader. After pointing out the leader, the author asked him to lead his friends to follow her instructions which will definitely help her in managing the class. This explanation which was done by the author was in line with the definition of Fan (2012) in the chapter 2 above which the teacher's attentiveness could be impacted to students' interest in learning.

By memorizing the name of students, they would feel that the teacher considered the students' existences. The author started the material by praying and checked the attendance list. To lead them into the material which was about asking and giving opinion, the author asked the male students' opinion about the games which they used to play and the other side she asked the female students' opinion about the makeup and skin care. From the two questions, the students seemed to be interested in the learning process. They tried to give the best answer

as much as they could. Moreover, the author not only asked students to choose which one that they preferred from the two choices but also called one of the students' names to answer the question. One side from the male and the other from the female. Nevertheless, the author gave a verbal reward in every right answer of the students. By the result, most of them tried to answer competitively. Further, one of the students asked the authors' opinion of the two questions which it was the good starting point to get their attention not only to the quality of relationship but also the learning process.

The next activity, the author gave the example of asking and giving an opinion by writing it down on the whiteboard. In this case, the author had a little bit of trouble when the students asked her permission to go to the bathroom while she wrote the example. It made the author think the other way to make them postpone their wish. Then, the author told the students who wanted to go to the bathroom that they had to ask for the permission by using English. They went back to their chairs due to not being confident to speak English. Afterwards, in the explanation session the author made eye contact in order to get their attention which would make the students feel appreciated by the author. To emphasize, the author tried to make them feel how beautiful the esteem from one to another is.

As far as the author managed the class, the class ran properly. She has not found any difficulties in building teacher-student relationships through attentiveness of both IPA and IPS students. In another word, this way can be used as the effective way to manage misbehaved students.

3.2. Teacher-Students Friendly Relationships

After giving the example to the students, the author gave the exercise and the instruction to the students to work in a group. Each group consists of 4 to 5 students. In this session, the author tried to involve the class situation in order to get closer to students personally. The teacher gave two different pictures for each group and asked them to make a dialog which consisted of asking and giving an opinion expression. By the time the students did their task, the author walked around the class checking their assignment. Moreover, the author not only asked for the students' difficulties in working the task group by group but also asked their difficulties one by one. Thus, the students felt more comfortable to get closer with the author personally.

However, even though the students felt comfortable with the author treatment, the author faced the difficulty of an IPS student. She found one of the students who slept in the class. The author tried to wake him up but there was no response from the student. She asked the student to go to the toilet to wash his face. Unfortunately, still there was no response from him. Finally, the author had to raise her voice upon the student and threatened him that she would not give him a score unless he could be cooperative with the author. As the result, the student woke up and followed the instructions of the author.

By involving the class activity, the author was able to dominate the class especially the students. The most important thing, while the author walked around the class, most of the students asked about the material which showed their enthusiasm in the learning activity. After finishing the task, the author asked the students to come forward in front of the class to perform their dialog to other students. They seem engaged when performing their task in front of the class. After showing their task, the author gave a compliment for every group like “very good job! impressive! great!” which made them appreciated by the teacher. Not only verbal reward but the teacher also let the students to give applause for the students who performed their task. This activity gave the result which was the students’ enthusiasm and willingness to understand that both of them are the actors which could make the teaching and learning process run properly.

CONCLUSION

From the explanation above, the author concluded that there are causes and effects from their actions since both the teacher and students are the main actors in the teaching and learning process. They have to understand each other to get the best relationship which could make the education run properly. Moreover, teachers' attention and attentiveness would be definitely needed to engage the students' motivation and willingness to follow the teachers' instructions. So that the author used teacher-student relationship through attentiveness and teacher-student friendly relationship as the way to manage misbehaved students.



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APPENDICES

