BUILDING TEACHER-STUDENT RELATIONSHIP FOR DIFFICULT STUDENTS

A Thesis

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STATEMENT OF WORK'S ORIGINALITY

I honestly state that 1 wrote this thesis entitled "Building Teacher-Student Relationship for Difficult Students" is by myself and there is no other work except cited in quotations and references as n scientific paper should

Yogyakarta, 27 May 2024

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MOTTO

"Life is not about getting ahead of each other, just dream for yourself" - Hindia

DEDICATION

  This thesis is dedicated to my parents, Mr. Saidun and Mrs. Septie Ulfah Hani who always support me in everything, praying and giving all their love for me. My thesis supervisor Ms. Banatul Murtafi'ah who also always provided guidance, patiently to always remind me to finish my thesis, and supported me during the process of compiling and finishing this thesis. In addition, this thesis is also dedicated to me. Thank you for always being strong, thank you for surviving this far, and thank you for never giving up.

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Sesa Aisyah Fajrin

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BUILDING TEACHER-STUDENT RELATIONSHIP FOR DIFFICULT STUDENTS

ABSTRACT

Although there are many studies that discuss how to build teacher-student relationships, studies that only focus on teacher-student relationships for difficult students in the English classroom are still limited. This study aims to investigate how an English teacher built her relationships with the difficult students. This is a qualitative study. The data were collected by using an interview with one of the English teachers at an Islamic boarding school in Yogyakarta and were analyzed by following qualitative data analysis framework from Creswell (2014). . The results of this study showed that the teacher build relationship with her students through these following was: 1) Positive affect, such as showing care with her students, and remembering their students' names; 2) Positive reciprocity, such as having good coordination between teacher and students; 3) Positive power, such as asking her students about the difficulties of learning English; 4) Negative power, such as leaving the students' scores as they are. In addition to these four findings, this research also has revealed an emergent finding where teachers had good communication and coordination with peer teacher or *musyrifah* who is a Quran teacher in the dormitory. This research suggests some implications for teachers and school management system to be more aware of their relationship with their students especially difficult students.

Keyword: *difficult students, teacher-student relationship.*

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The Relationship between teachers and students is one of the most important aspects in the context of education since it can form a positive learning experience and influence academic achievement and students' well-being. In every learning environment, students tend to rely on their teachers as their learning sources who can also facilitate their learning experiences (Riley, 2008). A teacher can be a role model and motivator for students. By developing positive and supportive relationships, teachers can help students feel safe, comfortable, and increase student motivation. In addition, teachers who understand students well can identify students' learning needs and interests and provide appropriate support and guidance. Apart from teachers, students also have an important role in building positive relationships with teachers. Students must try to be open and responsive to the teacher, and respect the experience and knowledge that the teacher has.

However, sometimes in the classroom, not all students are behaved. Some others are even quite difficult to handle. Difficult students according to Canter and Canter (1993) are those who continue to interrupt during the learning process, challenge the teacher, ask for attention, or students who have no motivation to learn. Then, teachers need to do something like calling the students' names, asking students

to help the teacher erase the blackboard, or other things that make students feel that the teacher notices the presence of these students.

This study discussed the relationship between teachers and students for difficult students. There have been many studies (i.e., Canter and Canter, 2011); Ferral, Green, & Hanna, 2010; Martin & Collie, 2018; Ramsay, 2020) discussing the teacher-student relationship and student misbehavior separately. However, there are still few studies that only focus on teacher-student relationships for difficult students in the English classroom or lessons. There was a study that discusses the teacher-student relationship for difficult students, yet, the type of data collection is quantitative, for example studies from Ramsay (2020) and Martin and Collie (2018).

The lack of focus on the specific strategies or methods teachers use to build emotional relationships with difficult students. In this research, the researcher discusses how teachers build relationships with students emotionally, especially those who are difficult to handle. When the researcher was a student, the relationship between teachers and students only existed between teachers and students who were easy to handle. Curiosity grew when she saw in one class, all students had low motivation to study, especially learning English. Therefore, building relationships between teachers and students is important for both of them, especially for difficult students.

1.2. Identification of the Problems

The challenge related to Teacher-Student relationship for difficult students is the relationship between the teacher-student themselves. Some people think that the relationship between teachers and students does not affect on student learning processes, but actually the relationship between teachers and students is very influential on student learning processes. Teachers often do not involve students in the teaching and learning process, especially students who have low learning motivation. This makes students feel not considered or not humanized. Besides not involving students, students also often underestimate the teacher. Besides students, teachers also want to be humanized. Difficult students tend to want to be respected by others but then sometimes they cannot even respect their teachers. This makes the teacher feel tired and creates a bad relationship between the teacher and students.

Difficult students are usually the students who are not interested in the subjects taught by their teachers. This makes students feel lazy and think the subjects taught by their teachers are not important and do not need to be studied. Apart from not being interested in the subject matter, sometimes students also do not like the way the teacher teaches them. Another reason why students are difficult to handle, apart from what is in themselves, is that teachers do not pay more attention to students.

1.3. Limitation of the Problems

This research focuses on how teachers build teacher-student relationships with difficult students or students who are hard to handle in English classes.

1.4. Formulation of the Problems

This study attempts to answer the following question: How does the English teacher build relationships with their difficult students?

1.5. Objectives of the Study

Therefore, this research finds out how English teachers build teacher-student relationships for difficult students.

1.6. Significances of the Study

This study will benefit teachers, lecturers and pre-service teachers. The benefits that will be obtained by the teacher are that the teacher will find it easier in the teaching process, know about how to handle difficult students, and how to build a good relationship with their difficult students. For the lecturers, can train pre-service teachers to conduct direct surveys in the field and be able to find out actual classroom conditions.

CHAPTER II
LITERATURE REVIEW

2.1. Teacher-student relationship (TSR)

The Teacher-student relationship is the interaction and connection that exists between a teacher and her or his students, in the context of education. Teacher-student (T-S) relationship is very important because it can affect the learning process and the development of students as a whole. As defined by Martin and Collie (2018), an important part of the interpersonal context of students at school is the teacher-student relationship, because it has a great impact on the academic development of students at school.

The teacher-student relationship has been widely recognized as a basic thing in building a positive environment at school (Cook et al. 2018). As basic things, teachers must pay attention to their relationship with their students, since many teachers only pay attention to students who are diligent. Teachers who are not familiar with how to deal with difficult student often choose to direct these students to disciplinary action, rather than finding solutions to problems with them. Research analyzing school records has found that one of the main violations that lead to disciplinary consequences is conflict between teachers and students (Ramsay 2020).

According to Ibrahim and El Zataari (2019), TSR ranges from negative to positive. Dimensions of teacher-student relationship according to Ibrahim and El Zataari (2019) include: affect, power, and reciprocity. The first dimension is *affect*.

Affect refers to feelings of affection, respect, and attraction. An example of the teacher-student affect is teachers care about students, give attention, support students, and respect students. The second dimension is power. Sharing power is needed especially among teenagers. Sharing power gives them space to listen and have their opinions heard and make decisions. One example of the abuse of power by the teacher is giving punishment to students. Some teachers give punishment to their students to justify the students' bad attitude, but actually punishment does not help students change their bad behavior. students often refuse to be punished by their teacher. According to Miller and Desberg (2009), if teachers punish students in front of their peers, students can be emotionally disturbed and develop hatred for teachers and schools. The last dimension is reciprocity. Reciprocity leads to the cooperation that must exist in relationships, including the relationship between teacher and student. If the two parties have different mindsets and goals, it can lead to a lack of coordination. The example of teacher-student reciprocity is coordination. Teachers and students must have the same mindset and goals. Teachers must use their feelings during the teaching and learning process, teachers not only fulfill curricular targets and only ensure that students graduate with good grades. These dimensions of TSR can be more challenging when the teacher builds the relationship with difficult students. Difficult students have different characteristics from ordinary students. difficult students always go against school rules, don't do assignments, talk-back, etc.

2.2. Difficult Students

According to Canter and Canter (1993), difficult students are those who continue to interrupt during the learning process, challenge the teacher, ask for attention, or students who have no motivation to learn. They go against the teacher's rules and make the teacher stressed, and angry. Some of them have emotional problems, such as physical or psychological abuse, the worst even can be alcoholics, drugs, do not have more attention from their parents, maybe even living with guardians and have no rules at all in their house, etc. Difficult students are not students in class who occasionally act up, they are also not students who can eliminate the teacher's patience. Yet, difficult students are students who engage in disruptive behavior, do not do assignments for a long period of time, and difficult students are students who make their teacher happy when they are not present in class.

From the explanation above, the following are the characteristics of difficult students. Students who talk back when the teacher is talking to them, students who not do assignments, invite their friends to bad things, insult other students, behave rudely to fellow students, have high emotions, challenge the rules in school, are absent during lessons, being late for a long time and frequently, and having an uncaring attitude.

According to Canter and Canter (2011), how to deal with difficult students is to build trust. If students do not trust their teachers, students do not believe that their teachers care about them. They do not want to be forced or motivated to learn and to cooperate with the teacher's orders. The way for students to trust their teacher is that the teacher must change the perception that the teacher is someone who deserves to be

trusted. the teacher must recognize his students and position the teacher as a student. After doing these things, if teachers feel that their words and actions can make a difference in their students, teachers can empower themselves to build relationships between teachers and students. Every class has difficult students, especially the English classroom.

2.3. Review of Relevant Studies

Recognizing the importance of high-quality teacher-student relationship as one of the important aspects in the learning process, in student growth, students really need teachers for their development. Many teachers understand the importance of it, but no effort is made to build an atmosphere in the classroom. One example is a study from Martin and Collie (2018) that discusses the importance of the teacher-student relationship. The participants of this study were high school students from various classes such as English, mathematics, science, history, and geography in Australia. The result of this study shows that the teacher has tried his best to build a teacher-student relationship, but the teacher has not changed the classroom style. The teachers still use a boring learning style, do not involve students in the teaching and learning process, and teachers also often do not respect or listen to students' opinions. This imbalance makes the teacher-student relationship not developed, while the teacher-student relationship is an important aspect of the teaching learning process. It is relevant, that building strong emotional connections with students is essential for effective teaching and learning. When teachers prioritize forming positive emotional relationships with

their students, this will create an environment where students feel valued, respected, and involved in the learning process, especially for difficult students.

Teacher-student relationship is an important aspect, because it can affect student motivation. As discovered by Ibrahim and El Zaatari (2019) who uses a research design in the form of a single case study. This study interviewed public female-only secondary schools in a major UAE city. They found that during the teaching and learning process, it was seen that the teacher closed the classroom door and gave punishment to students. Meanwhile, students look happier when learning outside the classroom or working in pairs. Students do not show their interest in ongoing learning. Some students were chatting, sleepy, and bored. Very few students follow the lesson well, concentrate, or interact with the teacher. It can be seen through these problems that the influence of the teacher-student relationship is very important for students, when students feel that they are involved, humanized, and are not punished. It is also relevant to this research, because Ibrahim and El Zataari (2019) believe that by encouraging supportive and caring relationships, teachers can increase students' motivation, participation and overall academic performance. Additionally, a good teacher-student relationship promotes trust and open communication, allowing students to feel comfortable sharing their thoughts, concerns, and ideas.

2.4. Conceptual Framework

The purpose of the study is to find out how teachers build good teacher-student relationships with difficult students. This study uses the definition of TSR from Martin and Collie (2018). They emphasize that building a good teacher-student relationship is very much needed because a good teacher-student relationship greatly influences the learning process and student development. Then, this present study will also refer to the dimensions of TSR according to Ibrahim and El Zataari (2019), who mention that the teacher-student relationship has three dimensions, the dimensions, i.e., affect, power, and reciprocity.
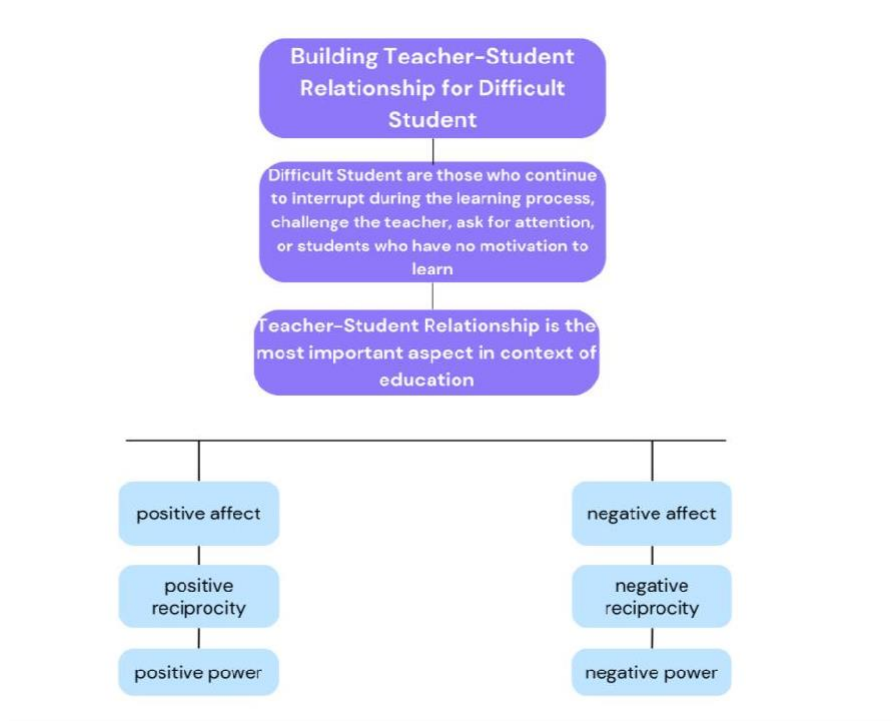
Figure 2.1. Conceptual Framework of TSR from Ibrahim and El Zaatari (2019)

CHAPTER III
RESEARCH METHOD

3.1. Research Design

This study uses a qualitative method used in the form of descriptive qualitative because this study aims to discover how English teachers build teacher-student relationships with difficult students. This study explores how teachers build teacher-student relationships through interviews. As defined by Cresswell (2014), descriptive qualitative research aims to provide an in-depth understanding of the phenomenon under study, this method often uses narrative and thematic analysis to reveal patterns, themes and meanings embedded in the data. The researcher chooses descriptive qualitative design because it can help us understand complex inter-relationships, can explore unexpected and unusual things, and can facilitate many concepts. This study examines the relationship that occurs between teacher-student, and one way to collect data in a case study is by direct and in-depth interviews with the participant.

3.2. Data Preparation

3.2.1. Participant and Setting

The participant (also known as Miss A) is an English teacher at an Islamic boarding high school in Yogyakarta. She is around 30 years old and holds a bachelor's degree in Education. The participant must be both an English teacher and a homeroom

teacher because homeroom teachers interact directly with the same students every day, and interact with parents/guardians of students. Not all students in that school are difficult students, but there are some difficult students, indeed. The researcher would like to conduct research at a certain senior high school. The participant at least has been an English and homeroom teacher for more than one year because as a homeroom teacher, she has experienced parents meeting and discussing their students at least two times in a year, while as an English teacher she knows students' characteristics and thus knows how to build bounding with her students.

3.2.2. Informed Consent

Before the interview, the researcher contacted the participant whether the participant was willing to be interviewed via WhatsApp. After the participant agreed and set the time and location, the researcher sent a form to be asked to sign as approval to become a participant. Participant names, information and answers were confidential in order to maintain her privacy.

3.3. Data Collection Technique

The data in this study were collected through interviews with the English teacher from Islamic Senior High School in Yogyakarta to investigate how the teacher builds relationships with difficult students in English Classroom. The data taken by using an offline interview.

Table 3.1. Matrix of Interview

Construct	Definition	Components	Questions
Teacher-Student Relationship	Teacher-student relationship is the interaction and connection that exists between a teacher and her or his students, in the context of education.	-Affect - Reciprocity -Power	1. How do you build relationships with students in general? 2. How about building relationships with difficult students? What did you do? 3. How's your specific strategy for building teacher-student relationships for difficult students? 4. Have you ever given consideration or choice to difficult students when they had problems? Please give examples. 5. Have you ever given your students punishment? When? Why? Why not? 6. Is there any How you communicate with parents/guardians of difficult students when building a teacher-student relationship?

3.4. Data Analysis Technique

In this study, the data were analyzed by the following qualitative data analysis framework from Creswell (2014). The data analysis went through several stages. The first step is collecting data through interviews with participants. After the data are collected, according to Creswell (2014), to analyze qualitative data, researchers need to run these following steps as described below.

1. Preparing the data,

   In this stage, researchers prepared interview transcripts, wrote notes, and sorted the interview data.

2. Familiarizing the data,

   After preparing the data, the researcher read the data repeatedly.

3. Coding the data,

   After the researcher read the data, the researcher created simple code for the data of interest.

4. Generating the data,

   The researcher identified the data and has a list of different codes. At this stage, the researcher compiled the code into themes and then combined the relevant data accordingly.

5. Interpretation in qualitative research,

   For the last step, the researcher summarized all the findings.

3.5. Trustworthiness

In order to gain trustworthiness, the data must go through some criteria. Nowell et al., (2017), mentioned these 3 criteria, i.e. credibility, transferability, and confirmability. The first is credibility which aims to make research answers acceptable and trusted by readers. The second one is transferability which aims to ensure that research carried out can be applied to further research. The last is confirmability which is the result of research findings clearly derived from what was obtained from the participants so researchers need to analyze the data obtained from the participants. The researcher applies these 3 criteria in several ways, the first is by selecting respondents who match the predetermined criteria. The researcher chose this respondent because the respondent was an English teacher, homeroom teacher, and the teacher was considered by the researcher to be a teacher who had a good relationship with her students. The second one is selected the theory and construct of the research and the last one is making the transcript, coding, and answer the research question.

CHAPTER IV

FINDINGS AND DISCUSSIONS

4.1. FINDINGS

4.1.1. How English teachers build relationships with difficult students

The participant is an English teacher at one of the Islamic boarding schools in Yogyakarta. Not all the students in this boarding school are difficult students, but there are some difficult students. This teacher is also a homeroom teacher for grade 10. This teacher has been an English teacher for about 3 years. She experienced parents meeting and discussing their students at least twice in a year, while as an English teacher she knows her students in the English classroom very well. In several English classes that Miss A teaches, there are a total of around 10 difficult students. Difficult students in the class taught by Miss A are skipping class, not paying attention to Miss A during the lesson, sleeping in class, and talking back.

Teacher-student relationship (TSR) is the most important aspect in education. Therefore, teachers and students must build good relationships with each other. Based on the result of the interview that has been conducted, the participant (teacher) is always trying to build a good relationship between teachers and students. Based on the result of the interview, four themes of the teacher-student relationship emerged.

a. Positive affect

When establishing a relationship with her students, Miss A used a positive *affect*. Affect refers to feelings of affection, respect, and attraction. An example of the

teacher-student affect is teachers care about students, give attention, support students, and respect students. Miss A pays attention, memorizes names, and always be friends with her students.

The following line shows how she tried to build a positive *affect* with her students by memorizing their name, being friendly with all her students, and so on. Miss A believes that remembering their names and being friendly towards her students is a form of respect for her students.

> *"The first thing I do is* **not be too stiff in class, remain respectful but be friends with them, use language that I think will be familiar to them. The first thing is to memorize all their names, then when something happens, it's good to just call them by name.** *Apart from feeling considered, it means we know that. know their names, then get to know them using a language that is close to them, and build familiarity. So, we build friendship first, maybe we like to joke with each other but we still respect each other as teachers and students.*
> *Or usually it's heart to heart, the heart to heart is like this. For example, sometimes I call you something like "what are your difficulties?" and then "do you like English or not?"*
> **TSR/PR/PA/002**

In addition to the previous strategy, Miss A also did other things to show her positive affect to the students. The next line shows how Miss A as an English teacher handles difficult students. When her students did not understand the material given by miss A, it was because they were busy with their own affairs, chatting with their friends, or maybe they are skipping class. Miss A gave questions for her students about English material. If there are many difficult students in a class, Miss A will ask questions in the class, but if there are only a few difficult students, Miss A will call the students and ask questions.

"(I) allocate time to be able to interview or test students one by one. For example: in the speaking test, (I) check their understanding of the material. (I) analyze the questions and repeat the material that many students don't understand"
TSR/PR/PA/092

b. Positive reciprocity

Reciprocity is the second strategy to build TSR from Miss A. It is defined as a cooperation that exists in a relationship, in this context it is TSR. Based on the results of the interview, the relationship between Miss A and her students is positive reciprocity. They have good coordination, the same goals, and the same mindset.

In this line, Miss A asks her students about their scores. Miss A asked whether her students still wanted to improve their grades or not, because at that time her students' grades were low because they skipped class or did not pay attention to Miss A's explanation about the material so they don't know how to do the exam. Miss A tried to build enthusiasm in students so that they have the enthusiasm to learn English.

"Yes, their score is what it is, but then the student is invited to discuss their score. I gave it as if I wanted to think that you should actually be able to do this, you should be able to think that I still care about you, you know. If I didn't care, I wouldn't have called you and I wouldn't have considered some things. But you have to know that we as teachers still want to think about your grades. So, but you have to improve in the last exam."
TSR/PR/PR/016

c. Positive power

Sharing power is important in building TSR, especially if the teacher taught teenagers. Sharing power can give students the freedom to give their opinions, especially when they are teenagers, students have a high curiosity and want to express what they feel. Teachers should facilitate students by listening to their opinions. Based

on the interview result, if her students did not pay attention to Miss A, Miss A said that she usually asks her students about the difficulties of learning English in her class. Miss A always makes sure that her students have no difficulties or unasked questions on their mind. Based on her question to her students, it makes her students feel more confident because they think that Miss A listens to their feelings or their opinion.

> *"The first thing I do is not be too stiff in class, remain respectful but be friends with them, use language that I think will be familiar to them. The first thing is to memorize all their names, then when something happens, it's good to just call them by name. Apart from feeling considered, it means we know that. know their names, then get to know them using a language that is close to them, and build familiarity. So, we build friendship first, maybe we like to joke with each other but we still respect each other as teachers and students.*
> ***Or usually it's heart to heart, the heart to heart is like this; for example, sometimes I call you something like "what are your difficulties?" and then "do you like English or not?"***
> **TSR/PR/PP/002**
>
> *"Maybe during break time or after class. I asked my students "what are your difficulties?" then "do you want to change or not?" but here they usually still have a fear of teachers."*
> **TSR/PR/PP/006**

d. Negative power

In contrast to positive power which listens to students' opinions and gives them space, negative power takes the form of some consequences. Some teachers give consequences to the students. The consequences for example if they have a bad attitude. Shock therapy is one way of buffing students so that they are more afraid and obey the rules at school. Shock therapy is the same consequence, but shock therapy is more subtle because shock therapy aims to make them remember their obligations as students.

The shock therapy given by Miss A to her students is to leave the students' scores as they are. If her students get imperfect scores on the difficult students, Miss A will let the grades go without giving remedy until her students realize that their grades are not perfect and then they realize their mistake. Miss A will not leave a student's grades as they are if the student obeys the rules and is willing to be reminded to be better.

> *"But I once said, if you want to sleep, just go back to the dormitory. Or for example, I once told my students that if you don't want to study, that's okay, learning will continue with or without you. If they are threatened, they are afraid.*
> *The first, for example the heart to heart one. And secondly, there is shock therapy.*
> *Shock therapy, for example, leaving their score as they are. Then the third is when, for example, in class, that rule is rule. So don't ever assume that I'm just reminding you once, and after that I'll be okay again. I will keep reminding you."*
> **TSR/NR/NP/024**

4.1.2. Emergent Finding: Communicating with Peer Teacher

In this boarding school, not only the teacher is the student's guardian, but there is also a *Musyrifah*. *Musyrifah* is a religion teacher who is the student's guardian while in the dormitory. The *musyrifah*'s job is to supervise students while in the dormitory and to be a Quran teacher for the students in the dormitory. *Musyrifah* is considered to understand more about students' characteristics because they spend more time with students than teachers at school. Teachers and *Musyrifah* are teaching staff at boarding schools. Teachers are teaching at schools while Musyrifah are teaching at dormitories. Teachers and *Musyrifah* have a good coordination to teach students. Communicating

with the *Musyrifah* is one of the ways that Miss A did to build relationships with her students because she wanted to know the student behavior not only in the classroom, but also in the dormitory. For example, if the students probably have a problem in the classroom then she would like to contact the *Musyrifah* regarding the problems that probably might happen in the dormitory. This is related to what has been said by Marzano et. al (2005) that staff in schools must share information about students and must comply with existing norms, namely not violating students' privacy.

> *"For example, in progress reports. They must be wondering what kind of students they are. Either in the dormitory or going to school. If it's in a dorm, that's it.* **We can get information from Musyrif and Musyrifah**, *but if for example at school that means I have to really get to know the student. What is the value, what are the advantages, what are the disadvantages. And I'm trying to get to know them. Get to know them and later after that I report it to the students' parents. I report to the students' parents about how they are at this school, but will definitely use good sentences. Then, for example, in the dormitory, students are late or they make other mistakes.* **I usually work together with Musyrifah.** *So, if they are caught bringing laptops into the dormitory, they will be punished or confiscated by the Musyrifah. Or sometimes I ask Musyrifah to remind the children to study because tomorrow is the last exam. "*
> **TSR/PR/PA/028**

4.2. Discussions

Teacher Students Relationship (TSR) is a crucial thing in classroom management. There are several ways that teachers can establish TSR in the classroom. Based on the result of the interview in this study, the researcher found that the strategies used by the teachers most likely are similar with the theory of the previous study. The way that the strategy the teacher used to build relationships with her difficult students

was in line with Ibrahim and El Zataari (2019).

Based on the interview result conducted by the researcher, Miss A had five different strategies to build relationships with her students. The first one is Miss A shows care to her students and remembering their names. This strategy is in line with one Ibrahim and El Zataari means by affect. This practice by Miss A is also the one that Garrett (2014) has always endorsed. Garrett (2014) mentioned that one of the ways to build relationships with students is remembering their name. In addition to that, Ramsay (2020) also emphasized on how teachers should care for their students.

Poulou (2016) also said that the way teachers get closer to their students is by building warmth and open communication. It is also an example of reciprocity. As defined by Ibrahim and El Zataari (2019), reciprocity is the way teachers and students build communication and coordination. Based on the research of this study, Miss A has good communication and has tried to always have good coordination with her students. Miss A said that she always tried to build good coordination with her students. Miss A always tried to build her students' enthusiasm for learning English. Building students' enthusiasm for learning is included in reciprocity, because Miss A changes her students' mindset about English and makes students have the same goal during English class. Marzano and Pickering (2003) also stated that good coordination between teachers and students is a very positive thing in building TSR.

The third and fourth strategy is sharing positive and negative power. Based on the interview, Miss A used positive and negative power. Sharing power gives students space to have opinions and trains them to make decisions. Miss A always tried to ask

her students about their difficulties in English Classroom, in that way Miss A made them express their difficulties in learning. For negative power, the teacher gives consequences to students about what they have done. In her classroom, Miss A also used negative power for their difficult students to make them remember about classroom rules and school rules. This is confirmed by Marzano and Pickering (2003) that if giving negative power still within the rules is fine, it would be wrong if it is done excessively. In this study, Miss A used negative power within reasonable limits and in accordance with the rules.

The last strategy used by Miss A, is not included in the one mentioned by Ibrahim and El Zataari (2019), the last strategy used is communication with Peer Teacher. The Peer Teacher in this context is the *Musyrifah*. Miss A and *Musyrifah* have good cooperation in educating students in this school. The role of *Musyrifah* is very important in boarding schools, especially for educating difficult students who need extra attention. This is in accordance with what was conveyed by Marzano et. al (2005) who mentioned that problems at school are normal, we just need to have good cooperation with the staff at school and discuss matters related to students.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This study explores an English teacher's ways on how teachers build relationships with her difficult students. Based on the result of the interview, the teacher-student relationship is the most important aspect in learning. *First*, teachers must be able to build good relationships between teachers and students, especially difficult students, for example: be friends with students, give more attention to students, and give reminders if students have violated school rules. *Second*, apart from paying attention to teachers, teachers also have to coordinate with Peer Teacher. Peer Teacher provide information to teachers when students, especially difficult students, are not within reach of the teacher. Third, when teachers and Peer Teacher are no longer able to handle difficult students, the next step is to take the students to a school psychiatrist/child psychologist.

5.2. Suggestions

Having a good relationship between teacher-student is highly recommended during teaching and learning activities, because teacher-student relationship is the most important aspect in learning. Teachers really need to give more attention to their students. However, lecturers, teachers, and students of the English Education department really need to pay attention to relationships with their students, especially their difficult students. In addition, the researcher also suggested that pre-services

teachers read more journals about teacher-student relationships and do ways to build

relationships for difficult students during internship.

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CONSTRUCT	THEME	SUB-THEME	CODES
Teacher Students relationship	Positive relationship	Positive affect	TSR/PR/PA/001
		Positive reciprocity	TSR/PR/PR/001
		Positive power	TSR/PR/PP/001
	Negative relationship	Negative affect	TSR/NR/NA/001
		Negative reciprocity	TSR/NR/NR/001
		Negative power	TSR/NR/NP/001

CODING SAMPLE	MEANING
TSR/PR/PA/001	TSR is Teacher Students Relationship
	PR is Positive Relationship
	PA is Positive Affect
	001 refers to line from the transcript interview

Participant   : Miss A

Time   : 13.00-13.45

Date   : 1 December 2023

Place   : Highschool

S   : Interviewer

A   : Respondent

Sub	Line	Transcription	Coding	Codes
S	001	Jadi karena skripsi saya membahas tentang Teacher-Student relationship for difficult students, saya ingin bertanya bagaimana cara miss buat membangun relationship sama semua siswa miss?		
A	002	Pertama kalau aku adalah dengan tidak terlalu kaku dikelas, tetap hormat tapi be friends with them gitu, menggunakan bahasa yang kira kira bisa akrab dengan mereka. Satu adalah hafal nama mereka semuanya, terus habis itu ketika ada apa kan enak ya manggil namanya gitu kan. Selain dia merasa dianggap, dan berati kan kita mengenal gitu, jadi kaya, tau nama, habis itu mengenal mereka menggunakan bahasa yang dekat dengan mereka, dan membangun keakrabannya mungkin apa ya. Jadi kita membangun keakraban dulu tuh, maybe kita suka becanda satu sama lain tapi tetap hormat loh ya. Atau biasanya heart to heart sih mba, heart to heartnya tuh gini, misalnya kadang saya panggil gitu, "kamu apa kesulitannya" terus "suka ngga sama bahasa inggris"	Positive affect Positive power	TSR/PR/PA/0 02 TSR/PR/PP/0 02
S	003	Tapi itu satu persatu siswa miss?		

A	004	Aku pernah melakukan itu, tapi tidak sering satu persatu ya, tapi lebih ketika misalnya secara umum adalah merubah mindset mereka sih. Dari kalo suka atau tidak itu kan personal mereka masing masing ya, tapi kalau bahasa inggris kamu harus berfikir bahwa butuh. Bukan lagi suka atau tidaknya tapi kamu butuh. Jadi kalau diurutin yang pertama adalah mengenal mereka as simple as know their name, abis itu terus membangun keakraban dengan mereka, bahasa yang akrab dengan mereka, dan mungkin kita suka becanda, terus abis itu suka ngobrol heart to heart sama mereka, kaya gitu. Tapi untuk anak yang difficult, atau yang susah itu biasanya aku panggil dia dan aku ajak ngobrol	Positive reciprocity Positive affect Positive power	TSR/PR/PR/0 04 TSR/PR/PA/0 04 TSR/PR/PP/0 04
S	005	Itu panggil ajak ngobrolnya dengan cara kaya gimana?		
A	006	Mungkin kalau misalnya lagi jam istirahat atau lagi udah selesai pelajaran atau apa gitu. Misalnya "kamu kesulitanmu apa?" terus "mau berubah ga?" tapi kalau disini tu biasanya mereka masih punya rasa takut sih mbak.	Positive power	TSR/PR/PP/0 06
S	007	Rasa takut sama gurunya?		
A	008	Rasa takut ya terhadap apapun. Ya terhadap guru	Positive affect	TSR/PR/PA/0 08
S	009	Oh kaya tanggung jawab mereka?		

A	010	Tanggung jawab tu mereka masih gitu. Jadi senakal nakalnya anak disini tu masih, masih mau ngerjain tugas, masih mau dengerin, karena mungkin ada tambahan basic yang lain. Contoh, mereka diingatkan untuk menghormati guru dari kajian ataupun didikan dari sekolahnya gitu.	Positive affect	TSR/PR/PA/0 10
S	011	Kalau misal, ada gak sih buat difficult students tu ada spesifik strateginya gak sih?		
A	012	Spesifik strateginya adalah mungkin sometimes i give them reward.	Positive affect	TSR/PR/PA/0 12
S	013	Oh reward. Jadi bukannya kaya dikasih punishment gitu gitu?		
A	014	Oh kalo punishment, aku malah.. Misalnya gini, satu anak gini ya. Anaknya tu mungkin ga begitu concern terhadap akademik gitu. Jadi dia tak panggil karna pada waktu itu kondisinya dia tu jarang masuk. Dia anak baru, anak baru jarang masuk karena ikut turnamen. Yaudah i have no solution yakan, karna abis itu dia mau tak suruh ngumpulin tugas udah susah karena akses laptopnya juga disimpan kaya gitu kan, akhirnya dia langsung tak judge, mau tak kasih nilai berapa gitu berdasarkan perhitungan apa adanya, terus tak panggil anaknya "gimana aku kasih nilai segini untuk PTS ini tapi besok pr-nya kamu harus meningkatkan nilaimu di PAS nanti" gitu. Jadi lebih shock	Positive reciprocity	TSR/PR/PR/0 14

		terapinya ada, shocknya terapinya jadi kaya shock bukan dengan punishment tapi dengan apaya yaudah nilainya apa adanya.			
S	015	nilainya apa adanya?			
A	016	Iya nilai apa adanya tapi kemudian anaknya diajak ngobrol gitu. Aku ngasih ibaratnya aku pengen berfikir bahwa sebenarnya kamu tuh harus ini loh apa, harus bisa berpikir bahwa aku tuh masih peduliin kamu loh ya. Kayak gitu.Kalau aku tidak peduli, aku nggak akan memanggil kamu dan aku tidak akan pertimbangkan beberapa hal gitu. Tapi kamu harus, ya ini apa namanya, kita masih mau mikirin kayak gitu kan. Jadi, tapi kamu harus memperbaiki. Nanti di PAS itu.	Positive reciprocity	TSR/PR/PR/0 16	
S	017	Tapi kalau misalnya dia di kelas gitu, misalnya anaknya kayak, kayak kemarin waktu saya mengajar di kelas 11 kayak anaknya pada tidur-tidur kayak gitu kan. Terus kayak pada malas kayak gitu. Itu ada nggak sih kayak, kalian berdiri gitu?			
A	018	Enggak.			
S	019	Atau gimana caranya, miss?			
A	0120	Kalau mereka itu mereka, mereka glosor sedikit aja, saya udah suruh mereka bawa. Itu baru glosor aja loh. Nanti sampai pokoknya mereka tidak boleh glosor. Jadi mereka mungkin sampai jenuh dengan peringatanku gitu ya. Tapi glasor aja nggak boleh.			

S	021	Tapi itu terus dilakukan?		
A	022	Terus dilakukan.		
S	023	Walaupun kayak anaknya terus kayak gitu, nggak yang kayak, kamu kalau sekali lagi kayak gini gitu? Enggak?		
A	024	Oh enggak. Tapi aku pernah bilang sih kayak gitu, kalau misalnya kamu pengen tidur atau pulang ke pondok aja, kayak gitu. Atau misalnya ini, aku pernah bilang kayak gini, apa namanya, kalau dia nggak mau belajar juga nggak apa-apa kok. Belajar tetap berjalan dengan atau tanpa kamu gitu. Tapi mereka tetap ganti-ganti keluar. Kalau udah diancam, mereka takut. Jadi mungkin lebih ke, lebih ke ini sih ya mbak ya. Lebih ke apa namanya… Yang pertama, misalnya heart to heart satu. Dan yang kedua memang ada shock therapy. Shock therapy-nya ada misalnya membiarkan nilai dia apa adanya. Terus yang ketiga adalah ketika misalnya di kelas, bahwa rule is rule gitu. Jadi jangan pernah beranggapan bahwa aku cuma mengingatkan kamu sekali, terus habis itu aku bakal oke lagi. Tidak gitu. Aku akan tetap mengingatkan kamu.	Positive reciprocity Negative power	TSR/PR/PR/024 TSR/NR/NP/024
S	025	Tapi kalau di kelas udah kayak gitu, ditandai gitu nggak?		
A	026	Mungkin pasti terbahas mbak. Dan kalau di sini dibantu dengan nanti anaknya misalnya susah banget ya, misalnya motivasinya low atau apa	Positive reciprocity	TSR/PR/PR/026

gitu. Biasanya dimasukkan ke ini. Kami kan punya psikolog ya. Nanti, pertamanya nggak langsung ke psikolog, tapi dipanggil dulu. Kamu kenapa gitu kan. Karena anak-anak itu kan macam-macam ya. Alasannya karena memang dia nggak, memang mungkin dia tidak, memang lagi nggak mood aja. Atau mungkin misalnya memang lagi dia tuh lagi karena, ya kata nggak pengen gitu ya. Atau memang mungkin interestnya nggak ke situ kali gitu ya mbak ya. Mungkin ada anak yang berfigurasi seperti ini kan. Apa namanya, kamu ngapain kehidupan dia gitu misalnya kayak gitu. Tapi kan tidak bisa untuk bahasa Inggris. Kamu mau jadi apapun pasti kamu butuh gitu. Jadi mereka harus ditanamkan pada saat itu gitu. Terus, nah kalau misalnya misalnya.

Anaknya udah dipanggil gitu kan. Dan nanti kita daftarkan juga di psikolog center. Psikolog center di sini. Nanti anaknya juga dipanggil dan dikulik oleh psikolog itu. Kira-kira ada masalah apa gitu.

S	027	Kan kalau misal, miss kan wali kelas nih. Kalau misal wali kelas tuh ada kan pasti ada pertemuan antara wali kelas, antar wali siswa gitu. Ada nggak pembahasan kayak gitu?		
A	028	Ada pasti. Jadi kayak misalnya di laporan perkembangan tuh. Pasti mereka kan mengulik anaknya seperti apa. Baik di pondok ataupun mau di sekolah. Kalau di pondok kan itu. Kita dapat sumber dari	Positive affect	TSR/PR/PA/0 28

musyrif-musyrifahnya ya kan. Tapi kalau misalnya di sekolah. Berarti ya aku harus kenal banget anak itu gimana gitu kan. Nilai Nya gimana. Dia bagus, dia kuat di apa, dia nggak kuat di apa. Dan aku tuh berusaha untuk mengenali mereka. Mengenali mereka dan nanti setelah itu aku report gitu kan. Aku report ke orang tua dia seperti ini. Kayak gitu kondisinya. Tapi pasti akan diolah dulu kan kalimatnya. Terus kalau misalnya di pondok gitu ya. Misalnya dia tuh terlambat atau dia tuh gini-gini. Ini biasanya aku suka kerja sama-sama musyrifahnya gitu. Jadi kalau misalnya ya ini ketahuan bawa pulang laptop. Kayak gitu tolong dihukum atau disita gitu, atau tolong ingetin ya anak-anak besok ujian PAS. Tolong ingetin belajar kayak gitu.Terus ya gitu sih mbak.

S	029	Tapi kalau misal sama orang tua. Kayak dia bilang gimana miss, emang kalau di rumah gitu-gitu ada obrolan gitu?
A	030	Misalnya saya nanya gitu ya?
S	031	Iya misalkan miss kan ngasih report nih "Ini anak kalau misalnya dia di pesantren gini-gini, di sekolah gini-gini gitu, dia gak pernah sholat gini-gini, males-malesan. Emang kalau di rumah gimana bu?" Gitu-gitu ada pembahasan kesana ngga?
A	032	Sebenarnya aku jarang nanyain kaya gitu, dan terkadang aku malah jadi kaya gimana ya, nanti aku tuh malah takutnya kalau dilema gitu loh. Bahwa kalau aku kembalikan tuh

		anak gimana gitu. Karena anak-anak rumah seringnya di sini, daripada di rumah mereka.
S	033	Iya sebelumnya maksudnya miss
A	034	Kalau sebelumnya sih mungkin lebih ke aku tanya mungkin bukan aku tanya dia di rumah gimana gitu ya, tapi mungkin "Ini kayaknya kalau saya lihat anaknya begini ya Bu ya, apa memang sebelumnya kayak gitu atau gimana".
S	035	Terus sama orang tuanya mereka ngasih solusi atau bagaimana jawaban orang tua siswa?
A	036	Kalau gini, kalau yang anak kelas 11 putra itu, memang sudah dikembalikan kepada sekolah. Jadi orang tua siswa menitipkan kepada sekolah untuk mendisiplinkan siswa siswa ini. Tapi kalau untuk anak-anak yang kelas 10 itu, sebenarnya ya pasti mereka juga mengembalikannya kita, untuk mereka kayak malah sangat menyambut baik peraturan-peraturannya.
S	037	Jadi orang tua gak apa-apa kalau misalnya sesuanya dihukum gitu sama disini?
A	038	Iya as long as juga bukan yang parah kayak gitu ya gitu. Pokoknya yang mendidik lah gitu.
S	039	Kayak masih yang, aman aja ya. Gak Pernah memberi batasan kaya "guru ga boleh gini ga boleh gitu"
A	040	Nggak sih, karena kan ga sampe

yang parah gitu. Kita hukum pasti ada alasannya dan hukumannya biasanya itu mendidik dan relate. Terhadap dia ininya, apa-apa kesalahan dia. Terus kalau misalnya kemudian anak-anak itu misalnya ada kurang nilainya atau apa gitu kan, pasti kita kaya "Kamu harus melakukan sesuatu dulu, ngerjain tugas kek atau ngapain kek" Untuk pada akhirnya bisa mendapatkan perbaikan. Misalnya, bisa memperbaiki nilainya apa-apain. Itu semua tidak gratis gitu. Jadi ada yang harus dia lakukan.

S	041	Berarti kalau misalnya kayak nilainya dia jelek karena dia, kayak males-malesan kayak gitu, itu tetap dikasih, kayak di jujurin aja atau bagaimana? misal, dibilangin ke anaknya "ini nilai kamu tujuh ya kamu mau dibenerin atau enggak" Berarti dibilang gitu ke siswanya atau bagaimana miss?
A	042	Tapi sebenarnya kita ada sih, kaya gimana-gimana ya bukan ini ya. Kayak misalnya, either itu secara natural anaknya nanya. Bilangnya kurangnya apa, atau kalau enggak mungkin memang dari kita. Kita sebagai guru kan pasti ada ngerapatin dulu kan ya, apa namanya ini anak. Atau memang kembalikan semua ke behaviornya itu. Jadi ya pasti kita juga nanti akan memberikan.
		Mereka udah gede ya, jadi kayak "Oke ini nilai kamu segini" gitu. Berarti kamu ya harus melakukan sesuatu.

S	043	Kalau misal, dari miss kan tadi bilang "kalau misal ke anak satu-satu itu, lebih ke be friend". Kalau misal ternyata anaknya ini, ternyata dia punya masalah pribadi gitu. Contohnya, nggak mood sekolah, males gitu. Gimana caranya miss menangani siswa seperti itu?		
A	044	Kalau kayak gitu sih, biasanya dia cerita gitu sih.	Positive affect	TSR/PR/PA/044
S	045	Oh mereka cerita?		
A	046	Cerita beberapa, tapi kalau yang pribadi banget ngga. Ini tadi stepnya kayak, kita panggil dulu gitu Terus habis itu kalau misalnya memang, misalnya belum end to end ya itu biasanya mungkin nanti dia ajarin sama sekolah juga.		
S	047	Berarti karena disini emang udah ada psikolognya. Jadi kalau gurunya udah nggak bisa nanganin, ke psikolog?		
A	048	Mungkin bukan nggak bisa nanganin sih, lebih ke Perlu Pengawasan lebih lanjut saja baru ke Psikolog.		
S	049	Berarti pertama emang dari sini dulu, baru ke psikolog?		
A	050	Pengawasan dari kita dulu, baru pengasih kalau. Biasanya kan kita kulik dulu, karena ada sebabnya anak kayak begitu itu.		
S	051	Iya.		
A	052	Jadi tidak semata-mata. Dia itu. Anak yang problematic, kayak gitu		

S	053	Tapi kalau disini. Sejauh ini enggak ada ya. Anak yang benar-benar. Sampai yang. Males banget gitu.
A	054	ga ada sih. Mereka anaknya itu masih, kaya anak kelas 11 putra itu. Masih mau kan ngerjain.
S	055	iya Masih mau.
A	056	Bukan ngerjain gitu, tapi ngerjain tugas gitu kan, masih. Kalau yang anak-anak putrinya mah, sangat taat kan. Walaupun aku yakin, di balik itu semuanya, mereka tuh punya masalah masing-masing. As simple as mungkin mereka punya masalah pertemanan. Apalagi mereka tinggal bareng, pasti ada lah masalahnya. Kalo masalah ringan mungkin kita bisa bantu, tapi kalau masalahnya udah berat sih stepnya yang pertama kita gali dulu dari siswanya, lalu kita nanya ke musyrifahnya.
S	057	Berarti itu juga ada koordinasi antara guru sama musyrifahnya.
A	058	Iya, harus. Karena arus relate antaranya pondok dan sekolah.
S	059	Karena jatuhnya, kalau musyrifah tuh. Kayak orang tua gak sih miss, mereka kaya pulang ke rumah.
A	060	Iya. Dia kayak pulang ke asrama. Gimana di asrama. Jadi kalau misalnya jam sekolah kan mereka sama kita. Tapi kalau udah pulang sama musyrifahnya.
S	061	Tapi kalau dari musyrif-musyrifah itu ada cara pendekatan yang gimana

		gitu nggak miss sama siswa-siswi?		
A	062	Kalau musyrif-musyrifah kan ini ya mba, kan mereka malah bobo bareng.		
S	063	Terus itu satu kamar gitu ya?		
A	064	Enggak, maksudnya satu ini.		
S	065	Satu blok?		
A	066	Satu lantai, satu blok gitu. Tapi, yang kamarnya musyrifah itu sendiri. Jadi mereka mungkin punya forum yang bareng sama musyrif, kajian atau apa. Kayak gitu atau mungkin yang malam mereka sangat bisa ngobrol, kayak gitu itu. Dan itu seharusnya ya memang seharusnya terjadi. Makanya, Musyrifah harus sangat tahu anak-anak juga. That's. One of the most difficult things. Adalah. Bukan hanya. Men-transfer ilmu. Tapi. Menguasai points. Dan mengenal. Anak-anak itu.	Positive affect	TSR/PR/PA/066
S	067	iya		
A	068	Bener.		
S	069	Karena apa ya, nggak cuma kalau masuk kelas itu kan, anak biasanya "asal aku suka sama gurunya, mapelnya aku suka apa enggak, belakangan". Gitu. Soalnya kalau dari jurnal yang saya baca itu, emang hubungan antara guru sama siswa itu hal yang paling penting kalau buat pembelajaran. Jadi, kalau memang hubungan sama siswanya nggak baik ya siswa itu enggak akan suka sama pelajaran.		

A	070	Karena ada kata-kata "It's not the classroom that changes the teaching process, but the teacher" Jadi kayak kenapa terkadang ada perbedaan. Antara mapelnya, nggak suka, tapi ketika gurunya bisa buat flow yang bagus, yang menarik. Tapi tiap guru sih punya style mengajar yang beda beda ya.		
S	071	Karena emang gitu.		
A	072	Beda pandangan.		
S	073	Iya Bener.		
A	074	Dengan millenial atau mungkin dengan angkatan mbak, pasti akan beda cara menghandle siswa		
S	075	soalnya dari Aku waktu SMA kaya gitu. kalau misal, Matematika gitu kan. aku kan gak suka banget matematika, Tapi kalau emang. Gurunya nih enak, yaudah mau-mau aja belajar. Cuman kalau, mata pelajaran yang segampang, bahasa Jawa deh, cuman kalau gurunya nyebelin, ya males.		
A	076	Tapi terkadang, mereka itu mau tidak mau, kita profesional aja, tapi alangkah lebih baiknya, Ketika semua orang belajar. Itu happy gitu gasih?.		
S	077	Iya.		
A	078	Ketika muridnya happy, gurunya juga happy, kayak gitu. Dan aku tuh sebenernya lebih kepengen lagi memang anak-anak itu belajar karena butuh pelajaran.	Positive reciprocity	TSR/PR/PR/078

Nah makanya kita harus apresiasi siswa, kita harus membuat mindset siswa kalo belajar karna butuh. Lu tuh butuh pelajaran gue. Jadi jangan sampai ada mindset. Kayak. Oh itu ngapain sih. Aku juga aja gitu. Juga gak. Gak ngaruh buat hidupku. Misalnya gitu kan. Kan banyak mindset nya. Kan aku juga. Gak pake di kehidupan gitu. But you cannot think that In English lesson. Because you always. Mau kerja. Pake. Mau kuliah. Pake. Mau komunikasi. Pake.

S	079	Keluar negeri pake
A	080	iya keluar negeri pake. Tidak ada mindset seperti itu. Tidak boleh gitu.
S	081	Jadi emang harus bener-bener. Jadi masuk kelas. Kita harus jadi temen sama siswanya.
A	082	Jadi be friends, tapi Untuk SMA loh ya.
S	083	Iya.
A	084	Untuk SMA, SMP lah ya mungkin. Tapi untuk SD dan untuk TK ya tidak. Menjadi orang tua untuk mereka, Be friends tapi masih sopan.
S	085	Dia sopan?
A	086	Iya. Harus ada boundaries. Sometimes we have to act like friends, tapi sometimes kita harus tegas biar ngga ditindas juga
S	087	Iya itu. Kalau memang kita kayak

		bener-bener jadi teman kan kayak. Enggak usah ngerjain tugas ya. Iya dong. Gak apa-apa. Gitu-gitu.		
A	088	Kalau nggak diapa-apain terus. Kalau nggak. Kalau diisi terus. Nanti mereka juga nggak hormat. Tapi alhamdulillah sih, kalau di sini tuh. Ya misalnya separah-parahnya tuh yang paling parang loh ya. Mereka paling ngantuk. Ya kan.		
S	089	Ada gak sih yang di sini yang paling sering bolos gitu.		
A	090	Kalau sering apa-apa yang bolos gitu tuh, nggak ada sih.		
S	091	Oiya miss, gimana cara miss membangun relationship sama difficult students tapi di dalam kelas bahasa inggrisnya itu sendiri. Bukan secara general		
A	092	Mengalokasikan waktu untuk bs interview / tes siswa 1/1. Baik tes speaking , cek understanding materi. Mengadakan kelas klinik. Menganalisis butir soal dan mengulang materi yg banyak belum paham	Positive affect	TSR/PR/PA/092
S	093	jadi cara miss membangun relationship sama difficult students itu dengan kaya interview tentang materi bahasa inggris gitu ya miss? kaya mengukur kembali pengetahuan bhs inggris siswanya?		
A	094	Bisa. Dan bikin ujian speaking juga bisa. Jd kyk bs lsg dibenerin gt.		
S	095	Jadi kalau siswa miss ada yang kurang lancar di kategori speaking		

		langsung dikasih revisi gitu ya?
A	096	Iyaa mba kaya gitu.
S	097	Oalaahh. Sepertinya cukup, terima kasih banyak miss untuk waktu dan kesediaan miss membantu saya.
A	098	Iyaa sama sama mba.