

CHAPTER V

CONCLUSIONS, LIMITATIONS, IMPLICATIONS AND RECOMMENDATIONS

This part presents the conclusion of the study, limitations of the study, implications for educational context, and recommendations.

5.1 Conclusions

Building and maintaining positive rapport for teachers and students in English Language Teaching (ELT) is necessary since this study found out that there is a significant positive correlation between students' speaking performance and teacher connectedness with the correlation coefficient as much as 0.731 and there is a significant negative correlation between students' speaking performance and students' anxiety in their interaction with English teachers with the correlation coefficient as much as -0.670. Teacher-student rapport is related with student's English speaking performance since the teacher-student rapport influenced three aspects in student's learning, namely; student's motivation to speak in the target language, risk taking and self-confidence, and student engagement. The harmonious relationship between teacher and student might affects familiarity, respect, and sensitivity that characterizes the interaction between the teacher and students. The positive relationship between students and teachers is also associated with increasing student's learning experience because teacher-students interactions will become better and it creates supportive learning environment for students to be actively participated in speaking activities with their teachers and ignoring their fears in speaking activity which implies to student's English speaking experience improvement.

This study also underlined four strategies for teachers in building rapport with their students, namely; recognizing students which includes knowing and remembering the students' names and knowing their characteristics; listening to students including listening to students' opinions when they talk, or when the

students do not share their ideas, the teachers have to encourage students to share their thoughts, teachers should never cut students off while giving opinions, and teachers should ask students' feeling after doing particular activities to listen student's eases and difficulties; respecting student strategy which covers communicating positive expectations to students to make students feel that their teacher respect and value them as individuals who are able to develop and meet the expectations set previously, correcting students in a constructive way without hurting student's feelings, communicating positive learning feedback to students so that students will feel that their hard works are valuable, sharing humor without ridiculing students to create enjoyable learning environment, and acknowledging students' contributions to make students feel appreciated by their teachers; and treating students fairly because when students realize impartiality in the classroom, it may foster displeasure and causing to negative rapport. Four strategies above would create positive rapport which will generates to positive learning environment which could facilitate students to develop themselves optimally, especially in the context of learning to speak English. In regards to build harmonious relationships with students, a teacher must have emotional, spiritual, and social intelligence in implementing those various strategies. Four teacher competencies namely pedagogical competence, professional competence, personality competence, and social competence are integrated in building positive rapport in the classroom.

5.2 Limitations of the Study

The present study has some limitations which could be addressed in the future studies in similar area. First, among four essential skills in English language learning (listening, reading, speaking, and writing), this study was limited in terms of investigating English speaking performance only. Second, the teacher-student rapport scale used in this study was only focus on two indicators of rapport, namely, teacher connectedness and student's anxiety when interacting with their English teacher. Third, the data about teachers strategies in building rapport were only collected from teacher's point of view because it was only investigated

teacher's strategies by interviewing the teacher without confirmed the strategies to the students.

5.3 Implications and Recommendations

This study drawn some pedagogical implications in the context of English as a Foreign Language (EFL). As this study found out that teacher-student rapport is significantly correlated with students' speaking performance, positive rapport between teachers and students is fundamental to create supportive environment for students in speaking English. Then, as the study shows that the relationship between English teachers and students influences some aspects in student's learning, namely student's motivation in speaking, student's self-confidence and willingness in taking risks, and student-engagement, it indicates that teacher behaviors in teacher-student interactions in the classroom can affects teacher-student relationship.

In addition, this study offers some recommendations that could be considered by teachers, school managements, and students. First, the result of this study could be used as a suggestion for teachers to build positive teacher-student rapport and to design learning activities which support positive teacher-student rapport in order to create good atmosphere when the students learn to speak English. Second, this study could also be used as a consideration for school management in creating specific program which could improve teacher-student rapport. Third, rapport in the classroom definitely do not affected by the role of teachers only since there are two sides involved in the process of building and maintaining rapport, so that student's consideration to be cooperative in the classroom is needed to support the success of applying teacher's strategies in building rapport discovered by the present study.

Additionally, with respect to future researchers, this research also offered some recommendations by considering the limitations of the study. As the present study focused on teacher-student rapport and speaking performance, the future researchers may concern on other language skills such as listening, reading, or writing. Then, the future studies may expand the area of investigation based on the findings of this research which discovered three related aspects of teacher-student

rapport and speaking performance which may relate teacher-student rapport to student-engagement, risk-taking, self-confidence, or student's motivation. The research in that area would support and develop the present study in order to enrich and deeply develop the theories of rapport in Indonesian context. Additionally, the future studies could also develop similar research with the present study which investigate teacher's strategies in building and maintain rapport to address the limitation of data collection technique of this study which only investigated teacher's strategies by interviewing the teacher without confirmed the strategies to the students. The data from both sides about the strategies would enrich the future research particularly.