

**INVESTIGATING TEACHER-STUDENT RAPPOR AND ITS
CORRELATION WITH STUDENTS' WRITING PERFORMANCE DURING
ONLINE LEARNING**



Rahma Faridila Amaliah

1707008

MASTER IN ENGLISH LANGUAGE EDUCATION

FACULTY OF LANGUAGE AND LITERATURE

UNIVERSITAS PENDIDIKAN INDONESIA

2022

STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled “Investigating Teacher-Student Rapport and Its Correlation with Students’ Writing Performance during Online Learning” is completely my original work for Magister Pendidikan degree of English Education major at Universitas Pendidikan Indonesia. Any references which are done by any other people or institution have been properly acknowledged and referenced.

Bandung,
13th January 2022



Rahma Faridila Amaliah

PAGE OF APPROVAL

INVESTIGATING TEACHER-STUDENT RAPPORT AND ITS CORRELATION
WITH STUDENTS' WRITING PERFORMANCE DURING ONLINE LEARNING

A THESIS

By:

Rahma Faridila Amaliah
1707008

Approved by:

Supervisor,



Dadang Sudana, M. A., Ph.D.

NIP. 196009191990031001

Co-Supervisor,



Dr. Rojab Siti Rodliyah, M.Ed.

NIP. 197308062002122001

The Head of English Education Department



Prof. Dr. Didi Suherdi, M. Ed.

NIP. 196211010987121001

ABSTRACT

The implementation of rapport in offline setting has been investigated by many researchers. However, there were still few studies that focused on this matter in online learning context. For this reason, this study aimed at investigating teacher's strategies in building rapport during online learning and students' perceptions of these strategies. This study also aimed at discovering the correlation between two dimensions of rapport—teacher connectedness and students' anxiety when interacting with the teacher—and students' writing performance. This study carried out mixed method, specifically concurrent embedded design. The data were collected through online classroom observations, questionnaires, interviews, and writing test. The findings showed that the teacher had successfully built positive rapport with the students and the students had positive perceptions of these strategies. Supporting this, the correlations of the two dimensions of rapport with the students' writing performance were significant.

Keywords: rapport, teacher's strategies, writing, online learning, correlation

TABLE OF CONTENTS

STATEMENT OF AUTHORIZATION.....	i
PAGE OF APPROVAL	ii
PREFACE	iii
ACKNOWLEDGMENT.....	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF CHART	xiii
CHAPTER I INTRODUCTION	1
1.1 Background of the Research	1
1.2 Research Questions	4
1.3 Aims of the Research	4
1.4 Hypothesis	4
1.5 Limitation of the Research	5
1.6 Significance of the Research	5
1.7 Clarification of Terms	6
1.7.1 Teacher-student Rapport	6
1.7.2 Teacher Connectedness	6
1.7.3 Student’s Anxiety.....	7
1.7.4 Writing Performance	7

Rahma Faridila Amaliah, 2022

INVESTIGATING TEACHER-STUDENT RAPPORT AND ITS CORRELATION WITH STUDENTS’ WRITING PERFORMANCE DURING ONLINE LEARNING

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

1.8 Organization of the Paper	7
CHAPTER II LITERATURE REVIEW	9
2.1. Teacher-Student Rapport.....	9
2.2. Two Dimensions of Teacher-Student Rapport	11
2.3. Teaching Writing during Online Learning	12
2.4. Teacher’s Rapport Building Strategies in Online Learning	14
2.4.1. Recognizing the person/individual.....	14
2.4.2. Supporting and Monitoring Students	15
2.4.3. Availability, Accessibility, and Responsiveness	16
2.4.4. Non Text-based Interactions	17
2.4.5. Tone of Interactions	18
2.4.6. Non-academic Conversation/Interactions.....	18
2.5. Perception	20
2.6. Related Previous Studies	21
2.7. Concluding Remark	24
CHAPTER III RESEARCH METHODOLOGY	25
3.1. Research Design.....	25
3.2. Research Site and Samples	29
3.3. Data Collection	30
3.3.1. Online Classroom Observation	30
3.3.2. Teacher’s Rapport Building Strategies Questionnaire	32
3.3.3. Student’s Perception Questionnaire	33

3.3.4. Interview	35
3.3.5. Teacher-Student Rapport Questionnaire	36
3.3.6. Writing Test	39
3.4. Data Analysis	42
3.4.1. Online Classroom Observation	42
3.4.2. Teacher’s Rapport Building Strategies Questionnaire	43
3.4.3. Student’s Perception Questionnaire	44
3.4.4. Interview	44
3.4.5. Teacher-Student Rapport Questionnaire	45
3.4.6. Students’ Writing	47
3.4.7. Correlation between the Variables	48
3.5. Concluding Remark	50
CHAPTER IV FINDINGS AND DISCUSSIONS	52
4.1. Building Rapport and Teaching Writing during Online Learning	52
4.2. Teacher Strategies in Building Rapport during Online Learning	55
4.2.1. Recognizing Students	55
4.2.2. Non-Academic Interactions	57
4.2.3. Supporting and Monitoring Students	60
4.2.4. Respecting Students	66
4.2.5. Rapport Strategies Related to Online Interactions	68
4.2.6. The Importance of Establishing Positive Rapport	71
4.3. Students’ Perception of Teacher’s Strategies in Building Rapport	73

4.3.1. Supporting and Monitoring Students	75
4.3.2. Tone of Interactions	79
4.3.3. Availability, Accessibility, and Responsiveness	82
4.3.4. Non-Academic Interactions	83
4.3.5. Respecting Students	86
4.3.6. Recognizing Students	87
4.3.7. Students' Perception of the Course	88
4.4. The Relationship between the Teacher and the Students According to Two Dimensions of Rapport and Its Correlation with Students' Writing Performance	89
4.4.1. The Relationship between the Teacher and the Students According to Two Dimensions of Rapport	90
4.4.1.1. Teacher's Connectedness Dimension.....	91
4.4.1.2. Students' Anxiety when Interacting with Teacher Dimension	92
4.4.2. The Correlation between Two Dimensions of Teacher-Student Rapport and Students' Writing Performance	94
4.4.4.1. The Correlation Teacher Connectedness and Students' Writing Performance	94
4.4.4.2. The Correlation between Students' Anxiety when interacting with the teacher and Their Writing Performance	96
4.4.5. Students' Writing Performance.....	97
4.4.5.1. Organization Category.....	97

4.4.5.2. Content Category	99
4.4.5.3. Grammar Category.....	100
4.4.5.4. Vocabulary Category.....	101
4.4.5.5. Mechanics Category.....	102
4.5. Concluding Remark	104
CHAPTER V CONCLUSIONS, LIMITATIONS, IMPLICATIONS AND RECOMMENDATIONS	105
5.1. Conclusion of the Research	105
5.2. Limitations of the Research.....	107
5.3. Implications of the Research	107
5.4. Recommendation for Future Researches.....	109
5.5. Concluding Remark	109
REFERENCES	110
APPENDICES	122

REFERENCES

- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Education and Development Studies*, 14, 1-22. <https://doi.org/10.1108/AEDS-06-2020-0131>
- Al-Hazzani, N., & Altalhab, S. (2018). Can explicit written corrective feedback develop grammatical and lexical accuracy of Saudi EFL learners?. *International Journal of Education & Literacy Studies*, 6(4), 16-24. <http://doi.org/10.7575/aiac.ijels.v.6n.4p.16>
- Ali, R., & Leeds, E. M. (2009). The impact of face-to-face orientation on online retention: A pilot study. *Online Journal of Distance Learning Administration*, 12(4), 1-11.
- Amara, T. M. (2015). Learners' perception of teacher written feedback commentary in an ESL writing classroom. *International Journal of English Language Teaching*, 3(2), 38-53.
- Angelino, L. M., Williams, F. K., & Natvig, D. (2007). Strategies to engage online students and reduce attrition rates. *Journal of Educators Online*, 4(2), 1-14.
- Ana, O. S. (2003). *Brown tide rising: Metaphors of Latinos in contemporary American public discourse* (2nd ed.). University of Texas Press.
- Arbaugh, J. B., & Hwang, Alvin. (2006). Does "teaching presence" exist in online MBA courses?. *The Internet and Higher Education*, 9(1), 9-21.
- Arikunto, S. (2002). *Prosedur suatu penelitian: Pendekatan praktek* (5th ed.). Rineka Cipta.
- Benson, T. A., Cohen, A. L., & Buskist, W. (2005). Rapport: Its relation to student attitudes and behaviors toward teachers and classes. *Teaching of Psychology*, 32(4), 237-239. http://doi.org/10.1207/s15328023top3204_8
- Betts, Kristen. (2009). Online Human Touch (OHT) training & support: A conceptual framework to increase faculty engagement, connectivity, and retention in

- online education. *MERLOT Journal of Online Learning and Teaching*, 5(1), 29–48.
- Boling, E.C., Hough, M., Krinsky, H., Saleem, H., & Stevens, M. (2012). Cutting the distance in distance education: Perspectives on what promotes positive, online learning experiences. *The Internet and Higher Education*, 15(2), 118-126.
- Bouras H. & Keskes S. (2014). Teacher-learner rapport impact on EFL learners' motivation. *Proceedings of SOCIOINT*, 14, 546-554.
- Boynton, C., & Boynton, M. (2005). *The educator's guide to preventing and solving discipline problems*. Association for Supervision and Curriculum Development.
- Brown, H. D. (2004). *Language assessment, principle and classroom practice*. Longman.
- Brown, H. D. (2007). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). Longman.
- Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (2nd ed.). Pearson Longman.
- Bruney, G. (2012). *The teacher-student relationship: The importance of developing trust and fostering emotional intelligence in the classroom* [Master's Thesis, Ontario Institute for Studies in Education of the University of Toronto]. <https://tspace.library.utoronto.ca/bitstream/1807/35096/1/Glenda%20MTRP%20Complete.pdf>
- Buskist, W., & Saville, B. K. (2001). Rapport-building: Creating positive emotional contexts for enhancing teaching and learning. *APS Observer*, 14(3), 12-13.
- Chanmanee, S. (2018). A study of characteristics of effective English teachers as perceived by high school teachers and high school students in a high school in Thailand. *Language in India*, 18(1), 599-617.
- Chávez, A. J. G., Maldonado, E. Y. C., Zamarrón, R. C., & Villar, M. M. B. (2017). *The effective use of positive rapport in EFL students*. Research Gate. <https://www.researchgate.net/publication/330524347>

- Chen, J. (2012). Favorable and unfavorable characteristics of EFL teachers perceived by university students of Thailand. *International Journal of English Linguistics*, 2(1), 213-219. <https://doi.org/10.5539/ijel.v2n1p213>
- Chumworatayee, T. (2021). Thai undergraduate and graduate students' perceptions towards effective English teacher attributes. *LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 547-573.
- Churton, M. W. (2004). Transitioning to e-learning: Pedagogical and support considerations. *Chinese Central Radio & Television Press*, 2, 14-25.
- Churton, M. W. (2006). Principles of e-learning and on-line teaching. *Jurnal Pendidikan Terbuka dan Jarak Jauh*, 7(1), 15-33.
- Cole, A. W., Allen, M., Anderson, C., Bunton, T., Cherney, M. R., Draeger, R., Jr., et al. (2017). Student predisposition to instructor feedback and perceptions of teaching presence predict motivation toward online courses. *Online Learning*, 21, 245–262. <https://doi.org/10.24059/olj.v21i4.966>.
- Coolidge, F. L. (2000). *Statistics: A gentle introduction*. SAGE Publications.
- Creasey, G., Jarvis, P., & Knapcik, E. (2009). A measure to assess student instructor relationships. *International Journal for the Scholarship of Teaching and Learning*, 3, 1–7.
- Creswell, J. W., Plano, C. V L., Gutmann, M. L., & Hanson, W. E. (2006). Advances in mixed methods research designs. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (pp. 58-88). SAGE Publications.
- Croxton, R. A. (2014). The role of interactivity in student satisfaction and persistence in online learning. *Merlot Journal of Online Learning and Teaching*, 10(2), 314–325.
- Demir, M., Burton, S., & Dunbar, N. (2019). Professor–student rapport and perceived autonomy support as predictors of course and student outcomes. *Teaching of Philosophy*, 46(1), 22-33. <https://doi.org/10.1177/0098628318816132>

- Dolin, J., & Evans, R. (2018). Transforming assessment through an interplay between practice, research and policy. *Springer*, 3, 10-22. <https://doi:10.1007/978-3-319-63248-3>.
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
- Dutton, J. A., Dutton, M., & Perry, J. (2001). Do online students perform as well as lecture students?. *Journal of Engineering Education*, 90(1), 131–136.
- Dwiyanti, K. E., & Suwastini, N. K. A. (2021). Assessments for writing skills in online learning. *Lingua Scientia*, 28(1), 8-19.
- Espasa, A., & Meneses, J. (2010). Analyzing feedback processes in an online teaching and learning environment: An exploratory study. *Higher Education*, 59(3), 277-292. <https://doi.org/10.1007/s10734-009-9247-4>
- Estep, C. M. (2013). Exploring the relationship between professor/student rapport and students' expectancy for success and values/goals in college of agriculture classrooms. *Journal of Agricultural Education*, 54(4), 180-194. <https://doi.org/10.5032/jae.2013.04180>
- Fatoni, Arifiati, N., Nurkhayati, E., Nurdiawati, E., Fidziah, Pamungkas, G., Adha, S., Irawan, Purwanto, A., Julyanto, O., & Azizi, E. (2020). University students online learning system during Covid-19 pandemic: Advantages, constraints and solutions. *Sys Rev Pharm*, 11(7), 570-576.
- Fleming, N. (2003). *Establishing rapport: Personal interaction and learning*. The IDEA Center.
- Frisby, B. N., & Myers, S. A. (2008). The relationships among perceived instructor rapport, student participation, and student learning outcomes. *Texas Speech Communication Journal*, 33, 27–34
- Frisby, B.N., & Martin, M.M. (2010). Instructor-student and student-student rapport in the classroom. *Classroom Education*. 59, 146-164.
- Frisby, B. N., Mansson, D. H., & Kaufmann, R. (2014). The cognitive learning measure: A three-study examination of validity. *Communication Methods and Measures*, 8, 163–176. <https://doi.org/10.1080/19312458.2014.903389>

- Frisby, B.N., Beck, A. N., Bachman, A. A., Byars, C., Lamberth, C., & Thompson, J. (2016). The influence of instructor-student rapport on instructors' professional and organizational outcomes. *Communication Research Reports*, 33(2), 103-110. <https://doi.org/10.1080/08824096.2016.1154834>
- Fox, N. (2009). *Using interviews in a research project*. The NIHR RDS for the East Midlands.
- Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 49, 207–219. <https://doi.org/10.1080/03634520009379209>
- Gaytan, J., & McEwen, B. C. (2007). Effective online instructional and assessment strategies. *The American Journal of Distance Education*, 27(3), 117–132.
- Glazier, R. A. (2016). Building rapport to improve retention and success in online classes. *Journal of Political Science Education*, 12(4), 437-456. <http://doi.org/10.1080/15512169.2016.1155994>
- Glazier, R. A., & Harris, H. S. (2020). How teaching with rapport can improve online student success and retention: Data from two empirical studies. *The Quarterly Review of Distance Education*, 21(4), 1-17.
- Grantiz, N. A., Koernig, S. K., & Harich, K. R. (2009). Now it's personal: Antecedents and outcomes of rapport between business faculty and their students. *Journal of Marketing Education*, 31(1): 52–65.
- Gremler, D. D., & Gwinner, K. P. (2008). Rapport-building behaviors used by retail employees. *Journal of Retailing*, 84(3), 308-324.
- Gubrium, J. F., & Holstein, J. A. (2001). *Handbook of interview research: Context and method*. Sage.
- Hagenauer, G., Hascher, T., & Volet, S. (2015). Teacher emotions in the classroom: Associations with students' engagement, classroom discipline and the interpersonal teacher-student relationship. *European Journal of Psychology of Education*. <https://doi.org/10.1007/s10212-015-0250-0>
- Hall, G. (2011). *Exploring English language teaching: Language in action*. Routledge.

- Hampel, R. & Stickler, U. (2005). New skills for new classrooms: Training tutors to teach languages online. *Computer Assisted Language Learning*, 18(4), 311-326.
- Hara, N., & Kling, R. (2001). Student distress in web-based distance education. *Educause Quarterly*, 3(1), 68-69.
- Harmer, J. (2007). *The practice of English language teaching*. Longman.
- Harmer, J. (2015). *The practice of English language teaching*. Pearson.
- Harms, C., Niederhauser, D., Davis, N., Roblyer, M. D. & Gilbert, S. (2006). Educating educators for virtual schooling: Communicating roles and responsibilities. *Electronic Journal of Communication*, 16(1), 3-14.
- Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Newbury House Publisher.
- Huang, Q. (2018). Examining teachers' roles in online learning. *EuroCALL Review*, 26(2), 1-13. <https://doi.org/10.4995/eurocall.2018.9139>
- Homrich-Knieling, M. (2019). From rapport to relationships: shifting our practice from classroom management to community. *Voices from the Middle*, 27(1), 58-61.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Ismail, N., Maulan, S., & Haniza, H. N. (2008). The impact of teacher feedback on ESL students' writing performance. *Academic Journal of Social Studies*, 8, 45-58.
- Jihong, W., Ziqing, H., & Min, L. (2020). Rapport management in intercultural interaction: A case study on emails. *International Journal on Studies in English Language and Literature*, 8(3), 6-16. <https://doi.org/10.20431/2347-3134.0803002>
- Kazieva, I. I., Danilina, E. A., Polonskaya, K. L., & Dolgova, E.G. (2021). About building rapport in distance learning during COVID-19 pandemic. *Editorial AAR*, 7(1), 38-44.

- Koo, T. K., & Li, M. Y. (2016). A guideline of selecting and reporting intraclass correlation coefficients for reliability research. *Journal of chiropractic medicine*, 15(2), 155–163. <https://doi.org/10.1016/j.jcm.2016.02.012>
- Kreitner, R., & Kinicki, A. (2014). *Perilaku organisasi*. Salemba Empat.
- Kupczynski, L., & Ice, P., Wiesenmayer, R., & McCluskey, F. (2010). Student perceptions of the relationship between indicators of teaching presence and success in online courses. *Journal of Interactive Online Learning*, 9(1), 23-43.
- Kyriacou, C. (2009). *Effective teaching in schools: Theory and practice* (3rd ed.). Nelson Thornes Ltd.
- Kolawoleolanrewaju, A., Oluwakemi, A., & Temidayo, A. (2014). Personality factors, academic emphasis, and studentslecturers' relationship as determinants of undergraduates' academic achievement goal orientation: The Nigeria experience. *IOSR Journal of Humanities and Social Science*, 19(1), 4-11.
- Lammers, W. J., & Gillapsy, J. A. (2013). Brief measure of student-instructor rapport predicts student success in online courses. *International Journal for the Scholarship of Teaching and Learning*, 7(2), 1-13. <https://doi.org/10.20429/ijstl.2013.070216>
- Lammers, W. J., Gillaspys, J. A., & Hancock, F. (2017). Predicting academic success with early, middle, and late semester assessment of student–instructor rapport. *Teaching of Psychology*, 44(2), 145–149. <https://doi.org/10.1177/0098628317692618>
- Lawrence, J., Shaw, H., Hunt, L., & Synmoie, D. (2020). Rapport and relationships: The student perspective on teaching excellence. *Emerald Publishing Limited*, 129-150. <https://doi.org/10.1108/978-1-78769-533-720201006>
- Lee, I. (2007). Feedback in Hong Kong secondary writing classroom: Assessment for learning or assessment of learning?. *Assessing Writing*, 12, 180-198. <https://doi.org/10.1016/j.asw.2008.02.003>
- Leitão, N., & Waugh, R. F. (2007). *Teachers' views of teacher-student relationships*

- in the primary school* [Conference Proceeding]. Proceedings from the 37th Annual International Educational Research Conference, Western Australia.
- Lemay, D. J., Bazelais, P., & Doleck, T. (2021). Transition to online learning during the COVID-19 pandemic. *Computers in Human Behavior Reports*, 4, 1-9.
- Lenkova, L. A. (2012). The effect of student-teacher rapport in English teaching, *Study Lib*, 172–174.
- Little, M., & Kobak, R. (2003). Emotional security with teachers and children's stress reactivity: A comparison of special-education and regular-education classrooms. *Journal of Clinical Child and Adolescent Psychology*, 32(1), 127–138. <https://doi.org/10.1207/15374420360533121>
- Madya, S. A., & Abdurahman. (2020). Online Learning Implementation in the Covid-19 Pandemic. *Advances in Social Science, Education and Humanities Research*, 539, 26-31.
- Mahle, M. (2011). Effects of interactivity on student achievement and motivation in distance education. *Quarterly Review of Distance Education*, 12(3), 207-215.
- Marzano, R. J. & Marzano, J.S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6-13.
- Merell, K. W. (2008). *Helping students overcome depression and anxiety: A practical guide* (2nd ed.). The Guilford Press.
- Meyers, S. A. (2009). Do your students care whether you care about them?. *College Teaching*, 57(4), 205–210. <http://doi.org/10.1080/87567550903218620>
- Mosley, C., Broyles, T., & Kaufman, E. (2021). A case study of teacher-student relationship development. *Journal of Classroom Interaction*, 19-32.
- Murphy, E., & Rodríguez-Manzanares, M. A. (2012). Rapport in distance education. *The international review of research in open and distance learning*, 13(1), 167-190).
- Nash, R. (2008). Course completion rates among distance learners: Identifying possible methods to improve retention. *Online Journal of Distance Learning Administration*, 8(4), 1-21.

- Nguyen, H. T. (2007). Rapport building in language instruction: A microanalysis of the multiple resources in teacher talk. *Language and Education*, 21(4), 284-303. <https://doi.org/10.2167/le658.0>
- Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *MERLOT Journal of Online Learning and Teaching*, 11(2), 309-319.
- Nippard, E., & Murphy, E. (2007). Social presence in the web-based synchronous secondary classroom. *Canadian Journal of Learning and Technology*, 33(1), 1-14.
- Nosair, E., Merghani, Z., & Mostafa, R. M. (2015). Measuring students' perceptions of educational environment in the PBL program of Sharjah Medical College. *Journal of Medical Education and Curricular Development*, 2, 71-79. <https://doi.org/10.4137/JMECD.S29926>
- Nova, M., & Sukyadi, D. (2017). An innovation of teacher's self-assessment of rapport building in EFL classroom. *The 1st Education and Language International Conference Proceedings Center for International Language Development of Unissula*. Sultan Agung Press.
- O'Donoghue, P. (2010). *Research method for sports performance analysis*. Routledge.
- Patterson, B., & McFadden, V. (2009). Attrition in online and campus degree programs. *Online Journal of Distance Learning Administration*, 12(2), 1-9.
- Paul, D. (2006). *Teaching English to children in Asia*. Pearson Education Asia Limited.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: conceptualizing, measuring, and improving the capacity of classroom interactions. *Handbook of Research on Student Engagement*, 365–386. https://doi.org/10.1007/978-1-4614-2018-7_17
- Polit, D. F., Beck, C. T., & Hungler, B. P. (2001). *Essentials of nursing research: Methods, appraisal, and utilization* (5th ed.). Lippincott.
- Practical tools for international development. (2014). *How to pretest and pilot a*

survey questionnaire. <http://www/tools4dev.org/uploads/how-to-pretest-and-pilot-a-survey-questionnaire.pdf>

- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Choi, C. H. (2020). Impact of the Covid-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(05), 4809-4818.
- Rimm-Kaufman, S. (2013). *Improving students' relationships with teachers to provide essential supports for learning*. American Psychological Association. <http://www.apa.org/education/k12/relationships.aspx?item=7>.
- Roach, K. D., Cornett-DeVito, M. M., & DeVito, R. (2005). A cross-cultural comparison of instructor communication in American and French classrooms. *Communication Quarterly*, 53, 87-107. <https://doi.org/10.1080/01463370500056127>
- Sánchez, C., González, B., & Martínez, C. (2013). The impact of teacher-student relationships on EFL learning. *A Colombian Journal for Teachers of English*, 20, 116-129.
- Santana, J. C. (2020). Establishing teacher-student rapport in an english-medium instruction class. *Latin American Journal of Content & Language Integrated Learning*, 12(2), 265-291. <https://doi.org/10.5294/laclil.2019.12.2.4>
- Satriani, M. (2020). *Teacher-student rapport and students' speaking performance in ELT* [Master's Thesis, Universitas Pendidikan Indonesia]. shorturl.at/lwDQ7
- Scrivener, J. (2011). *Learning teaching: The essential guide to English language teaching* (3rd ed.). Macmillan Education.
- Seker, Meral, & Dincer, A. (2014). An insight to students' perception on teacher feedback in second language writing. *English Language Teaching*, 7(2), 73-83.
- Sher, A. (2009). Assessing the relationship of student-instructor and student-student interaction to student learning and satisfaction in web-based online learning environment. *Journal of Interactive Online Learning*, 8(2), 102-120.

- Sherif, L. (2020). *Students' and teachers' perception of rapport management strategies used by teachers* [Master's thesis, The American University in Cairo]. AUC Knowledge Fountain. <https://fount.aucegypt.edu/etds/1471>
- Singh, M. K. M. (2014). Undergraduates' perception of the English language proficiency courses at tertiary level. *Semantic Scholar*, 4(12), 185-190.
- Siswati, S., Astiena, A. K., & Savitri, Y. (2020). Evaluation of online-based student learning: Models during new normal pandemic Covid-19 in Indonesia. *Journal of Nonformal Education*, 6(2), 148-155. <http://doi.org/10.15294/jne.v6i2.25599>
- Smith, K., & Robertson, R. (2020). What they thought they knew: Student-Instructor relationships and expectancy in community college classrooms. *Community College Journal of Research and Practice*. <https://doi.org/10.1080/10668926.2020.1829178>
- Spencer-Oatey, H. (2005). Rapport management theory and culture. *Intercultural Pragmatics*, 2(3), 335-346. <https://doi.org/10.1515/iprg.2005.2.3.335>
- Stephens, K. K., & Mottet, T. P. (2008). Interactivity in a web conference training context: Effects on trainers and trainees. *Communication Education*, 57(1), 88–104. <https://doi.org/10.1080/03634520701573284>
- Stover, C. (2005). Measuring and understanding student retention. *Distance Education Report*, 9(16): 1–7.
- Struyven, K., Dochy, F., & Janssens, S. (2005). Students' perceptions about evaluation and assessment in higher education: A review. *Assessment & Evaluation in Higher Education*, 30(4), 331-347. <https://doi.org/10.1080/02602930500099102>
- Sull, E. C. 2009. Student engagement, motivation, and rapport. *Distance Learning*, 11(3), 5-9.
- Terry, N. (2001). Assessing enrollment and attrition rates for the online MBA. *The Journal*, 28(7), 64–68.

- Thi, N., & Thao, T. (2017). Teachers' corrective feedback on English students' writing. *European Journal of English Language Teaching*, 2(1), 177–197. <https://doi.org/10.5281/zenodo.437760>
- Uluelang, K., & Akib, R. (2020). The students' perception of teacher roles and rapport in teaching writing. *Qalam: Jurnal Ilmu Kependidikan*, 9(1), 1-5.
- Vadia, M. N., & Ciptaningrum, D. S. (2019). Improving students' writing skill using online feedback. *Advances in Social Science, Education and Humanities Research*, 461, 178-182.
- Webb, N. G., & Barrett, L.O. (2014). Instructor-student rapport in Taiwan ESL classrooms. *Teaching and Learning Inquiry: The ISSOTL Journal*, 2(2), 9-23.
- Wilson, J. H. (2006). Predicting student attitudes and grades from perceptions of instructors' attitudes. *Teaching of Psychology*, 33(1), 91–95.
- Wilson, J. H., & Ryan, R. G. (2013). Professor–student rapport scale six items predict student outcomes. *Teaching of Psychology*, 40(2), 130–133. <https://doi.org/10.1080/00986283.2010.510976>
- Yusuf, F. N. (2019). Assessment for learning impacts on students' responsive writing skills. *Eleventh Conference on Applied Linguistics*, 254, 430-435.