

ABSTRACT

Anisa Hafsa Nurhayati (2017): The Analysis of Students' Perception on Teacher Rapport Building in EFL Classroom Settings (A Descriptive Study at SMAN 12 Garut).

Teacher's lack of awareness in building a positive relationship to students needs to consider in the educational practices in Indonesia. As English language has gained a reputation among foreign languages in the country, it has been integrated in the national curriculum for high school students in which the students may regard English as challenging subject and also be anxious in its learning process. These psychological barriers require that they need a positive relationship to their teachers, that is rapport.

This research aims at: 1) describing how the teacher build rapport with students in the EFL classroom settings; 2) describing students' perception toward the teacher in building rapport with them.

Descriptive qualitative study was conducted in order to see the real phenomenon occurred in the real situation. The participants were nine students who were chosen purposively as the representatives to give information related to the issues. Triangulation was conducted in order to strengthen the data reliability. Therefore, classroom observations, interviews, and the questionnaires were used.

The research found the teacher's behaviors in the EFL classroom settings which were appropriate with the eleven principles of rapport building in the EFL classroom suggested by Nova (2017). Those were calling students by names, recognizing students, helping and monitoring the students by approaching them individually, giving support, trusting the students, providing time for low achiever students, paying attention to each students, assisting the students by approaching them personally, inviting students to share ideas, praising students' ideas, sharing feeling, experience, and humors, laughing together with the students, listening what the students said, spreading smile in the classroom, looking at the students when talking to them, and giving positive oral feedback. These behaviors were mostly seen positively by the students.

Moreover, it was found that the teacher was motivating, paying attention, being intimate and close to them, approachable, helping them understand the lesson, caring, respecting and appreciating the students, developing the interesting learning process, making the students relax and active by his humors.