

## **Chapter Two**

### **Literature Review**

This study aims at analysing the closeness between the students and teachers in learning process. In order to formulate this issue, literature review gives some important aspects relating to the study were conducted. First this study discussed all about the students' perception on the student-teacher closeness in learning English, and second this study shows the conceptual framework of this study.

#### **Perception**

First of all, this study explains perception. Microsoft Encarta world English dictionary (2011) defined that perception or perceiving as the process of the senses to acquire information about the surrounding environment or situation. According to Rao and Narayan (1998: 329-330) perception is the set of processes of selecting, organizing, and interpreting the input from individuals' sense (hearing, smelling, touching, seeing, tasting) in order to give meaning to their environment. Another definition is also stated by Szilagyly and Wallace (1983) perception is defined as the process by which individuals attend to incoming stimuli, organize, and then interpret such stimuli into a message that in a turn indicates an appropriate action or behaviour. Toha (2003:141) as cited in Arisana and Ismani (2012) sated that perception is a cognitive process experienced by each individual in understanding the information. This definition refers to the thinking capacity within human beings toward the situation faced by them.

According to Walgito (1985:51), as cited by Irwanto (1989), he argued that how people know the environment, relates with the sensation and perception. He also explains that “perception has some requirements needed to fulfil in order people are aware of something. Those requirements are: there is an object to be perceived, the normal five senses along with the receptors, and the consciousness. Besides, he also mentions that to create the perception, there are some requirements: (1) physical: an object arouses stimuli caught by receptor, (2) physiological: the stimuli accepted by sense sent to the brain, (3) psychological: the brain processes the stimuli then the human realizes what his/her brain receives.

From all the types of perceptions, the perceptions in this study are from the students’ feeling and experience on their closeness relationship to their teachers.

### **Defining the Closeness**

To make this study clear, this study is aimed at the main of this study deeply, exactly about the student-teacher closeness. To know about the student-teacher closeness deeply, this study will give the explanation first on the definition of closeness. Closeness is a noun from close that has a meaning of near in relationship (Oxford, 2008). Closeness comes from the close word that has a meaning as not far away, almost reached, there is no separating distance between the two objects, already fused and one thought (Poerwadarminta, 1982). Closeness positively correlated with relationship satisfaction and relationship strength (Hansen, 2000). So closeness is described as the perception of warmth and affection to the other people (Pianta, 2001). And, Ho (2009) defined that closeness can be described by the perceived psychological distance between two

individuals. According to Sulistyaningsih (2012) closeness is the direct meeting of two persons or more. It can be defined as face to face meeting with direct opinion, so one of them can receive what the other personnel said. While according to Jash (2003), closeness is a relationship between two people who are adjusting and getting used to the existence, desires, and feelings from one another.

This study summarizes those definition of closeness, that closeness can be defined as near in relationship between one another by showing their affection from one another.

### **Defining the Student-Teacher Closeness**

After knowing the definition of closeness, this study is intended to explain the student-teacher closeness. According to (Sulistyaningsih, 2012), closeness can be interpreted depending on the human needs, such as the closeness of the human to their God, the closeness between the teachers and students, and the closeness between human to human. But, this study talks about the student-teacher closeness only, then this study just focuses on the student-teacher closeness.

Student-teacher closeness is a tool to control the students inside the school and outside the school, this relation can be braided well, such as teacher behaviour, well-spoken of the teachers, performance, teachers' mind-set, responsibility (Syaefudin, 2007).

Student-teacher closeness can be shown by sincere acceptance and openness, by the criterion sincere in giving and receiving, freedom expression, freedom movement, warmth situation, and clarity direction. The student-teacher closeness cannot be forced, but the teachers should build themselves to be good teachers who can be received by the students (Prayitno, 2009).

Meanwhile, according to Pianta as cited from Yiu (2011), there is no the exact definition in defining the student-teacher closeness. The student-teacher relationship scale then used to assess the student-teacher closeness.

This study can summarize that the student-teacher closeness is a closeness relationship between the students and teacher by the sincerity of receiving and openness of the teachers to the students and there is no forcefulness between them.

### **Types of Closeness**

This study explains the definition of the student-teacher closeness clearly. Next this study is intended to explain the type of student-teacher closeness. That type of closeness can be defined related to what kind of closeness can be applied on.

First, this study talks about the type of closeness in creating a group working. In creating a group working, it needs to build the three types of closeness. Those types of closeness are *physical closeness*, *social closeness*, and *interaction closeness*. According to Clinebell (2002), creating a group in working a job it can be built by *physical closeness*, *social closeness*, and *interaction closeness*. *Physical closeness* must be combined with the ongoing meeting. The physical closeness needs the togetherness time to develop a sense of group identity. So continued by *social closeness*, *social closeness* is related to the same purpose or same interest, which is making the efforts in a certain direction to the individual's concurrently. Feeling of group identity grows when satisfying of mutual needs of the growing field of psychological completing one and another. So, it ends by *interaction closeness* or can also be called *emotional closeness*.

*Emotional closeness* involvement in a group will be developed when the members are communicating and sharing the meaningful experiences. The more experience they have, the more relation they get.

Darmayanti (2007) has another opinion about the type of closeness. There are three types of closeness that are interconnected to construct a trust between one another. Those closeness are *physical closeness; intellectual closeness; and emotional closeness*. *Physical closeness* can be awaked by a strong commitment to meet and communicate to each other. By the existence of the good communication between the two people then both parties will know each other. Next, followed by *intellectual closeness*, the intellectual closeness can be developed by finding a common experience because by the similarity of the experience there will be a direction of thought. *The emotional closeness* presence to open the beliefs each other. Emotional closeness can occur by the presence of mutual love, the desire to help each other, and sincerity to the mutual appreciation.

Mayasari (2012) suggested that the closeness to the subordinates or employees is divided into four, namely *social relationships closeness; physical closeness; emotional closeness and psychologists; and sexual closeness*. Harris (2009) defined the *social relationship closeness* with an expression of information and conversation practice which is not anticipated in the business relationship. *Physical closeness* is the closeness relationship that exists as a social good relationship, but actually the physical closeness means more than this. The physical closeness here is the closeness that occurs by physical contact service. According to Betless and Haris (2009) without the physical contact the

relationship is impossible will be developed, because the relationship was obtained after the physical contact. Next is an *emotional closeness and psychologists*, Beetless and Haris (2009) defined the emotional and psychological closeness as a sense of expressing the information followed by the discussion and the potential response. The latter is *sexual closeness* Beetless & Haris (2009) defined sexual closeness as one of the relationship between the client and the organization (or representative and the organization).

There are also types of closeness between the peers self. Those types of closeness are *physical closeness, sexual closeness, intellectual closeness, emotional closeness, spiritual closeness, and custom blends of closeness*. Physical closeness here can be awaked by walking together, holding hand, sitting close together, going out together. The sexual closeness of the peers can be built by having a sex between them. The intellectual closeness can occur when they share their intellectual idea. While the emotional closeness is almost the same as the intellectual closeness but the emotional closeness here can occur when they share about their feeling on their love. And the spiritual closeness can be awaked by praying in everything they want. For the example when they want to eat together then they do a pray before they eat together. Then, it is ended by custom blends of closeness. Custom blends of closeness can happen by touching down when the are together but they do not talk about their feelings or conversely.

Finally this study is found the type of closeness that can be used by an educator in teach their child. According to Ariessandi (2008) there are two types of closeness that should be recognized by an educator. Those two types of closeness are the *physical closeness and emotional closeness*. *Physical closeness*

can be awakened by watching television together with the children, accompany the child. While the *emotional closeness* is the closeness that can be constructed through the loving gaze, gentle touch on the body, undivided attention when interacting. The emotional closeness is the best type of closeness which is used in educating a child.

On the other ways the physical closeness is also required in the learning process. Claudia Swisher, an English teacher in Oklahoma, as cited in Bird (2003) said that "I had learned that being physically close to the student is powerful tool for keeping them on task".

From those inventions of the type of closeness, it can be concluded that there are five types of closeness, those are:

1. Physical closeness

Physical closeness can be interpreted as ongoing meeting by physical contact service.

This physical closeness is really important, because without the physical contact, the relationship will impossibility develop. It can build the relationship, because the relationship was obtained after the physical contact (Betlee & Haris, 2009)

2. Emotional closeness

While the emotional closeness can be summarized by the existence of good communication, share the meaningful experience, a sense of belief, a sense of mutual love, a sense of helping each other, a sense of sincerity, good discussion which is continued by potential response, good attention, loving gaze, and soft-touch.

3. Intellectual closeness

Intellectual closeness can be built by finding the similar experience and also one thought

4. Social closeness

Social closeness can be made by the same purpose in socialization

5. Sexual closeness

Sexual closeness can be built by two individual people who have got married, while on the literature of this study is the sexual closeness in the employer so it can be explained as one of the relationship between the client and organization

Therefore, this study is intended to talk about the student-teacher closeness in learning. Ariessandi (2008) told about the type of closeness in educating a child; physical and emotional closeness.

### **Factors Influencing the Student-Teacher Closeness**

After knowing the definition of student-teacher closeness then it continued to finding the types of closeness. So, this study is also intended to talk more about the factor influencing the student-teacher closeness in learning process. According to Yiu (2011) there are many factors influencing the student-teacher closeness. Those factors can be categorized into four factors. Those four factors are: Student characteristics, teacher characteristic, teacher-child interaction, and present of study.

1. The student characteristics talk about the characteristics which come from the student self-such as the gender of the students, socioeconomic status of students, grade level of the students, student race, students English



proficiency, students behavioural engagement, students externalizing and internalizing, and also the students achievement.

2. While the teacher characteristics are the characteristics coming from the teacher self. Such as the teacher gender, teacher grade taught level, and teacher beliefs.
3. So the teacher-child interaction is the similarity characteristics of the students and teachers. Those are about the student-teacher racial match and student-teacher gender match.
4. The last about the present of the study. Present of the study is anything which comes from the study problem, like the study situation, and study environment.

Paterson has another opinion in building the relationship between teachers and students. According to Paterson (2007), there are ten ways to build relationships with students. Those are:

1. Introducing the teachers themselves

The teachers should give the right information related to themselves. By giving the right information about the teachers themselves then the students will know the teacher.

2. Memorizing the students' names

By detecting the students' names and student' backgrounds the teacher will know the students' likes, students' talent, and students' excess. After knowing that, then the teachers will know what best strategy to have a certain attitude and have a certain way of speaking to their students.

3. Showing the sincerity and humility

By showing the sincerity and humility of the teachers, it makes the students sincere during the learning process. And the teacher also has to avoid the arrogant attitude to their students.

4. Giving the readiness

The teachers should give their readiness when the students want to meet the teachers. Or by staying in the class for a while after the end of the class, in order to give a chance to the students if the student wants to ask something.

5. Being friendly

Teachers should give the friendly attitude to their students, because not only that which can help the teacher in building the relationship to their students but also the teachers does need that. And the students need to know that their teacher looks at them.

6. Showing the excited attitude

The teachers should show their excited attitude to their students and also giving the smile in front of their students.

7. Having a sense of respect

The teachers should always show their deference to their students.

8. Keeping the eye contact

The teachers should keep their eye contact and come close to the students when the teachers interact with their students.

#### 9. Giving attention

The teachers should give close watch on the students to know their body language or to know the students' behaviour.

#### 10. Showing the humourist attitude

The teachers should show their humorous attitude with their students by giving the small joke or talk about the funny creation which happened in the class during study.

The student-teacher closeness can be seen from the learning activities that go by creating sincerity and understanding from the teachers to their students with all consequences. The closeness between teachers and students was very important function in the learning process when it is taken in the classroom (Djamarah, 2002).

Not only that, the student-teacher closeness can be seen from the braveness of the students when the student makes boldness to ask to their teachers (Munir, 2007).

In additions to measure the closeness of teachers to their students it can be seen from a teacher that gives little attention in the form of student teachers' involvement in the game, and giving gifts to the students. So the teachers can also express concern over the absence of the student to establish closeness with students (Mendler, 2010).

### **The Impact of Student-Teacher Closeness**

There are some impacts in building the closeness between the teachers and students. Building the closeness between the teachers and students can make the

student motivated in their learning process inside and outside the class (Warwanto, 2009).

Students' motivation is very important for the achievement of the performance or students' achievement, meanwhile motivation is one of the several things which determine the successful of the students' learning activity. Without motivation, learning process will be difficult in achieving the optimum success of the learning process (Hamdu, 2011).

Students who have learning motivation will always shows the spirit on their learning process. According to Munandar (1992) the characteristics of students who are motivated are students who will be excited in facing the task, do not give up in facing the difficulties, want to understand the material studied in detail, always try to learn as well, show interest in various problems, diligent, energetic, and do not get bored with routine task, have long term goals, and like solving problems.

Meanwhile Sadirman (2006) says that there are some characteristics showed by the students who have a motivation. First, the students who are motivated never give up doing something. The second, the students will have high curiosity. Finally, the students will always do their assignment and homework.

Sulistyaningsih (2012) has another finding on the student-teacher closeness. She finds five impacts on the students themselves and teacher themselves by existancing the closeness between the students and teachers in learning process. According to Sulistyaningsih (2012) there are some impacts by

existence of closeness between the students and teachers in learning process.

Those impacts are:

1. Makes the students always imitate their teachers' characteristics.
2. The existence of a sense of attention by the teachers
3. Makes the students spirit in learning
4. Teachers will feel easier in transferring the knowledge
5. Students will always want to be a child of the teachers, and will always remember their teachers.

While, according to Rich (2010) affection and closeness are a protective factor in the teachers and students lives, as well as the determinants factors that make a student diligent in learning and endure the students in the school. The closeness between teachers and students will make the students more willing to open up to their teacher and by the openness of students to their teachers the teachers can make the acquaintance of the students better individually (Pradipto, 2007).

Student-teacher closeness also influence the learning process. Sie (2010) said by presencing the closeness between teachers and students, the learning will be more fun.

## **Important of Student-Teacher Closeness in Learning**

Student-teacher closeness is important in learning process. So, Syaefudin (2007) also explained about the student-teacher closeness. The student-teacher closeness is a tool to control the students at the school and outside the school. The relationship between the teachers and students will be plaited carefully by the presence of the good attitude of the teachers in communicating, good in looking, the mind-set of teachers in deciding the problems, and responsibility of the teacher.

According to the law of the Republic of Indonesia No. 20 year 2013 on the national education system chapter 1 section 1 (UUD RI, 2003), education is a conscious effort and planted to create an atmosphere of learning and the learning process, to create actively in developing the religion potential, self-control, personality, intelligence, noble morality, skills, society, nation, and state.

Learning is the most vital key terms in every effort in education. So, actually without study there never happened an education (Syah, 2010). And learning itself has a meaning as a change in a person caused by the experience (Salvin, 2003).

There are some factors affecting the learning process. Those factors are: external factors, internal factors, and factor approach to learning (Syah, 2010). Internal factors include intellectual abilities, interests, talents, attitudes, motivation (Hawadi, 2001 & Syah, 2010). And external factors include the environmental conditions such as the teachers, students, community (Syah, 2010). And factor approach in learning includes strategies that are used to support student learning achievement (Syah, 2010).

Motivation is one of several things which determine the success of the student learning activity (Agustina, 2011). Motivation itself could be interpreted as something that is tightened or encourage a person or group of persons to do or not do something (Irianto, 2005). Motivation that influence the learning process is the internal motivation and external motivation (Waruwu, 2006). Internal motivation is the motivation grows up inside the learner themselves, and external motivation is motivation that comes from outside the learner themselves; it also encouraged the learner to undertake learning activities (Sweet, 2010) and (Syah, 2010).

And the student-teacher closeness can motivate the students in learning process (Hawadi, 2001). The closeness of the students and teachers are basically very influenced by a teacher (Prayitno, 2009). The teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education levels of early childhood, primary, secondary, and advanced (Sembiring, 2009). (Prayitno, 2009) also argued that the closeness between teachers and students cannot be imposed, except by using the physical closeness. But this closeness can not make the educational situation intensively, and this closeness is closeness that can waste the time; funds; opportunity; and power.

## **Closeness in Learning English**

There are various definitions of learning; According To Slevin (2003) learning is a change in a person caused by the experience. According to Syah (2010) learning is a process, the fundamental elements in every type and level of education. Those definitions mean that the success or failure of the educational achievement is highly influenced by the learning process experienced by students inside and outside the school. Then the right definition of learning must be known by all educators, especially by teachers. Slameto (2003) argued that learning is a series of soul activities to obtain a changing behaviour from the result of individual experiences and interactions with the environment.

According to Hidayat (1993) there are three factors affecting the learning process. These three factors are *internal factors; external factors; and technical factors or learning approach*. According to Suryabrata (1989) as cited from Aritonang (2008), there are three factors affecting the learning process; *internal factors; external factors; and the factor of the instrument*.

However, according to Anni (2004) there are two factors influencing the learning process, those two factors are *internal and external factors*. Internal factors include the physical conditions such as the health of the body organ, the psychological conditions such as intellectual and emotional abilities, and the social conditions such as the ability to socialize with the environments. External factors include the variations and degrees difficulty of the material being studied, a place to learn, the climate, the atmosphere, and the culture of learning environment.



Learning English in Indonesia called by learning English as Foreign language (EFL) as Development education knowledge team of FIP-UPI (2007) reported that learning English in Indonesia has a mean of learning English as foreign language (EFL).

This study was explained before on the definition of student-teacher closeness that the student-teacher closeness can be defines as the relationship between the students and teachers in learning. The student-teacher relationship is also important in learning English as foreign language (EFL). As Shafaei (2012) explained on the student-teacher relationship in learning English as foreign language, the student-teacher relationship is very likely to raise the students' interest and motivation in exploring natural features of the target language which could result in effective communication by employing a set of learning strategies. Zhu (2008) as cited by Taylor (2013) has another opinion in student-teachers relationship in learning English as foreign language, that not only the student-teacher relationship which is used in learning English as foreign language (EFL) but the relationship between the student to their parents and to their peers also influence the motivation of the students in learning English as foreign language (EFL). Meanwhile, according to Nakata (2006) the relationship between the teachers and students in learning English is the major element for motivating learners or helping the learners to motivate themselves.

This study concludes that the student-teacher closeness relationship is also needed in the learning English process, especially in learning English as foreign language (EFL). It causes the student-teacher closeness relationship able to motivate the students in learning English.

## Conceptual Framework

The literature review of this study has elaborated all aspects of the student-teacher closeness in learning process. The three aspects in the students-teacher closeness are the type of closeness, the factors influencing the closeness in learning process, and the impacts of closeness in learning process. Those are the three aspects that related from the title of the study. Then, the researcher wants to study these three aspects of this study. These three aspects are has been written on the research questions: what are the types of closeness that the students and teachers use on the learning process in PBI UMY? What are the factors that influencing the closeness in learning process in PBI UMY? And the last is, what are the impacts by doing closeness between the students and teachers in learning English at PBI UMY?

Below figure provides pictures on the aspects to be focused in this study:

