Chapter Four

Findings and Discussion

This chapter presents the findings of this study based on the data that were collected through interview. All the data were analysed to find the common themes that emerged from the interview. There were four themes; (1) The type of closeness on the student-teacher closeness in learning English at PBI UMY, (2) The factors influencing the student-teacher closeness in learning English at PBI UMY, (3) The last is the impact of student-teacher closeness in learning English at PBI UMY. In this chapter, each theme discussed by presenting quotes and then the interpretations of those quotes are also presented. Finally this chapter presents the conclusion of the findings to summarize participants' perceptions toward the student-teacher closeness in learning English at PBI UMY.

Types of Student-Teacher Closeness in Learning English at PBI UMY

This study found that there is closeness between the students and teachers in learning English at PBI UMY. The students also give their perception in defining the student-teacher closeness in learning English at PBI UMY. The students' explanation in explaining the student-teacher closeness in learning English at PBI UMY can be categorized into two types of closeness, those are physical closeness and emotional closeness. The physical closeness shown in finding #1 and the emotional closeness shown in finding #2.

Finding #1: Physical closeness happens between the students and teachers of PBI UMY in their English learning process. The physical closeness between the students and teachers in learning English at PBI UMY happens by the existence of good relationship of the students and teachers, the existance of communication between the teachers and students, so continued by physical-contact of PBI UMY.

Good relationship between the students and teachers built by the students and teachers do not have conflict in their closeness relationship. Good relationship among the students and teachers also shown by what was reported by four respondents, that their closeness relationship is good. Four of seven respondents reported that they closeness relationship is good, and one respondent reported that she does not has a conflict to their teachers on their closeness relationship. As what was reported by one of the respondent:

"... I have good relationship to the teachers and I close to them" (R.2.2)

"...I do not have a conflict to the teachers of PBI UMY" (R.1.3)

The physical contact in learning English at PBI UMY can be proven by the physical contact between the students and teachers when they create a communication. And all the students reported that they did a direct meeting when they are creating a communication. As what was reported by respondent:

"... I did the direct meeting to the teacher by direct conversation..." (R.5.9)

"... I did the direct meeting to the teacher while in the office or in some place that we have make an agrrement before..." (R.1.10)

"...I use a direct communicate to the teacher, and I come to the office" (R.7.14)

This study reported that the physical closeness happened among the students and teachers in learning English at PBI UMY by shown the good

relationship of the students and teachers, the existance of communication among the students and teachers, and also the existance of physical contact service.

It is related to what was suggested by Harris (2012) that physical closeness is a social good relationship and continued by physical-contact service. It is also related to what was suggested by Darmayanti (2007) that physical closeness happened by physical contact service to make an communication one another.

Finding #2: Emotional closeness develops among the students and teachers of PBI UMY in their English learning process. Emotional closeness of the students and teachers of PBI UMY in their English learning process can be built by good communication which is followed by potential response.

Good communication of the students and teachers of this study is defined as the student's desires to communicate to their teachers. The communication is about the meaningful conversation; exactly about everything in learning process like the material does not understand by the students then the student's ask to the teachers. Not only that, but the students also share their problems to the teachers.

".....I talk about the lesson which I do not understand yet...."(R.2.18)

"...in recent times, I often talk about my thesis to my lectures..." (R.7.11)

"... I share about my personal problems..." (R.2.21)

That good communication has been followed by a potential response of the teachers. All the students reported that they got good response from the teachers. The students said that good response by saying "good" and "welcome". As what was reported by respondent:

"they are welcome in receiving us...."(R.3.22)

The students also give the explanation on *"welcome"* word which is shown by the teachers in receiving the students who come to the teachers in communicating everything.

> *"welcome is the teacher shows their openness to us, so they also told to us that "if you have any problems, you just explain it to me, then I will help you". And the teachers also gives me an advice"(R.4.23).*

The emotional closeness of this study defined as good communication among the students and teachers which continued by potential responses of the teachers. It is related to the literature review of this study, that was suggested by Haris (2009) that emotional closeness is a sense of expressing the information so followed by the discussion and potential response.

The type closeness on the student-teacher closeness in learning English of PBI UMY is physical and emotional closeness. Physical closeness built by good relationship, the existance of communication, and also the existance of physical-contact among the students and teachers of PBI UMY. While the emotional closeness built by good communication continued by a potential response. That statement is also related to the literature review of this study that there are two types of closeness which should be known by an educator in educating the students, namely, physical and emotional closeness. The educator also has to know the differences between both types of closeness, and the emotional closeness is the best type of closeness which is used in educating a child (Ariessandi, 2008).

Factors influencing the student-teacher closeness in learning English at PBI

If the student-teacher closeness occurred, of course there are some factors which influenced the student-teacher closeness itself. This study founds some factors which influence the student-teacher closeness in learning English at PBI UMY, and those factors of course come from the data collected from the interview with the respondent. Those factors can be categorized into four factors; *students characteristics, teachers characteristics, student-teacher characteristics,* and *present of study.*

"*Students' characteristics*" are some factors of student-teacher closeness which are coming from the students themselves. The students' characteristics which shown in finding #3, finding #4, finding #5, finging #6, finding #7.

"*The teachers' characteristics*" are the factors influencing the student-teacher closeness which are coming from the teachers themselves. Those factors which come from the teachers themselves are about the teachers' occupation and also the teachers' response. The teachers' characteristics which shown in finding #8, an finding #9.

"*The students-teachers' characteristic*" is the factor influencing the studnet-teacher closeness which is coming from the students and teachers themself and these characteristics are interconnected. The students-teachers' characteristics shown in finding #10.

And "*present of study*" are the factors influencing the student-teacher closeness which are coming from the condition of the students-teachers' teaching and learning process.

Finding #3: Students' frequency of meeting to their teachers is influence the closeness relationship of the students and teachers of PBI UMY.

The first factor influencing the student-teacher closeness in learning English at PBI UMY, that the students always meet the teachers inside and outside the class even in learning process or outside the learning process. As what was reported by respondent:

> *"... we always meet every day..."(R.5.19)*

Three respondents reported that the students' frequency of meeting is influence the student-teacher closeness in learning English at PBI UMY. It is related to Clinebell (2012) explanation on one of the types of closeness, that closeness can be built by ongoing meeting. The finding #3 of thi study explained that the students' frequency of meeting to their teachers is influence their closenesss relationship in learning English at PBI UMY.

Finding #4: Students' necessity influences the closeness relationship between the students and teachers of PBI UMY. The second factor influencing the student-teacher closeness in learning English at PBI UMY which is comes from students themselves that the students need the teachers to study. As what was reported by respondent:

> *"....I need the teachers to study then..."(R.1.26)*

Students need the teachers to study especially to learn English at PBI UMY, it was a factors influencing the student-teacher closeness in learning English at PBI UMY. This case also unpredicted in the literature riview of this study that the students necessity is influence the student-teacher closeness in learning.

Finding #5: The attitude of the students influenced the closeness relationship between the students and teacher of PBI UMY. Third factor comes from the student which has influence the student-teacher closeness in learning English at PBI UMY, that the students keep their relationship to their teachers by appreciating the teachers. As what was reported by respondent:

> *"... we have to admire the teachers, because the teachers has shown their openness to the students"(R.7.22)*

Students want to admire their teachers also influenced the student-teacher closeness in learning English at PBI UMY, but this case also unpredicted in the literature riview of this study.

Finding #6: Students' communication influenced the closeness relationship between the students and teachers in learning English at PBI UMY. The existence of good communication of the students to their teachers also influenced the student-teacher closeness in learning English at PBI UMY. Good communication is built by the students who communicate to the teachers, and the students got many access tools how to communicate to their teachers well. So the students and teachers also have a same sense of humour too. Then, it will really influence the good communication between the students and teachers. As what was reported by respondent:

> *"... I have an access to communicate to all teachers of PBI, so it will make me always meet to the teachers, so I got the easy of communication to them..."(R.4.29)*

The existance of good communication of the students to their teahers shown by the easy of student want to communicate to their teachers. The students also do the meaningful conversation such as talk about the learning process. It related to Darmayanti (2007) suggestion that closeness can be built by good communication one each other. If the students want to communicate to their teachers its mean that the students want to ask anything to their teacher, this case also related to what was suggested by Munir (2007) that the student-teacher closeness can be seen from the students wants to ask to their teachers.

Finding #7: The activity of the students influence the closeness relationship to their teachers of PBI UMY. The activity of the students also influenced on the student-teacher closeness in learning English at PBI UMY. The activity of the students is shown by the students active in learning by following all the campus activity, and also the students are active in organisation. As what was reported by respondent:

> *"First I active in organisation..." (R.4.28)*
>
> *"I often meet the teachers when I followed the activities of campus, such as KKN, doing a research, PPL. It bringing me to be closer to the teachers. (R.5.21)*

The activities of the students also influenced the student-teacher closeness in learning English at PBI UMY and this case unpredicted in the literature riview of this study, its mean that the actitivity of the students is the new finding of the factor influencing the closeness in learning English at PBI UMY.

The finding #3,4,5,6,7 is coming from the students characteristisc which are influenced the student-teacher closeness in learning English at PBI UMY. This study asked about the students' perceptions, then the reason of the student-teacher

closeness in learning English at PBI UMY are dominantly influenced by the students.

This study conclude that the factors influencing the student-teacher closeness in learning English at PBI UMY which are grouped in "Students characteristics" built by the students' frequency of meeting, students' necessity, students' attitude, students' communication, students; activity. The students' necessity, students' attitude, and students' activity are the new finding of the factors influencing the student-teacher closeness in learning English at PBI UMY.

Finding #8: Teachers' occupation influences the closeness relationship to their students in learning English at PBI UMY. The occupation of teachers is teaching the students, because the teachers teach their students it also being one of the factors influencing the student-teacher closeness in learning English at PBI UMY. As what was reported by respondent:

> *"...my position is being a student and someone who teaches me is my lecture in PBI, then it was being my reason that I have to have a good closeness relationship to my lecture...."(R.6.17)*

The occupation of the teachers is really influenced the student-teacher closeness in learning English at PBI UMY, but it was being the new finding because it was not written yet in the literarture riview of this study.

Finding #9: Teachers' response influences the closeness relationship to their students in learning English at PBI UMY. Teachers' response when they communicate to their students also influenced the student-teacher closeness in learning English at PBI UMY. The students was reported that the teachers shows their good response which is said by *"welcome"* word. As one of the respondent was reported:

"the lectures welcome....." (R.7.15)

This study also explained on *"welcome"* word but this study want to gives another explanation from the students that the teachers receive the student by good response. The good response explained by the students is by *"welcome"* word. As what was reported by respondent:

"welcome is listening and giving the response"(R.5.17)

Good response of the teachers to their students also really influenced the student-teachers closeness in learning English at PBI UMY. This explanation also was explained in the finding #2 in explaining the emotional closeness which used by the students and teacher in learning English at PBI UMY. The finding #9 shows the other explanation of the respondent of good response of the teachers to the students.

This study conclude that the factor influencing the student teacher closeness in learning English which developed by the teachers are about the teachers accupation in teaching the students which shown in finding #8 and also the good responses of the teachers to their students in doing a communication which shown in finding #9.

Finding #10: Mutual understanding of the students and teachers influence the closeness relationship of the students and teachers of PBI UMY. Mutual understanding of the teachers and students shown by the students who can understand the teachers when the teachers communicate to the students and the teachers also can understand when the students communicate to the teachers. As what was reported by respondent:

> *"...what we need can be received by the teachers and the what the teachers was transferred to us can be received by us...." (R.1.4)*

This finding shows the student-teacher characteristics, the student-teachers characteristics which showed by mutual understanding among the students and teachers in reciving what they have in communication. It is related to what was suggested by Yiu (2011) that the students teacher closeness can be built by mutual understanding among the students and teachers.

Finding #11: New department of PBI UMY influences the closeness relationship among the students and teachers of PBI UMY. Factor influencing the student teacher closeness is also influenced by the present of study. Present of study can be defined as the condition of study in PBI UMY.

The condition of PBI UMY is new department, new department also being one of the factors influencing the student-teacher closeness in learning English at PBI UMY.

> *"...maybe the main character is I study in the new department..." (R.3.4)*

PBI UMY was a new departement of campus then it be one of the factors influencing the student-teacher closeness in learning.

Finding #12: Small number of students and teachers influences the closeness among the students and teachers of PBI UMY. Three of seven respondents reported that the students and teachers studied in the new department. The new department does not have many students and teachers yet. The department has small number of teachers and students then it really influences the existence of the student-teacher closeness in learning English at PBI UMY. Because they studied in the new department, then they also do not have junior class yet.

> *"...I do not have much junior class; it will make us always meet the teachers, so we can share everything to the teachers...." (R.3.5)*

Other statement of the students that the student does not has many teachers too

> *"...the teachers of PBI UMY not too much..." (R.6.18) (R.4.32)*

So this study concludes that there are four factors influencing the student-teacher closeness in learning English at PBI UMY. Those factors come from students' characteristics, teachers' characteristics, teachers-students' characteristics, and also present of study. It is related to what what suggested by Yiu (2010), that the student-teacher closeness influenced by those four factors. Those four factors are students' characteristic, teachers' characteristic, student-teachers' characteristic, and present of study.

The students characteristics which developed by finding #3: the student frequency of meeting to their teachers, finding #4: the students necessity in learning to their teachers, finding #5: the good attitude of the students to their teachers, finding #6: good communication of the students to their teachers, and finding #7: that the students active in the campus activities.

The teachers characteristics which developed by finding #8: teacher occupation in teach the students, and finding #9: that the teachers shows their good response to their students.

The student-teacher characteristic which developed by finding #10: by mutual understanding among the students and teachers in communication.

And the last is present of the study which developed by finding #11: PBI UMY is the new department, and finding #12: that PBI UMY has small number of students and lectures.

Impacts of student-teacher closeness in learning English at PBI UMY

By presenting the student-teacher closeness in learning English at PBI UMY, it means that there are many impacts by presenting the student-teacher closeness in learning English at PBI UMY. This study concludes the impacts of student-teacher closeness in learning English at PBI UMY by three impacts, namely the impacts for the student-teacher, students, and impacts in learning English process.

The impacts of student-teacher closeness which is impacted for the students and teachers shown in finding #13. The impacts of student-teacher closeness which is impacted to the students themselves shown in finding #14 and finding #15. The impacts of student-teacher closeness which is impacted to the learning process shown in finding #16.

Finding #13: Good communication between the students and teachers happens due to the existence of closeness among the students and teachers of PBI UMY. The students desire to communicate to their teachers, because the students got the pleasure and also the freedom in communicating to their teachers. It will make the students comfortable in transferring everything they want to share to their teachers. As one of the respondent reported:

> *"..... I feel more comfortable when I communicate..." (R.5.22)*
>
> *"...confortable in communication is that, I can convey streamly or we can say I got the independent...." (R.5.22)*
>
> *"...I mean I feel relax when I communicate to the people who have known by me" (R.5.22)*

Good Communication between the students and teacher of the result shown by the student got the easy in communicating to their teachers by showing their confortable during communicate to their teachers. This case is the new result of this study because this case unpredicted on the literature riview of this study.

Finding #14: The students motivated in their learning process by presenting the closeness relationship. By the existence of the student-teacher closeness in learning English at PBI UMY it can motivated the students in their learning process. If the student was motivated then the students will show their happiness and their spirit in learning process. As one of the students reported:

> *"yes, it really impacted, I got the new motivation..." (R.7.23)*

The student shows their motivation by their happiness in their study so they always show their spirit in everything they do.

> *"I mean by motivate that I feel happy, passionate to study..." (R.1.34)*

By the existance of the student-teacher closeness in learning English at PBI UMY can motivate the students that the students show their happiness in learning English at PBI UMY. Three of seven respondent was reported that they motivated in learning caused by they close to their teachers. This case also related to the literature riview of this study, which suggested by Warawanto (2009), Shafaei (2012), and Nakata (2006) that by the existance of student-teacher closeness in learning it can motivate the students in learning process.

Finding #15: The students are inspired by their teachers due to the existence of student-teacher closeness in learning English at PBI UMY. The student-teachers closeness impacted to the students that the students become inspired from the teachers.

> *"...I really inspired to the teachers of PBI UMY..."(R.4.33)*

The student-teacher closeness in learning English at PBI UMY impacted to the students that the students inspired to the teachers, it related to what was suggested by Sulistyaningsih (2012) that by the existence of student-teacher closeness in learning it can make the students imitate the teachers characteristics it is also similarity with the students inpired the teachers.

Finding #16: The learning process becoming better by the existence of the student-teacher closeness in learning English at PBI UMY. The students' reported that they felt there was a difference in learning process, that the students become better in learning process than before.

> *"...I think my learning process getting better..." (R.1.31)*

The students also reported that they felt they got the advancement in learning.

"... for the example, it makes me at least I got the advancement and I got more understanding....." (R.6.19)

The student also has a sense of relax in learning process.

"... I feel relax in learning" (R.1.33)

That case related to what was suggested by Sie (2010) that by the existance of student-teacher closeness in learning it can make the learning process will be more fun.

Those are the positive impacts in the student-teacher closeness in learning English at PBI UMY. The student-teacher closeness does not only provide positive impact, but also makes a negative impact. One of seven respondents reported that the students find the negative impact in their closeness relationship to the teachers. The negative impact shows that the student has a sense of uncomfortable when the student tells the students' problems to the teacher and the teachers share it to other teachers. The student has a sense of belief to the teacher in sharing the students' personal problems but sometime the teachers share it to the other teacher. But the student hopes that it was the students' feel only.

The student-teacher closeness really impacted the students and also to the learning English process of the students. That the students have a good communication to the teachers, the students are motivated in learning process. The students are inspired in the teacher themselves, and also the learning process going to be better. It is related to what was suggested by Warawanto (2009), Sie (2010), and Sulistyaningsih (2012) that by the existence of student-teacher closeness in learning it will makes the students motivated in learning process, the learning process will be fun, and makes the students inspired by the teachers. But

this study found one more impact that the student-teacher closeness impacted too to the communication of the students and teachers in learning process. The students feel easier to communicate with the teachers.

Finally this study summarizes that there are two types of closeness developed by the students and teachers during their teaching and learning process. Those two types of closeness developed by the students and teachers in their learning English at PBI UMY are physical closeness and emotional closeness. Physical closeness which is developed were good relationship and physical contact. While the emotional closeness developed were the good communication and potential responses among the students and teachers in learning English at PBI UMY.

The ten factors influencing the students teacher closeness in learning English at PBI UMY, those ten factors are grouped into four factors. Students characteristics, teachers characteristics, student-teachers' characteristics, and present of study are the group of the factors influencing the student-teacher closeness in learning English at PBI UMY. The students characteristics developed by the students frequency of meeting, the students necessity in learning to their teachers, students' attitude, and students activity in the campus. The teachers characteristics developed by the teachers occupations and teachers response. The student-teacher characteristics developed by mutual understanding among the students and teachers. and the present of study developed by new department of PBI UMY and small number of the students and teachers of PBI UMY.

There are four impact by the existance of student-teacher closeness in learning English at PBI UMY. Those four impacts are the good communication of

the students and teachers in learning English at PBI UMY, the students are motivated, the students are inspired to the teachers, and the learning process getting better. Those four factors conclude that the student-teacher closeness impacted to the students, teachers, and learning process.