

Chapter Five

Conclusion and Recommendation

Conclusion

The types of student-teacher closeness in learning English at PBI UMY is physical and emotional closeness. Physical and emotional closeness are the type of closeness which are completing the student-teacher closeness relationship in learning English at PBI UMY. Those types of closeness are categorized from the students' explanations in defining the student-teacher closeness as an educator and learner, as a family, and as a friend. Those explanations are categorized into two type of closeness; physical and emotional closeness.

There are four factors influencing the student-teacher closeness relationship in learning English at PBI UMY. The student characteristics, teacher characteristics, teacher-student characteristics, and present of study have influenced the closeness relationship of the students and teachers in learning English at PBI UMY.

By the presence of student-teacher closeness relationship in learning English at PBI UMY also impacted the students of PBI UMY in their learning English at PBI UMY. Most of the students show that they have a good communication to their teachers, the students are motivated in learning, and the learning process has improved by the existence of student-teacher closeness relationship in learning English at PBI UMY.

Recommendation

This recommendation of the research is directed to the teachers of PBI UMY, students of PBI UMY, and the researcher.

Teachers. First this study suggests the recommendation to the teachers of PBI UMY. This study explains that, the close relationship of the students and teachers of PBI UMY is good close relationship of the students and teachers. This close relationship can occur by the good support of the teachers' efforts. The student-teacher closeness relationship has also very good impact to the students in their learning process, that the students are motivated in their learning process. This case shows that the teachers should keep their personal closeness relationship to their students in order to help the students always show their spirit in their learning English process, to improve the students' motivation in learning English, and also to make the students being good students in the future.

Students, and researcher. The second is the recommendation to the students of PBI UMY, and researchers. The recommendation to the students and researcher are written to be one because the researcher is also the students, then this study has the same recommendation for the students and also for the researcher. The report of this study shows that the student-teacher closeness relationship in learning English at PBI UMY was very meaningful in learning process. That closeness relationship of the students and teachers of PBI UMY is totally not only influenced by the teacher but also by from the students' efforts. Then, the students and researcher should keep their personal closeness relationship too to their teachers by showing their good characteristics and their serious plan to study to their teachers because

if the teachers know the spirit of the students and the researcher then the teachers will also show their spirit too to teach their students.

Finally, this student-teacher closeness relationship also can be an evaluation to the students and researcher of PBI UMY as prospective teachers, that the positive closeness relationship between the students and teachers shows the good impact in learning process. Exactly, the student-teacher positive closeness relationship can also motivate the learners in learning English as foreign language (EFL).