POST-PANDEMIC TEACHER-STUDENT RELATIONSHIP AND EFL LEARNING ACHIEVEMENT: A CORRELATIONAL STUDY OF 11TH GRADERS AT SMA NEGERI 1 PENEBEL

Dewa Sang Made Widiantara[1), I Made Perdana Skolastika[2)],
[1,2] Faculty of Foreign Languages
Mahasaraswati Denpasar University
Denpasar, Indonesia
e-mail address: dewa.widhi08@gmail.com[1] , perdana.skolastika@unmas.ac.id[2]

Abstract

This study aims to explore the correlation between teacher-student relationship and English as a Foreign Language (EFL) learning achievement after a pandemic among the 11th graders of SMA Negeri 1 Penebel in the academic year 2022-2023. The sample for this study was 87 students. The English learning achievement in this study refers to the students final English learning score. Based on the aim of the research, the researcher formulated a correlational study. The teacher-student relationship score was obtained from a questionnaire administered in the class. The questionnaire consisted of 24 items that measured student conflict, closeness, and dependence on the teacher. This questionnaire was adopted from Pianta's professional manual about the Student-Teacher Relationship Scale (STRS). For the students' English learning score, the researcher got it through documentation from the English teacher. This English learning score was obtained from the students' daily tasks, midterm test, and final test. In analyzing the data, the researcher used Pearson Product Moment in the program SPSS 27. The result of the calculation showed that the value of rxy is -0.443. The researcher then compared it with rtabel at the significant degree of 5% (0.208). The correlation between teacher-student relationships and EFL learners' achievement is negatively significant. As a result, the alternative hypothesis, which stated that there is a correlation between X and Y variables, is accepted.

Keywords – teacher-student relationship, learning achievement, conflict, closeness, dependence

Introduction

Education, commerce, and tourism in Indonesia predominantly utilize English. The English language has been incorporated into the curriculum of Indonesian institutions, particularly in major towns. Moreover, according to the Decree of the Head of Standards, Curriculum, and Educational Assessment Agency, Ministry of Education, Culture, Research, and Technology, Number 008/H/Kr/2022, English subjects are offered as electives for academic units with sufficient resources at the elementary through high school levels (Kemdikbudristek, 2022). In addition, the curriculum emphasizes the development of communicative competence in English using a variety of multimodal and intercultural texts, critical and creative reasoning skills, and the self-assurance to express themselves as independent and accountable individuals. This regulation enhances the English language proficiency of Indonesian students, allowing them to gain global perspectives on themselves, their social relationships, their culture, and employment opportunities. Setiawan (2022) observes in his article that many job advertisements were written in English and listed English as a requirement. The majority of applicants must be fluent in English to submit

applications and participate in interviews. Applicants with exceptional English skills typically receive more significant employment opportunities (Widodo et al., 2019). Tourism was impacted for a similar purpose. Indonesia's tourism industry is vital to the country's revenue. To sustain and develop the economy, it is essential that those employed in the tourism industry have a command of English (Widiastuti et al., 2021).

Learning English as a second language can be difficult for various reasons. During the process of acquiring English, the student will undoubtedly encounter obstacles. According to Susanto et. al., (2020), students encounter several challenges in their speaking, listening, reading, and writing skills. However, speaking English is the most difficult to acquire due to a lack of vocabulary, difficult pronunciation, a fear of making mistakes, and a lack of grammar knowledge. In contrast, as (Brown, 2007) writes in his book, anxiety constitutes a noteworthy element that impacts the process of acquiring a second language. Therefore, identifying whether a student's anxiety is the result of a general trait or a particular situation at the moment is crucial for an educator in a classroom environment. The teacher-student relationship can also have a big influence on how a student learns English (Sun, 2012). A positive relationship founded on mutual respect and trust can make students feel more at ease and involved in the classroom, increasing their motivation and readiness to learn. Those difficulties have a big impact on the English learning achievement of the students (Varga, 2017).

The COVID-19 pandemic has significantly impacted teacher-student interactions and the study of English as a Foreign Language (EFL). Teachers and students have had to adjust to new forms of communication as remote learning has become more widely used and courses have moved online. According to Ana et. al., (2021), these changes in the educational environment impact the teaching system in terms of teaching and assessment strategies. Students are unable to immediately interact outside of the classroom and must continue their education at home. The pandemic's rapid shift to distant learning has altered the dynamics of teacher-student interaction from the past. Physical classrooms allowed for the development of close relationships, quick feedback, and specialized support from teachers. However, the switch to virtual platforms has brought about fresh difficulties (Sudarmo et al., 2021). It has become more challenging for teachers to establish close relationships with their students due to less face-to-face encounters, technical issues, and rising screen time (Rulandari, 2020). The teacher-student relationship has changed significantly as a result.

The purpose of this research is to examine the way teacher-student relationships correlate with learners' progress in English as a foreign language in the wake of the COVID-19 outbreak within the setting of SMA Negeri 1 Penebel. The specific goal of this study is to investigate whether or not the conflict, closeness, and dependency established between teachers and their 11th-grade EFL learners have a bearing on their success in acquiring the language. The results of this research are intended to be a future reference for English as a Foreign Language Educators to better understand and improve EFL teaching and learning design.

Several studies have looked into the significance of teacher-student interactions in conventional face-to-face settings and found that they have a favorable impact on student engagement, motivation, and academic accomplishment. However, during the pandemic, the change to remote learning posed new challenges and dynamics for fostering good teacher-student connections.

Amalian and Sudana (2021) conducted a study to ascertain whether there was a relationship between the teacher-student dynamic in online classes and higher levels of student writing. The impact of the teacher-student dynamic on students' writing abilities is investigated, which is an important topic in the study of remote education. The research is quantitative in nature, and the data comes from distant learners. Students' writing abilities were assessed by means of writing examinations, and their attitudes about their instructors were gathered through surveys. This study's results imply a correlation between teachers' interactions with their online students and the quality of their written work. Students who said they had positive relationships with their instructors also performed better on writing assignments. These findings underscore the importance of teachers making an effort to build meaningful relationships with their online students in order to improve their writing skills. The study's focus on distance learning offers a fresh point of view. As the use of distance education grows, so does the importance of studying how interactions between teachers and students influence student performance online.

Similarly, a study by (Syahabuddin et al., 2020), seeks to examine how teacher-student relationships affect the English curriculum and instruction. In total, 14 educators and 43 students participated in the study by filling out questionnaires and being interviewed. Teacher-student relationships were found to significantly correlate with the teaching-learning process in one institution but not in the other.

Furthermore, a research study by Julia E. Britt (2013) focuses on the relationship between teacher-student relationships and student achievement in mathematics. The study aims to identify a correlation between positive teacher-student relationships and higher student achievement on state-level tests. The study also explores the characteristics of teachers who foster positive relationships with their students and how these characteristics impact student achievement. The study uses a quantitative research methodology and utilizes the triangulation of data to secure a more accurate picture of the presence of a correlation between the relationship between teacher-student and student achievement. The analysis of the study consists of the analysis of the Questionnaire of Teacher Interaction survey instrument and the May 2010 Standards of Learning test scores. The researcher attempted to study the interactions, perceptions, and behaviors between teachers and students, as perceived by the students, to attempt to determine if the characteristics of the teachers created positive relationships, which in turn created an environment of student achievement on math tests. The findings of the study indicate that there is no statistically significant relationship between the scores from the Teacher Interaction questionnaire data of positive interpersonal relationships between teachers and students and the Virginia Standards of Learning mathematics scores and the teacher characteristics of helpfulness, leadership, and strictness. However, the study does identify teacher characteristics that may be helpful in future research and in the teaching profession.

Overall, the importance of teacher-student connections and motivation in student engagement, academic accomplishment, and the teaching-learning process is highlighted in these papers. This study, however, focuses on the correlation between the teacher-student relationship in the aftermath of the COVID-19 pandemic and learners' achievement in English as a foreign language. The data were analyzed using the appropriate data analysis method to measure the correlation between the independent and dependent variables. This research is expected to contribute to an enriching paradigm on issues in learning English as a foreign language following the post-pandemic in the area.

Methods

This study's research design was a correlational research design. This design was chosen to investigate the correlation between teacher-student relationships and English as a Foreign Language (EFL) learning achievement among 11th-grade students at SMA Negeri 1 Penebel in the aftermath of a pandemic during the academic year 2022-2023. Correlational research is appropriate for examining the degree of connection between two variables without manipulating them, allowing for the investigation of potential relationships between teacher-student interactions and EFL learning results. This study included 87 11th-grade students from SMA Negeri 1 Penebel. The researchers used a convenience sampling strategy, a non-probability sampling technique, to find students who were available and willing to participate in the study (VanderStoep & Johnston, 2009). The participants' agreement and willingness to participate were ensured as a critical feature of the research, and ethical criteria were followed throughout the research procedure.

The researchers used a 28-item questionnaire derived from Pianta's (1999) Student-Teacher Relationship Scale (STRS) to examine the teacher-student relationship. The instrument has some alternative options based on the Likert scale; Strongly Agree (sangat setuju), Agree (setuju), Disagree (tidak setuju), and Strongly Disagree (sangat tidak setuju). This survey assessed three aspects of the teacher-student relationship: student conflict, closeness, and dependence on the teacher. The students completed the questionnaire in class, revealing their perceptions of their interactions with their teachers. The students' EFL learning achievement was evaluated using their final English scores. These results were acquired from the students' daily chores, midterm tests, and final exams, which were documented in the English teacher's records. This documentation enabled a thorough evaluation of the pupils' overall EFL learning performance. The Pearson Product Moment Correlation, a method of measuring the degree of relationship between two variables (Kothari, 2004), was used to analyze the data in SPSS 27. The purpose of the correlation study was to determine the degree and direction of the correlation between the teacher-student relationship (independent variable) and EFL learning achievement (dependent variable). To measure the degree of linkage between the two variables, the correlation coefficient was determined. The Pearson correlation coefficient is denoted by the letter "r". The formula for the Pearson correlation coefficient (r) is given by:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

r = Pearson correlation coefficient
x = Values in the first set of data
y = Values in the second set of data
n = Total number of values.

This calculation allows the researcher to determine the coefficient of r, which describes the relationship between the X and Y variables. It's conceivable for there to be positive or negative correlations. According to Sugiyono (2017), a positive correlation suggests that the values of the two variables are moving in the same direction. When the two variables under study are negatively correlated, the numbers move in opposite directions. The correlation coefficient might be negative (-1.00) or positive (+1.00) in value. If the correlation coefficient

between two variables is zero, then there is no relationship between them. The closer the correlation coefficient is to -1.00 or +1.00, the stronger the association between the two variables. A correlation value ranging from 0.00 to 0.199 shows a very poor relationship between the two variables. A positive or negative correlation of 0.20 to 0.399 indicates a weak association, a positive or negative correlation of 0.40 to 0.599 indicates a moderate association, a positive or negative correlation of 0.60 to 0.799 indicates a strong association, and a correlation of more than 0.80 indicates a very strong association.

The statistical hypothesis with a significance level of 5% was formulated as follows:

Null Hypothesis (H0):

There is no significant correlation between teacher-student relationship and English as a Foreign Language (EFL) learning achievement among 11th-grade students at SMA Negeri 1 Penebel in the academic year 2022-2023 after a pandemic (r = 0)

Alternative Hypothesis (H1):

There is a significant correlation between the teacher-student relationship and English as a Foreign Language (EFL) learning achievement among 11th-grade students at SMA Negeri 1 Penebel in the academic year 2022-2023 after a pandemic (r ≠ 0)

If $r_{xy} > r_{table}$ indicates a correlation between the variables X and Y, then Ha is accepted while Ho is rejected. If $r_{xy} < r_{table}$ indicates that there is no correlation between the variables X and Y, Ho is admitted while Ha is rejected.

Finding and Discussion

In this study, the X variable (independent variable) reflected the teacher-student relationship score. To obtain the score, the researcher performed a questionnaire survey in XI grade at SMA Negeri 1 Penebel. The result of the teacher-student relationship (conflict, closeness, and dependence) was 68.97% at the medium level, as seen in Table 1. The students' English learning score was collected from their final report as the Y variable (dependent variable). The researcher obtained data from the students' English teachers in order to determine the relationship between the teacher-student relationship and their achievement, as indicated in Table 2.

Table 1.
The Result of the Teacher-Student Relationship Questionnaire

Category	Score Interval	Frequency	Percentage (%)
High	73 - 96	1	1.15
Medium	49 - 72	60	68.97
Low	24 - 48	26	29.89
	Total	87	

Table 2.
The Score of English as Foreign Language (EFL) Learning Achievement

Category	Score Interval	Frequency	Percentage (%)
Excellent	90 - 100	0	0.00
Good	80 - 89	48	55.17
Average	70 - 79	29	33.33
Deficient (Passing grade)	>70	1	1.15
Total		87	100%

The researcher used SPPS 27 to calculate the association between the teacher-student relationship (X) score and their EFL learning achievement (Y). As a result, the r_{xy} coefficient is -0.443 (negative correlation) and the sig. (2-tailed) is <0.001. The number was classified as a moderate correlation between X and Y variables, as previously stated,   a moderate correlation is defined as positive or negative 0.40 to 0.599. Furthermore, the r=-0.443 co-efficient is closer to -1.0, and when compared with r_{table} at a significant degree of 5% (0.208), the $r_{xy} > r_{table} = 0.443 > 0.208$. It indicates that there is a correlation between the teacher-student relationship and EFL learning achievement.
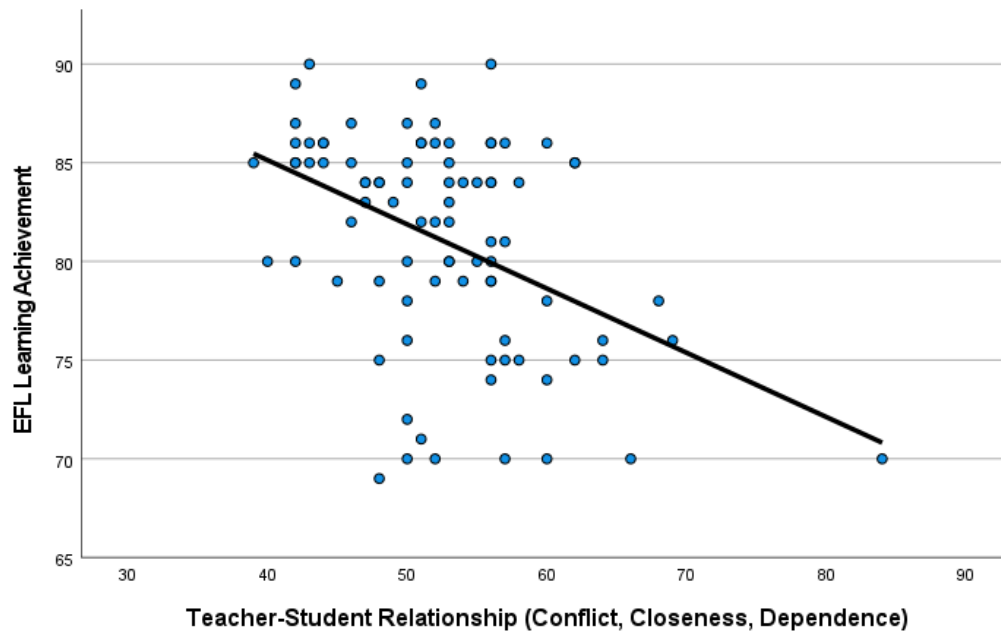
Table 3.
The Correlation between Teacher-Student Relationship and EFL Learning Achievement

Correlations

		Teacher-Student Relationship	EFL Learning Achievement
Teacher-Student Relationship	Pearson Correlation	1	-.443**
	Sig. (2-tailed)		<.001
	N	87	87
EFL Learning Achievement	Pearson Correlation	-.443**	1
	Sig. (2-tailed)	<.001	
	N	87	87

**. Correlation is significant at the 0.01 level (2-tailed).

Figure 1.
Scatter Plot of Correlation between Teacher Student Relationship - EFL Learning Achievement

The scatter plot of the correlation in Figure 1 shows that the X variable tends to decrease as the Y variable increases. It indicates a significant negative correlation between teacher-student relationships and English as a Foreign Language (EFL) learning achievement among 87 11th-grade students at SMA Negeri 1 Penebel during the academic year 2022-2023, in the aftermath of a pandemic.

In this research, the independent variable (X) centred on the score for the teacher-student relationship. To quantify this score, a questionnaire survey was administered to eleventh-grade SMA Negeri 1 Penebel students. According to Table 1, the teacher-student relationship, which includes dimensions of conflict, proximity, and dependence, reached a moderate level with a score of 68.97%. In contrast, the dependent variable (Y) consisted of the students' English proficiency scores, which were derived from their final academic reports. The data pertinent to the English proficiency of the students was meticulously collected from each student's English teacher, a crucial aspect of the research. Table 2 summarizes the ensuing revelations regarding the relationship between the teacher-student relationship and the academic achievements of students. The comparison of the teacher-student relationship scores and the English learning outcomes of the students provided a basis for investigating the possible correlation between these variables. The medium level of teacher-student relationship observed in this study requires additional research into how this dynamic may affect the educational attainment of students. The subsequent analysis and interpretation of these relationships contribute to a broader understanding of the complex relationship between teacher-student interactions and academic achievement.

Using SPSS 27, the researcher analyzed the correlation between the teacher-student relationship (X) and EFL learning achievement (Y). The computed correlation coefficient, r_{xy}, yielded a value of -0.443, indicating that the variables are negatively correlated.

Moreover, the two-tailed significance level (sig.) was less than 0.001, demonstrating the statistical significance of the observed relationship. As discussed previously, a moderate correlation range is typically defined as 0.40 to 0.599, and the obtained coefficient lies within this range. Notably, the close proximity of the r_{xy} coefficient to -1.0 is indicative of a significant negative correlation. To determine the practical significance of the correlation, a comparison with the critical value (r_{tabel}) at a significance level of 5% (0.208) was performed. The calculated r_{xy} value of 0.443 exceeded the critical value of 0.208, providing further evidence of the existence of a significant correlation between the teacher-student relationship and EFL learning achievement. This statistically significant negative correlation suggests that variations in the character of the teacher-student relationship are associated with fluctuations in 11th-grade students' EFL learning achievement. The findings of this study highlight the significance of comprehending and nurturing the teacher-student relationship in order to potentially improve EFL learning outcomes.

Figure 1 depicts a scatter diagram illustrating the correlation between the variables. Notably, it reveals a distinct trend in which the X variable, which represents teacher-student relationship, tends to diminish as the Y variable, which represents English as a Foreign Language (EFL) learning achievement, rises. This graph confirms the statistical analysis and highlights an important finding: there is a significant negative correlation between teacher-student relationship and EFL learning achievement. Students in the 11th grade at SMA Negeri 1 Penebel during the academic year 2022-2023 who are grappling with the educational implications of the pandemic will find these findings particularly relevant. The observed negative correlation highlights the complexities that arose in the wake of the pandemic, which have the potential to influence the quality of teacher-student relationship and, in turn, the EFL learning outcomes of students. As the scatter plot eloquently illustrates, the dynamics of teacher-student interactions appear to have a discernible effect on the academic achievements of students.

This visual representation complements the quantitative analysis by providing a comprehensive view of the investigated relationship. As educators and stakeholders strive to optimize the learning environment in the post-pandemic era, the insights gleaned from the scatter plot and statistical analysis highlight the importance of addressing teacher-student relationship as a key factor influencing EFL learning achievement. By recognizing this crucial relationship, educational institutions can create avenues for nurturing more conducive and supportive teacher-student interactions, thereby promoting improved EFL learning outcomes for students in similar academic contexts.

Conclusions

Following the pandemic, this research looked into the complex relationship between teacher-student dynamics and English as a Foreign Language (EFL) learning achievement among 11th-grade students at SMA Negeri 1 Penebel during the academic year 2022-2023. The considerable negative correlation found between the teacher-student relationship and EFL learning achievement demonstrates the complexities of this interaction, particularly in the context of post-pandemic disruptions. One possible reason for this negative correlation is that the pandemic's residual effects influenced the teacher-student relationship, affecting learners' academic performance. During the pandemic, the abrupt transition to remote or hybrid learning modes may have hampered possibilities for significant face-to-face contacts between teacher and students, potentially affecting the quality of the connection. This shift could have resulted in increased sentiments of conflict, closeness, and dependence on the teacher, decreasing students' involvement and motivation in EFL learning. Furthermore, individual characteristics

among the 11th-grade students could have influenced the observed association. Students' reactions to the teacher-student interaction may have differed depending on their learning styles, personalities, and prior academic experiences. A closer and more dependent relationship with the teacher may result in increased engagement and improved learning outcomes for some students, while others may thrive in a more independent learning environment.

The study recognises numerous limitations that should be considered. The study was carried out at a single institution (SMA Negeri 1 Penebel), which may limit the findings' applicability to other educational environments or student groups. Furthermore, using a questionnaire to assess the teacher-student relationship may fail to capture the complexities and nuances of this connection. To acquire a more comprehensive knowledge of the teacher-student relationship and its impact on EFL learning achievement, future research should use mixed-method approaches. Finally, this study adds to our understanding of the relationship between teacher-student interaction and EFL learning achievement among 11th-grade students during a pandemic. The considerable negative connection suggests that improving the teacher-student relationship does not necessarily result in better EFL learning outcomes. These findings have implications for the development of treatments and support systems to improve EFL learning outcomes in other educational settings. More research is needed to go deeper into individual differences and investigate various techniques for creating a positive and effective teacher-student connection in order to promote excellent EFL learning outcomes post-pandemic.

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