

**EXAMINING THE IMPACT OF STUDENT-TEACHER
RELATIONSHIPS TOWARD ENGLISH-SPEAKING
PERFORMANCE OF THE SECOND YEAR STUDENTS OF
MAN 1 OGAN ILIR**

A THESIS

by

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06011282126025

**English Education Study Program
Language and Art Education Department**



**FACULTY OF TEACHER TRAINING AND EDUCATION
SRIWIJAYA UNIVERSITY**

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Certify that the thesis entitled "Examining The Impact Of Student-Teacher Relationships Toward English-Speaking Performance Of The Second Year Students Of Man 1 Ogan Ilir" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of the Republic of Indonesia, Number 19, 2010, regarding plagiarism in higher education. Therefore, I acknowledge that I deserve to face legal consequences if I am found to have plagiarized this work.

Palembang, June 2025

The undersigned



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DEDICATION

I dedicate this thesis to my universe and love, Ibu and Ayah, my beloved siblings, Rijal, Nabila, and Habib, and also everyone who has inspired, helped, and believed in me.

MOTTO

What I started with passion, I finished with faith, persistence, and gratitude.

ACKNOWLEDGEMENT

This thesis is intended to fulfill one of prerequisites to obtain the bachelor degree at the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University. All praise and gratitude are due to Allah Subhanahu Wa Ta'ala, the Almighty, the Most Gracious, and the Most Merciful, for His infinite blessings, guidance, and strength throughout the entire process of completing this thesis.

The author extend heartfelt gratitude to Dr. Hartono, M.A. (Dean of Faculty of teacher Training and Education), Prof. Soni Mirizon, M.A., Ed. D (Head of the Department of Language and Arts Education), Sir Eryansyah, M.A., Ph.D (Head of the English Education Study Program), along with all of the staff and administrative members for their guidance, leadership, and support throughout the author's academic journey. Their contribution in providing an enabling academic environment are highly appreciated.

In the journey of completing this thesis, the author would like to express her heartfelt gratitude and appreciation to the following people who have played a vital role:

First and foremost, the author acknowledges the unwavering support and love of her family. Special thanks to my universe and love, Ibu and Ayah, for the endless encouragement, sacrifices, and belief in her abilities during the process of this thesis. The author also thanks to her siblings, Rijal, Nabila, and Habib. The outhor is forever grateful that you are all in her life, thank you for always encouraging your eldest sister.

The author also would like to express sincere gratitude to her advisor, Sir Hariswan Putera Jaya, S.Pd., M.Pd, for his patience, guidance, and encouragement. The author would like to thank for the feedback, insight, and support throughout the development of this thesis.

Special thanks also intend to her beloved friends during collages, especially Tasya Sindianti, Stropong Group (Resti Aprilia, Syavina Syahla, Angelin Kusuma, and M. Herdyansyah), and all SEESPA 2021 colleagues. Thank you for motivation,

advice, and support through thick and thin, your companionship has added joy to her college life.

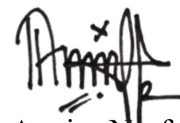
To her dearest best friends, sisters from another mother, Putri Aulia, Putri Utami, and Alfina Fitriani, the author would like to send heartfelt embraces and affectionate kisses since your presences have made life more enjoyable. Wishing you all success and happiness.

Lastly, the deepest gratitude goes to all research participants in MAN 1 Ogan Ilir for the contribution and cooperation, especially Ma'am Reni, Miss Ulan, and Sir Ali. The author also would like to acknowledge the importance of self-effort. The journey of this thesis has taught the author valuable lessons in life, the patience, struggle, and perseverance. The author is proud of herself for the strength to keep moving forward and face all challenges.

May Allah Subhanahu Wa Ta'ala bless every person mentioned here with joy, good health, and continued success in all that they do.

Indralaya, July 2025

The Author,

A handwritten signature in black ink, appearing to read 'Annisa Nurfadhilah', with a stylized flourish at the end.

Annisa Nurfadhilah

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ABSTRACT

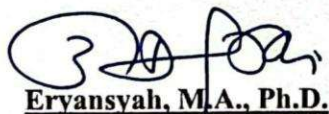
This quantitative study examined the impact between student-teacher relationships and English-speaking performance among 154 second-year students at MAN 1 Ogan Ilir. Two instruments were used. The first is the Student-Teacher Relationship Measure (S-TRM), consisting of 25 items rated on a 5-point Likert scale covering both Social and Academic Relations to assess the relationship quality. Based on percentile ranks, students were categorized into Good, Fair, and Poor relationship groups. The second is English-speaking performance test based on the topic "My Favorite Hobby", assessed using a standardized rubric with five components: fluency, pronunciation, vocabulary, grammar accuracy, and comprehension, with 33 selected students (11 from each group). Results showed a moderate, significant correlation between relationship quality and speaking scores ($r = 0.450$, $p = 0.009$), where students with better relationships scored higher. One-way ANOVA indicated a significant difference among the groups ($F = 5.180$, $p = 0.012$), with a notable gap between the Good and Poor groups. These findings highlight the positive impact of strong student-teacher relationships on speaking performance. The study supports the importance of supportive classroom relationships and aligns with Vygotsky's sociocultural theory, emphasizing the role of teacher-student interaction in language learning.

Keywords: student-teacher relationship, English, speaking performance

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CHAPTER 1

INTRODUCTION

1.1 Background

In the classroom, interaction between teachers and students is essential. Learning is built through communication, whether the teacher explains and the students listen or actively respond, both sides influence each other. This interactive exchange forms the core of the teaching and learning process.

Effective classroom interaction between teachers and students is central to successful language learning. In English as a Foreign Language (EFL) contexts, interpersonal communication is essential for students' engagement and language development, especially in speaking classes. The effective communication both verbal and nonverbal is important to convey meaning and to maintain student engagement (Xie & Derakhshan, 2021). Learning does not only involve transmitting knowledge but also shaping the emotional and social dynamics of the classroom, which can significantly influence students' willingness to speak.

Prior research has highlighted the importance of student-teacher relationships in promoting student engagement, motivation, and academic achievement (Zhou et al., 2023) ; (Thornberg et al., 2023). Students with stronger teacher connections show more behavioral engagement and motivation (Monteiro et al., 2021). Similarly, positive interactions improve students' verbal communication, confidence, and participation (Siswanto & Kuswandono, 2020). In contrast, negative relationships which marked by feelings of unfairness, disconnection, or lack of support can hinder student performance and classroom involvement.

Teachers do not merely deliver content, they act as facilitators of interaction who create the conditions which students can practice language meaningfully. This facilitative role aligns with Sociocultural Theory (Vygotsky, 1978). Teacher as facilitator can provide emotional and constructive feedback to students contributing to their emotional well-being and the improvement of learning process (Cahyono, 2025). A central pedagogical approach related to this framework is Communicative

Language Teaching (CLT). CLT prioritizes real-life communication, collaborative tasks, and authentic language use. It encourages students to speak freely, thereby enhancing fluency, vocabulary use, and overall communicative competence (Eisenring & Margana, 2019). The quality of student-teacher relationships directly impacts on how comfortable students feel participating in activities. So, teachers need to build safe classroom situation since teachers who offer constructive reinforce students' willingness to speak and experiment with language rather than overly critical responses (Cahyono, 2025).

Although the influence of student-teacher relationships on academic outcomes is well-documented, most studies have focused on general academic success, writing performance, or classroom behavior. For example, a study found that teacher feedback during revision improved students' writing (Sulistyo et al., 2024). Students' willingness to communicate is influenced significantly by the quality of teacher-student relationships (Al Thowaibi, 2024). Furthermore, interpersonal communication practices foster a supportive classroom environment, promoting actively students' participation and feeling in learning (Song et al., 2022). However, limited research has examined the direct relationship between student-teacher relational quality and English-speaking performance, particularly among high school students in EFL settings.

Speaking is one of the most challenging skills in learning language because of its spontaneous and interactive nature. Many students feel anxious to make mistakes or speak in front of their friends, which can be alleviated by a supportive and trusting relationship with the teacher. Yet, there is a lack of empirical data exploring whether students who have strong relationships with their teachers actually perform better in English-speaking tasks than those who do not.

Students' perception of fairness and emotional support can also influence their confidence. When they feel unfairly treated or unsupported, it may result in reluctance to participate, even when they possess the language skills required. Conversely, when students feel heard and valued by the teacher, they are more likely to engage in classroom interaction, respond confidently, and persist through communication difficulties.

This study offers a novel contribution by quantitatively examining the link between student-teacher relationship quality and English-speaking performance, a connection that has been underexplored, particularly in Indonesian senior high school EFL settings. Prior to the research, classroom observations revealed that many students were reluctant to participate in speaking activities, often showing hesitation, lack of confidence, or minimal engagement. At the same time, noticeable variations in student-teacher relationship were observed with some students seemed highly comfortable and communicative with their teacher, while others seemed distant or less responsive. These observed differences suggested a potential correlation worth investigating through a more systematic, data-driven approach.

Moreover, the participants in this study are the second year students, aged up to twelve years old, are developmentally positioned in Piaget's formal operational stage. According to the stage, learners are able to test hypotheses, think abstractly, and reason logically, making them cognitively ready to engage in complex speaking tasks, reflect on feedback, and apply abstract language rules. Additionally, having progressed through the natural sequence of second language acquisition, these students are expected to be developmentally prepared for producing higher-order language structures, especially in speaking activities. One of the strengths of Piaget's theory, as highlighted by Pakpahan & Saragih (2022) is that learners at the formal operational stage are capable of considering hypothetical scenarios and methodically using logical deductions to solve difficulties. This cognitive ability aligns closely with the demands of English-speaking performance tasks, where students must construct arguments, articulate abstract ideas, and engage in purposeful communication, making this age group particularly suitable for this type of investigation.

This study addresses this gap by examining how the quality of student-teacher relationships, categorized as good, fair, or poor, impacts students' English-speaking performance in a senior high school EFL context. It seeks to determine whether relational factors significantly influence learners' speaking abilities and to what extent relationship quality differentiates speaking performance outcomes. By doing so, the study contributes to a deeper understanding of emotional and

interpersonal dynamics in language classrooms and their practical implications for improving speaking instruction

1.2 Research Problems

Based on the background given above, this research seeks to address the following questions:

1. How does the quality of student-teacher relationship affect students' English-speaking performance?
2. Is there a significant difference in speaking scores between students who have good, fair, and poor relationships with their teachers?

1.3 Research Objectives

Based on the research problems, the research aims to:

1. Find out how students' English-speaking performance is related to the quality of their relationships with their teacher.
2. Examine how much student-teacher relationship quality influences students' speaking score.

1.4 The Significance of the Study

This study provides valuable insights into the role of student-teacher relationships in enhancing English-speaking performance. The findings will benefit several stakeholders:

a. For Students

The results of this study should encourage students to engage more actively in class and seek better communication with their teachers.

b. For Teachers

The results of this study can provide the importance of fostering positive relationships to create a supportive learning environment, ultimately improving students' confidence and speaking skills.

c. For Schools & Policymakers

The results of this study can inform curriculum development and teacher training programs focused on enhancing student engagement and communication skills in EFL classrooms.

By emphasizing the importance of relational factors in English language learning, this study contributes to the broader discussion on effective teaching methodologies and student success.

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