

The Students' Perception of Teacher Roles and Rapport in Teaching Writing

Kris Uluelang¹, Rizal Akib²

^{1,2} Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sorong
e-mail: krisuluelang.ums@gmail.com , rizalakib.ums@gmail.com

Abstrak

Penelitian ini dilakukan untuk mengetahui persepsi dan ekspektasi siswa mengenai peran guru dan hubungan dalam mengajar Writing di Universitas Muhammadiyah Sorong. Metode yang digunakan adalah metode campuran, dengan desain paralel konvergen. Instrumen penelitian ini adalah kuesioner dan wawancara. Penelitian ini menemukan bahwa siswa memiliki persepsi negatif terhadap peran guru, dimana guru tidak memainkan perannya dengan baik sebagai seorang motivator, sumber ilmu, dan penyedia umpan-balik dalam mengajar Writing. Padahal, siswa membutuhkannya. Sebaliknya, siswa memiliki persepsi positif mengenai hubungan mereka, siswa merasa guru menghormati mereka dan juga ramah. Sayangnya, hubungan yang baik ternyata tidak mempengaruhi persepsi siswa terhadap guru mereka. Siswa masih membutuhkan guru untuk menjadi motivator, sumber ilmu, penyedia umpan-balik, pemberi kuasa, pemantau belajar siswa, dan model bagi mereka. Guru juga harus ramah dan menghormati siswa agar tercipta hubungan yang baik.

Kata kunci: writing, peran guru, hubungan

Abstract

This research was conducted to find out the students' perception and expectation of teacher roles and rapport in teaching writing at Universitas Muhammadiyah Sorong. The method used is mixed-method approach by applying convergent parallel design. The instruments of the research were questionnaires and interview. It reveals that the students have a negative perception of their teacher roles; the teacher does not perform his roles as a motivator, resource, and feedback provider in teaching writing. Instead, the students need it. On the other hand, students have a positive perception of their rapport. They think that their teacher respects them and also friendly. Unfortunately, the good rapport does not influence the students' perception of their teacher. The students still need a teacher to be a motivator, resource, feedback provider, empowerer, monitor of their learning, and role model. The teacher also has to be friendly and respects them to make a good rapport.

Keywords : writing, teacher role, rapport

1. Introduction

In higher education, writing will be the last project to finish the study. The problem of the students is not only about the difficulties in writing, but also how to write in different languages, for example; write in English. Students need to be motivated in order to make them interested and encouraged in learning writing, which is related to how teacher acts as a motivator for them. Listening to the students' problems and questions that they conveyed is also part of the relations that perhaps help students to solve their problem in learning. Overall, the teacher should concern to act appropriate role and build good rapport with the students in teaching writing in order to enhance the quality of education.

A teacher may act some roles in the class by considering the subject and the objective of the learning. There are two kinds of learning process which can be used by teacher in the classroom, teacher-centered and student-centered. Generally, the teacher always acts as controller and transmitter of knowledge which is known as teacher-centered. It allows the teacher to speak all the time in front of the class without letting students to be participating in learning process. However, student-centered may offer the student to be active and encourage them to learn (Richard and Lochart, 2001) (Wang, 2009). The teacher can take other roles, such as; feedback provider, prompter, tutor, assessor, etc. These roles can change the teacher to be democratic and build effective teaching. In summary, the role of the teacher influences the effectiveness of teaching and the students' motivation.

There are some research were conducted and revealed that students need to be motivated in learning English (Ahmed, 2015). The factors that affect learners' motivation are the role of the teacher

and the learning context (Ghenghesh, 2010). The students also feel positive if the teacher give feedback in their learning process (Amara, 2015) (Seker and Dincer, 2014). The students had high perception about the importance of writing (Ismail, 2011), but most teachers have a poor attitude in teaching writing (Akonkwo, 2015). Whereas, the teacher have to consider the rapport that they have to build related to students' needs because positive relationship affects the students' development (Kavenagh, *et. al.*, 2012). So, the researcher tried to find out the students' perception and expectation of teacher roles and rapport in teaching writing

Teacher roles

In Meriam-Webster (2015), role defines as "a socially expected behavior pattern usually determined by an individual's status in a particular society or a function perform, especially in a particular operation or process." In NTC's Poket Dictionary of Words and Phrases (2015), role means "the duty someone has in a group or organization". Similarly, in Oxford Dictionary (2015), role defines as "the function or position that somebody has or is expected to have in an organization, in society or in a relationship." Deriving from those definitions, the teacher's role can define as expected behavior pattern of the teacher in teaching.

Brown (1995) points out some roles that teachers may assume in the classroom as follows; (1) need analyst, (2) provider of student input, (3) motivator, (4) organizer and controller of student behavior, (5) demonstrator of accurate language production, (6) material developer, (7) monitor of students' learning, and (8) counselor and friend. Furthermore, Harmer (2004) states that when the teacher ask students to write, the task of the teacher has to perform are demonstrating, motivating, supporting, responding, and evaluating, but the important roles that should adopt by the teacher when asking students to write are as a motivator, resource, and feedback provider.

Rapport

Another important aspect which should be realized by the teacher is rapport. Harmer (2007) defines rapport as "the relationship that the students have with the teacher and vice versa". The importance of the good rapport between students and teacher could be impacted in a learning process. Successful interaction with students depends on four key characteristics; they are recognizing students, listening to the students, respecting students, and being even-handed (Harmer, 2007).

2. Method

This research used mixed-method design with convergent parallel design. By using this design, the researcher collected the quantitative and qualitative data; merge the data, then used the results to understand the research problems.

The researcher used questionnaire for the quantitative data and interview for the qualitative data. Forty one students of the English Education Department at Universitas Muhammadiyah Sorong that had passed all sequences of writing class were the participants of this research. They were asked to fill the questionnaire consisting of 12 items related to teacher roles and rapport. The questionnaire was adopted from Kavenagh, *et. al.* (2012) and used 5 Likert scale, such as; never (N) = 1, almost never (AN) = 2, sometimes (S) = 3, almost often (O) = 4, and very often (VO) = 5. The focused-group interview was followed by 12 students which divided into 2 groups which every group consisted of different level writing ability.

3. Finding and Discussion

Students' perception of their teacher roles in teaching writing

The first result, there are three roles of teacher that researcher tried to find out from this research, their teacher roles as motivator, resource, and feedback provider.

Table1. Perception of teacher's roles

Roles	N	AN	S	O	VO	M
Motivator	11	7	16	5	2	2.51
Resource						2.61
Knows well about the material	6	2	17	4	2	
Answers clearly any questions	6	7	17	11	-	
Suggests relevant book or website	23	3	11	3	1	
Feedback provider	18	4	9	8	2	2.32

The table above showed that the teacher almost never acts as a motivator. Students think that writing is an important subject, but it is boring. They need to be motivated by the teacher through writing exercise. This finding is related to Ismail's research which showed that students had a higher perception about the importance of ESL writing skill for their academic study. Equally, Brown (2001) also argued that the teacher can promote students' motivation by giving a test.

Teacher never responded or corrected to students' assignment. Even though, the students hope the teacher could respond or correct their assessment in order they know their mistake and could fix it. The same finding was found by Amara (2015) and Seker (2014) that the students are interest and positive in receiving feedback.

Regardless of the negative comments, students say the teacher known well about the material and suggest relevant book or website which means that their teacher sometimes play his roles as a good resource. The comments are same as said by Brown (1995) and Khan (2011) that English language teacher should be the material developer and the course planner.

Students' perception of rapport in teaching writing

The second is the result of students' of rapport in teaching writing which consist of listening to students, respecting students and being even-handed.

Table 2. Perception of rapport

Rapport	N	AN	S	O	VO	M
Listening to students						2.09
Listens to me	12	2	15	9	3	
Helps me overcome problems	19	10	8	3	1	
Available to meet or contact	27	6	7	-	1	
Respecting students						3.66
Treats me with respect	3	2	23	7	1	
Friendly	-	3	9	12	17	
Being even-handed						3.73
Treats me fairly	3	3	10	11	14	

Based on all the results of the students' perception of rapport in teaching writing, the researcher found that the teacher almost never listened to students, the teacher listened to them, but without showing his interest to know students' problem. Necessarily, teacher could be enthusiastic or interested in listening to students' problem (Brown, 2001). However, students responded positively that teacher respected them, friendly, and kind which means the teacher-students relationship was good.

Expected teacher roles of students

Some comments below shows us some kind roles that students expected from the teacher.

- (1) *AS: I need a teacher who gives feedback when they give us assignment, a teacher who not only teaches and do not give a chance for us.*
- (2) *AO: I want a professional teacher, on time, and giving feedback as said by AS."*
- (3) *SH: Giving feedback.... He encourages us to speak, even the subject is writing.*
- (4) *RH: he help me to understand.*
- (5) *DI: ... the point is the teacher gives suitable material and motivates us to study.*
- (6) *FH:the point is giving feedback and more active to us. I mean, more active to give us clear material in order we can understand it well.*
- (7) *FI: An active teacher.*
- (8) *FA: I expect a writing teacher who makes the learning fun.... Motivate us to study everyday....and active in teaching.*
- (9) *MA: ..maybe, a more active teacher.... more comprehend the material in order we can understand it.*
- (10) *SI: Just the same, a more active teacher. Like to attend the meeting.*
- (11) *AL: The teacher should be active... he should be a role model.... I need a teacher who cares about us, who knows the students' weaknesses and strengths..*

Based on those perceptions, the researcher found that the students expect a writing teacher as a good resource, feedback provider, empowerer, motivator, and role model. This finding is matched with the theory of Brown (2004) that teacher may play some kinds of roles, but in teaching writing, there are three important roles, as a motivator, resource, and feedback provider. Other roles, students want the teacher to become an empowerer, where the teacher lets the students make decisions about what they want to learn and how they want to learn it so the students could be motivated (Richard and Lochart, 2001) (Wang, 2009). Students also expected the writing teacher could be a monitor of students' learning which means the teacher should know the strengths and weaknesses of the students (Taqi, 2014). Finally, as a role model, students hope they can make the teacher as a model in the future.

Expected rapport of students

The last, the researcher found two kinds of rapport in teaching writing which is expected by the students. The students answered on their interview that they expected their teacher should respect them and being even-handed. Students like if the teacher friendly and treat them fairly.

- (12) *AS: a teacher who doesn't compare us with others, a fair teacher and always smile in the class.*
- (13) *SH: not compare us.*
- (14) *DI: ... fair and friendly in teaching.*

AS, SH, and DI had the same opinion that a teacher should be fair to them. Their opinions are the same as stated by Brown (2001) that teacher must be fair and respecting students by being friendly.

4. Conclusion

The conclusions of this research is the students had negative perception of their teacher roles. They thought that their teacher did not play well his roles as a motivator, resource, and feedback provider. On the other hand, the students had positive perception of rapport, which showed that their teacher respected them and friendly. Even though the rapport that the teacher built is good, but it is not enough to help students in learning. The students still need the teacher to act some important role in teaching writing to improve the students' writing ability. In teaching writing, the students expected the

teacher should not only perform as a motivator, resource, and feedback provider, but also the teacher could implement students-centered learning, monitor the students' development in learning, and being a model for them. The students also expected the teacher should respect students and being friendly in their effort to make a good rapport.

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