

**THE IMPLEMENTATIONS OF RAPPORT TECHNIQUE AND THE EFFECTS FOR
STUDENTS COMMUNICATION ABILITY IN LEARNING PROCESS OF ENGLISH
EDUCATIONS DEPARTMENT UNIVERSITY OF MUHAMMADIYAH MAKASSAR**



A Thesis

*Submitted to the Faculty of Teacher Training and Education
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MOTTO DAN PERSEMBAHAN

Sesungguhnya Allah lebih mengetahui segala sesuatu yang baik bagi kita

Dibandingkan diri kita sendiri.

Maka dari itu tidak peduli seberat apapun rintangan kehidupan.

Jalanilah dengan penuh keikhlasan dan keridhan Kepada-Nya.

Kupersembahkan Karya ini buat:

Kedua orang tuaku, saudaraku, dan sahabatku,

Atas keikhlasan dan doanya dalam mendukung penulis

Mewujudkan harapan menjadi kenyataan.

ABSTRACT

AHMAD RUDINI, 2018. The Implementations of Rapport Technique and the Effects for Students Communications Ability in Learning Process of English Education Department University of Muhammadiyah Makassar, under the thesis of English Education Department, the Faculty of Teachers Training and Education, Muhammadiyah University of Makassar, guided by H. M. Basri Dalle and Maharidha.

The objective of this research was to find out does the lecturer used building Rapport in the learning process and to find out the implementation of building rapport can affect the students communication ability in learning process by the 4th semester students of English Education Department, Muhammadiyah University of Makassar.

A descriptive research was employed in attempt to gain the purpose of this study. To collect the data, the researcher took interview to the students. The samples have been asked one by one about the condition of teaching process by the lecturers in the class. To finding any indication of the use Building Rapport by the lecturers. And the effect through the student communication ability. And used observation to get more data than can support data from interviewing.

The finding of the research shown that building rapport has been implemented with well by the lecturer. This fact could been shown by the student motivation have improve to joining the class. Showing a respect to the lectures and became talkative and easy to asking neither following the instruction of the lecturers. And in the lectures side which explain the material in detail and specific, using intonation to mark the point of the words or write it to the whiteboard. Giving humor, motivational and spirit to the student with expressive when explain the material was much more evidence of the building rapport implementations. The successes in building rapport technique helping the student to be more talkative in the class, give the lecture a feedback through the material, asking the lecturers if still have the materials that not understandable. The students feel easy to ask the lectures when they got problem with the materials without doubtful sense.

Keywords: Rapport, Communication ability, Feedback.

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Makassar, Desember 2017

The Writer

Ahmad Rudini

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CHAPTER 1

INTRODUCTION

A. Background

Communication is a basic activity of human, with communication- human have the ability to interact with other people in their daily live such as in the office, market, community, and whenever human exist. There is no human that cannot communicate.

Communication is very important for human life, because it must be accepted that human cannot life without any communication because human are social creature that need togetherness. With effective communication, any activities that human mostly do can be doing better. Without using a good communication, it will give undisciplined at any daily activities even in the house or in the organization, company, and whenever human exist.

Communication is the ability to share an idea or opinion to other people. It is about how people send information and how they receive information from other people. It is about how they can understand what their partner means to them and their partners get the information as same as the messages that they sent to them.

Furthermore, the use of good communication will help people to do their job efficiently such as negotiation, when they do some kind of buying and selling with the principal win to win. Indeed, in learning and teaching process, the ability

to communicate well is needed. It makes the teaching material that given by the lecturer will be receive by the students with good attention.

The communication has an important role in teaching and learning process. It is about how the teacher can develop rapport to the students that psychologically help the students to increase their learning process. The class will be more enjoyable and the gap of difficulty at communication between teachers and the students will be neutralized.

Many teachers in the world are just taught to be the good teachers without knowing how to teach well. Some teachers will focus on being good in teaching material that they are teaching. Some teachers will focus on how the students will have the ability as same as him for the material that they are teach. Others just focus on how the teaching process should be. But, just a little among of the teacher knows that the secrets of being a good teacher are about how they can communicate friendly to the students and reduce any kind of barrier between teacher and the learner with communications process.

Besides, every student has his own unique model of the world. It is created automatically from all of their lives. From the first time they were born and know the world until this time. Their model of the world gives them knowledge in every condition that they were face in their live. It is like a code, memories, which all their sense gets from the real world. And that code was analysis by the part of the brain with using deletion, distortion, and generalization system to found and save the information that they were need in that time. And other code as unselected

information would be out from the brain. That is why even twins students have different characteristic and knowledge.

From this process the students would have their own ability in learning. That is the sense that will be the most favorite one than other sense to get information from the real word to their brain. And the most favorite sense divides into three. That is known as visual, auditory, and kinesthetic. A good teacher will use these three categories in their communication process. But only use these categories is not enough. The teacher need a technique in communication process that will make the students interest in the teaching material, so the teaching process is being maximal. The technique is called building rapport.

The word “Rapport” according to the France dictionary is “a harmonious or sympathetic relation or connection.” Rapport is an ability to reduce the perceived difference at the unconscious level between one people to other into the minimum. The principle of this technique is “people like people who are like them.”

Sum (2004) defined that building rapport as a trust, being on the same wavelength or respect. Rapport occurs through building similarities at the unconscious level. This is means that we are looking for similarities in their needs, behavior, or personal quantities that can be draw from upon to show connection between us.

The explanation above is explain that building rapport can made the communication process being more easily to handle. Building rapport will reduce any kind of barriers that always being a problem in communication. It focuses on

what similarities they have than focus on what made them different. Also, it makes the communication process more enjoyable and when it is accepted, it will more easy to give some opinion or idea without failure.

The same condition happens in the learning process. When rapport accepted to the students, they will give more attention to the teaching material. They will more getting excited and interested about what they learn. The teacher explanation will be easier to accept in their brain and because of that the learning process will get the best result.

In relation to the description above, the researcher is interested to conduct a research under the title *The Implementations of Rapport Technique and the Effects for Students Communications Ability in Learning Process of English Education Department University of Muhammadiyah Makassar.*

B. Problem Statement

Based on the issue in the background above, the problem statements of this research as follows:

1. Does the lecturer use building rapport in the learning process?
2. How do the implementations of building rapport affect the students' communication ability in learning process from the students' perspective?

C. Objective of the Research

Relating to the problem statement mention above, the researcher states that objective of the research are:

1. To find out whether or not the lecturer uses building rapport in the learning process.

2. To find out the implementation of building rapport can affect the students' communication ability in learning process.

D. Significance of the Research

The researcher expects that this research may give some significance:

1. Theoretical benefit
 - a. The finding of this research can enrich the theory of learning English by Building Rapport as a communication tools.
 - b. The result of this research will be helpful for the students as reference in their study.
 - c. The result can help the lecturer in teaching English by using the Building Rapport technique to maximize the learning process.
2. Practical Benefit
 - a. The lecturer

This will help the lecture to more flexible in teaching process and give the students an enjoyable feeling of the study.
 - b. The Students

This will help to increase the student interest in the learning process. And also their communication with the lecturer will give more knowledgeable in the process.
 - c. The other researchers

This building Rapport hopefully will be very helpful for other researcher as a reverence in their research. Or so to upgrade this research in the future.

E. Scope of the Research

The scope of the research is restricted in the implementation of Building Rapport in the learning process and how the building Rapport help the students to increase their communication ability in the class. Especially are the Students in the current semesters at University of Muhammadiyah Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Building Rapport

According to Richard Bandler and John Grinder (1981) that people are more apt to respond easily when they are in a state call rapport. Rapport seems to be built on matching behaviors. Disagreeing with people won not establish rapport. Talking faster than people can listen won not build rapport. Talking about feelings when people are making visual image won not build rapport. But if you gauge the tempo of your voice to the rate of their breathing, if you blink at the same rate that they blink, if you nod at the same rate that they are nodding, if you rock at the same rate that they are rocking, and if you say things which must in fact be the case, or things that you notice are the case, you will build rapport. If you say “you can be aware of the temperature of your hand, the sounds in the room, the movement of your body as you breathe” your words will match the person’s experience, because all of those things are there. We call this kind of matching “pacing.”

The word ‘rapport’ – one of many French words to have entered the English language in recent times and to have retained its French pronunciation- means a harmonious, sympathetic relationship or connection between people. When talk about ‘establishing rapport’ or ‘developing rapport’ with an individual or a group people, people simply that something positive is happening: a beneficial process of some kind is occurring.

Rapport has to do with empathy: understanding where other people are coming from, appreciating their point of view, and seeking to develop and maintain a connection with them. Rapport is about reaching out – rather than keeping people at arm’s length and feeling nervous about getting closer to them.

Rapport does not necessarily refer to a relationship between equals. Frequently it is used to refer to the relationship between people with unequal levels of power, with the person in power offering something of themselves to others. This reflects the classroom situation – where teachers can choose to remain distant and aloof, or seek to establish a bond with their class group.

1. The Importance of Rapport

The current focus on building positive teacher-student relationship has come about, in part, as a result of educators becoming dissatisfied with the result of the obedience-oriented approaches that became fashionable in the 1960s and 1970s, the most famous example being in a more recent work, Lee Canter (1996) has made it clear that the success of assertive discipline depends on first establishing rapport with student.

One of the most frequent criticisms of obedience-oriented approaches has been that while they foster obedience, they do not foster the self-regulation we ultimately want from responsible students (Weinsten, 1999). A less frequent criticism has been that obedience-oriented approaches may become addictive. That is, if they are used early and often, teachers may come to depend on obedience-oriented approaches to keep order. In Ronald Butchart’s (1998) words,

While more research is needed, it appears that elementary schools have increasingly adopted behaviorist modes of control, with the result that secondary schools have been forced by students to move more and more toward defensive teaching....behaviorist modes of control lose their effectiveness through overuse...leaving secondary teachers little recourse but to teach defensively. (p.9)

Perhaps the most convincing argument against obedience-oriented approaches is that they create a negative climate not conducive to motivating students to learn and contribute. Obedience-oriented approaches make teachers into what William Glasser (1986) called boss managers. Here is an example of one teachers teaching defensively and being a boss manager, from Sue Cowley's (2001) book on method for managing behavior problems:

The teachers noticed that a few student in his ninth-grade class were chewing gum, which was not allowed. On one occasion, he noticed that one boy was chewing gum, so he went to the front of the classroom, picked up a wastepaper basket and held it under the boy's mouth, directing the boy to put the gum in the basket. The boy said he swallowed the gum, so the teacher warned hi of what would happen if he were caught again.

Not long afterward, the same situation arose. Instead of reacting as before, the teacher got the boy to come to him, and then leaned toward him and whispered while pointing to the basket: "Put the gum in there NOW, and don't give me 'I'm not chewing,' because I saw you. Stay behind for five

minutes after the lesson to clean up my room. Any more rubbish from you, you'll be in a half-hour detention.” (p. 151)

Cowley (2001) commends the teachers in this example for exerting control and authority when control and authority were being openly challenged. Nevertheless, though the teacher did, indeed, need to exert control and authority, the exchange between the student and the teacher is not the kind of exchange that does much to build a positive teacher-student relationship. And while every instance of exerting control and authority need not also build positive relationships, one would hope that there would be plenty of occasions that do both. Furthermore, it is not too far-fetched to assume that if most of a teacher's interactions with students are of the type illustrated in this example, the result will be a classroom that fails to motivate students to learn and cooperate.

The last point is the central point of approaches defined by their emphasis on establishing positive teacher-student relationships. These approaches have in common the assumption that everything starts with the teacher-student relationship. If that relationship is good, then there are possibilities for learning and cooperation. If it is not good, then subsequent methods, however thoughtful, are apt to fail. A good deal of recent research backs up this assumption (Piñata, 2006), and even Lee Canter (1996) has agreed that teachers should first work to establish rapport with students before implementing assertive discipline.

Rapport is significant because it provides the context for what actually takes place in the classroom. The relational nature between the instructor and the student becomes the framework through which effective learning occurs (Tiberius: 2004). In more tangible terms, rapport affects:

- a. The learning environment and classroom management. Building trustworthy relationship with students ensures that the classroom atmospheres are positive, collaborative, and supportive. Similarly, by establishing a communal and respectful place for learning, the students will perceive themselves to be part of a collective and, hence, are likely to behave according to its dynamics (Anderson: 1999). Additionally, rapport can discourage academic dishonesty among the students.
- b. Student motivation and performance. By creating a friendly but focused learning experience, it is likely that students will want to be in the instructor's company and, accordingly, will want to come to class. Subsequently, it is apt that students will strive to work harder in order to eventually excel with the material and succeed in the class (Walsh: 1996).

Having a strong rapport with students can also be gratifying to the instructor. Fink (1984) suggests that connecting with students is one of the critical factors determining personal fulfillment as an instructor.

2. Maintaining Rapport

Buskist and Saville (2001:12) Rapport is tricky to understand. Perhaps that is why the voluminous literature on college and university teaching essentially ignores it. Rapport has been avoided in favor of other variables,

such as methods of teaching, modes of testing, and techniques of assessing teaching effectiveness, which can be more readily conceptualized and manipulated. Nonetheless, it is worth considering the role of rapport if for no other reason than its contributions to effective teaching.

To gain a bit of insight into this matter, they surveyed several hundred Auburn University undergraduates enrolled in an introductory level psychology course and asked them to tell three things: (i) the extent to which they have experienced rapport in their classes; (ii) the things that teachers do to develop rapport with them; and (iii) how rapport affects their academic behavior.

Only slightly more than half of the students reported that they had experienced rapport with a professor. These students told that the most common teacher behaviors contributing to the development of rapport were, in order: showing a sense of humor; availability before, after, or outside of class; encouraging class discussion; showing interest in them, knowing students' names; sharing personal insights and experiences with the class; relating course material in everyday terms and examples; and understanding that students occasionally have problems arise that inadvertently hinder their progress in their courses. Finally, the students also told that the most common positive effects of rapport on their academic behavior were, in order: to increase their enjoyment of the teacher and subject matter; to motivate them to come to class more often, and to pay more attention in class. Thus, rapport seems to facilitate both student motivation for learning and their enjoyment of the course, and enhances student receptivity to what is being taught.

3. Five Factors for Building Rapport

What must a teacher do to establish rapport with students? Five factors appeared almost twice as often as others.

- a. **Respect.** Teachers and students must show respect for each other, for the learning process, and for the institution where it is occurring.
- b. **Approachability.** Students have to feel comfortable coming to faculty and faculty must be willing to speak with students, after class, during office hours, via email, on campus.
- c. **Open communication.** Faculty must be honest. There needs to be consistency between what faculty says and what they do.
- d. **Caring.** Faculty must care about students; they must see and respond to them as individuals. They also need to care about learning and show that they want students to learn the material.
- e. **Positive attitude.** Faculty should have a sense of humor and be open to points of view others than their own.

4. Building Rapport in Classroom

Trottier says in his book *Teachers to Student Bridge* (2006:1) that teaching is not easy as presenting information and assigning work; teaching, like any form of communication, is a two-way street. There needs to be some kind of understood relationship between the teacher and the students so that the exchange of language and information result in students actually learning. That is why it is important to build a relationship with students.

Rapport is essence, the quality of the working relationship between an instructor and their students. And, there is ample research proving that rapport plays a significant role in teaching and learning (Fleming 2003).

Weimer (2010) defined Rapport as “the ability to maintain harmonious relationships based on affinity”, is more colloquially thought of as what happens when two people “click”—they connect, interact well, and respond to each other favorably. Often it happens when two people are very much alike or have lots in common. That is one of the reasons it is not always easy for professors to establish rapport with students—sometimes there is a big age difference; others times it is having few (if any) shared interests. However, there are good reasons for faculty to work on establishing rapport with students.

In recent meta-analysis of more than 100 studies (Marzano, 2003), found that the quality of teacher-student relationship is the keystone for all other aspects of classroom management. In fact, our meta-analysis indicates that on average, teachers’ who had high quality relationships with their

students had 31 percent fewer discipline problems, rule violations, and related problems over a year's time than did teachers who did not have high-quality relationships with their students.

Effective teacher students' relationship have nothing to do with the teachers' personality or even with whether the students view the teacher behaviors: exhibiting appropriate levels of dominance; exhibiting appropriate levels of corporation; and being aware of high-needs students.

Along with well-designed and clearly communicated rules and procedures, the teachers must acknowledge students behavior, reinforcing acceptable behavior and providing negative consequences for unacceptable behavior. Stage and Quiroz's research (1997) is instructive. They found that teachers build effective relationship through such strategies as the following:

- a. Using a wide variety of verbal and non-verbal reaction to student misbehavior, such as moving closer to the offending students and using a non-verbal cue, such as a finger to the lips, to point out inappropriate behavior.
- b. Cueing class about expected behavior through prearranged signals.

According Schumann and McCaugherty (2013) Good rapport is characterized by respect, positively, comfort, and effective communication. All of these things make teaching and learning easier and a more enjoyable experience overall. Strong rapport between instructor and students keeps the energy up throughout the semester, facilitates lively group discussion, and discourages behavioral disruptions. When rapport is good things just click.

In the dynamic modern classroom, rapport cannot be an afterthought. Even the most innovative lesson plans can be rendered ineffective when an instructor does not sync with their students. Fortunately, techniques to build and maintain rapport are easy to implement and yield rewarding results.

5. Benefit of Rapport

Convenient way to think of rapport in the classroom is in terms of an invisible web: unseen it mutually recognizable connections binding teacher and their students together. We can envisage the perimeter thread that encompasses the whole class and teacher and, within that. The internal threads binding individual students to the teacher and which in turn bind those individual students to the class as a whole.

There are many benefits of establishing rapport within classes of language learners. These include:

- a. The overall class atmosphere becomes more vibrant, with students collectively more alert and responsive.
- b. Individuals interact with the teacher more readily.
- c. The learning needs and interest of the class become more evident.
- d. Student behavior that, under other circumstances might impede learning, serves to 'lift' the atmosphere of the class
- e. Students more readily put themselves forward and are helpful to the teacher.
- f. Confident that their efforts will be appreciated, teachers find themselves teaching in more dynamic and creative ways.

- g. Individuals are more willing to ask questions and indicate when they do not understand.
- h. Increasing numbers of students are drawn in by the positive energy exuded by the class group.
- i. Fewer potentially disruptive students make their presence felt.

The major benefit of establishing rapport is that students – keen to please the teacher because they sense that the teacher likes and respects them – tend to work harder and in a more focused way. Where there is a feeling of trust and mutual respect between teachers and their classes. Students are more likely to complete language learning tasks more effectively and appropriately.

A number of authors have explored the impact of building rapport on student learning (Benson, *et. al.*, 2005; Meyers, 2009, Umbach & Wawrzynski, 2005; Witt, *et. al.*, 2004). There are a number of potential benefits:

- a. Instructors can better understand their audience and therefore delivers more relevant lectures, and use more appropriate examples and classroom activities resulting in more engaged students and enhanced learning.
- b. Students will feel more comfortable expressing their feelings in or out of class.
- c. Students are more likely to get excited about the course content and improve their class participation.
- d. Students will feel valued and therefore more willing to be intellectually challenged by the instructor.

- e. Having strong rapport creates a mutually beneficial and exciting learning environment.

Here is a selection from the larger list that does seem particularly relevant and that is supported by some research involving teachers and students.

- a. **Higher motivation**—When students feel rapport with their teachers and feel that their teacher’s personalities are something like their own, motivation is higher.
- b. **Increased comfort**—When there is rapport, students tend to answer more freely and with a greater degree of frankness.
- c. **Increased quality**—In a degree program, when students feel rapport with faculty, their perceptions of the quality of that program increase.
- d. **Satisfaction**—Rapport leads to satisfaction—supported by much research, including research done in classrooms. When students report having rapport with the instructor, their satisfaction with the course increases.
- e. **Enhanced communication**—As rapport grows, so does understanding and comprehension. Teachers and students understand each other better when there is rapport between them.
- f. **Trust**—Sometimes trust is necessary for rapport to develop. But trust can also be an outcome. Once rapport has been established, trust between parties grows.

Rapport does not result in learning, but it certainly helps to create conditions conducive to learning—things like higher motivation, increased

comfort, and enhanced communication. Teaching does not always result in learning either, but, like rapport, it is one of those factors that can contribute positively to learning.

Good rapport between instructor and students is arguably the most important factor in good classroom dynamics. You begin the process of building rapport and collegiality on the first day of class, and continue cultivating the environment throughout the semester.

- a. Use ice breaking activities on the first day, preferably in small groups, to help set up an open, supportive environment.
- b. In small classes (fewer than 10 students), students can share their names, homes, home towns, academic majors, and/or a question they would like the course to answer.
- c. In larger classes instructors might ask the same questions, using a show of hands to generate response.
- d. You'll get the best result when you offer personal information about yourself to get the discussion rolling. You might, for example, talk about your personal and professional background or your initial experiences with the discipline.
- e. Learn about your students' interest and activities. Ask about their successes.
- f. Model respect of different points of view.

Establish the expectation that everyone will listen carefully to others' question and statements.

B. Communication Ability

In Communication Skill Module, Khattak (2003:1) explains that communication is a two way interactive process and its importance can be found in our professional as well as in our daily personal lives. Communication is a matter of effectiveness, which is dependent on the interlocutors' communication competency. In other words its effectiveness is dependent on one's competency in communication. Communication involves intents and efforts from both the sender of the message and the receiver. It's a process that can be fraught with error such as with messages muddled. Miscommunication is avoided. However if this is not detected it can be tremendous confusion, waste efforts and miss opportunities.

Khattak (2003:2) explains too that by successfully getting the message across, people convey thoughts and ideas effectively. When not successful, the thoughts and ideas that people actually send do not necessarily reflect what they think, causing a communication breakdown and creating roadblocks.

Many educators while having profound knowledge regarding their respective area of interest and course/s they teach. Fail to communicate clearly with their student and thus fail to achieve the desired results. Given the fact that a teacher is essentially evaluated formally or informally on the basis of his or her student's success, it is inevitable to work on communication skills to achieve personal fulfillment and professional excellence.

McPheat (2010:10) explains that if you can communicate well, you can get your message across to others in an effective way and they then have accurate instructions to complete their assigned tasks. If people are not able to

communicate well, the messages they send get lost in translation. Communication breakdowns result in barriers against their ability to develop both professionally and personally.

More explained by McPheat (2010:10) that most people will relate to the forms of communication – talking or listening. But communication goes beyond that. Communication involves getting information from one person to the other person. Yet even this is not a complete definition because communicating effectively involves having that information relayed while retaining the same in content and context. Communications is the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas.

Communication from another angle, involves the perception of the information as much as the delivery of that information. In other words, people can define communication as the art and process of creating and sharing ideas. Effective communication depends on the richness of those ideas. In order to be effective at communicating, there are a number of skills that people can rely. Which skill they choose will depend upon their situation, the recipient of their communication, and the information that they need to convey.

1. Type of Communication Process

Effective communication is much more than being able to talk; it is also the ability to listen and understand others, to read” and interpret body language and to know the best ways to get points across.

According to Iksan (2012:1) that was explained by Dr. Nicole Koehler and Dr. Rachael Hains-wesson in their module of communication skills explain

that communication has traditionally been seen as verbal or non-verbal. However, Dr. Nicole Koehler and Dr. Rachael Hains-wesson additional that people understanding of communication are based on a rapidly evolving field that incorporates many different domains. These domains are not necessarily mutually exclusive and can transcend a traditional perception. These domains include face-to-face interactions, digital literacy including, email and texting, social media and virtual environment for instance, ePortfolios, Facebook, twitter and Instagram. The protocols of communicating within each domain are different in regards to the length of messages, the texts used for specific communicative purposes intended audience acceptable norms, nomenclature, spelling/grammar conventions, etc.

Communication comes in many forms:

- a. Verbal (sounds, language, and tone of voice)
- b. Aural (listening and hearing)
- c. Non-verbal (facial expression, body language, and posture)
- d. Written (journals, emails, blogs, and text messages)
- e. Visual (signs, symbols, and pictures)

It is important to develop a variety of skills for both communicating to others and learning how to interpret the information received from others. Knowing the audience and understanding how they need to receive information is equally important as knowing ourselves.

2. Elements of Communications

They explain too that there are many elements to communicating effectively that individuals need to consider when entering into some kind of communication interaction. Some of these elements include. The aim of the communication, level of formality (usually based on relationships of power and purpose for the communication), consideration of audience' prior knowledge, cultural aspects etc. some elements specific to oral, written and interpersonal communication are listed below:

a. Oral communication

- 1) Empathy
- 2) Use of visual aids in a presentation
- 3) Amount of information/detail in visual aides
- 4) Provision of handouts
- 5) Feedback from audience
- 6) Engagement with audience
- 7) Responding to question from the audience
- 8) Voice modulation
- 9) Tone of voice
- 10) Eye contact
- 11) Presenter's positioning within the room

b. Written communication

- 1) Text type (report, case study, essay, reflective piece, annotated bibliography etc.)

- 2) Appropriate length of document
- 3) Structuring of the argument (usually presented as one main idea with supporting evidence for each idea)
- 4) Appropriate level of detail within document (presentation of supporting evidence, referencing system)
- 5) Ratio of white : black space (avoid long chunks of dense text)
- 6) Font style/size
- 7) Adherence to reference conventions (Harvard, APA, Vancouver etc.)

c. Interpersonal communication

- 1) Emotional intelligence
- 2) Body language
- 3) Posture
- 4) Sensitivity to the audience demonstrated through appropriate behavior
- 5) Active listening

McPheat in his eBook *Effective communications Skills* (2010:10) explain that in a survey conducted by the Katz Business School at the University of Pittsburgh, organization rated communication skills as the most important factor used in selecting their management staff. The study found that oral and written communication skills were important in predicting job success, as was the ability to communicate well with others in the workplace.

Rosenbaum (2005:1) explains in his book of *Effective Communication Skills* that everyone uses interpersonal communication skills. Interpersonal communication applies to all of people relationship, personal and business.

Other respect or reject us based on their interpersonal communication skills. People send their messages in every interpersonal communication encounter. Those message can be explicit (verbal comments) or implicit (nonverbal facial expression, other body language, and physical space)

3. The Communication Process

McPheat (2010:11) explains the important of communication with invite us to imagine we are on one side of a wall and the person that we want to communicate with is on the other side of the wall. But there's more than the wall in the way. The wall is surrounded by a moat that is filled with crocodiles and edged by quicksand. These barriers could be things like different cultures, different expectations, different experiences, different perspective, or different communication styles, to name just a few. Communication skills are the tools that people use to remove the barriers to effective communication.

People might experience only one of these barriers at a time, or they might find themselves facing them all. Getting people message to the other person requires that they recognized these barriers exist between them, and that they then apply the proper tools, or communication skills, to remove those barriers preventing their message from getting through.

Of course, communication is a two-way street. The person on the other side of those barriers will also try to send messages back to them. Their ability to understand them clearly could be left to a dependence on their ability to use communication skills. But that's leaving the success of the communication to

chance. Instead, people can also use their own communication skills to ensure that they receive messages clearly as well.

Finally, there is not only one point in people communication with another person at which they have to watch out for barriers. To be successful at communicating, it is important to recognize that these barriers to communication can occur at multiple points in the communication process.

McPheat (2010:12) explains the communication process is composed of several parts and stages, each of which offers potential barriers to successful communication. These are:

- a. Source
- b. Message
- c. Encoding
- d. Channel
- e. Decoding
- f. Receiver
- g. Feedback
- h. Context

At each of these stages, there is the potential for barriers to be formed or problem to arise. At ways to limit the barriers to communicating effectively, remember that people may have to apply them at more than one occasion during their communicating process.

a. Source

The source of the communication is the sender. In order to be a good source, people need to be clear about the message that they sending. Do they know exactly what it is that they want to communicate? They will also want to be sure they know why it is that they are communicating. What result is that they expect? If they cannot answer these questions, they will be starting the communication process with a high chance of failure.

b. Message

The message is simply the information that people want to communicate. Without a message, there is no cause for communicating. If people cannot summarize the information that they need to share, are not ready to begin the process of communication.

c. Encoding

Encoding is the process of taking people message and transferring it into a format that can be shared with another party. It is sort of like how message are sent via a fax. The information of the paper has to be encoded, or prepared, before it can be sent to the other party. It has to be sent in a format that the other party has the ability to decode or the message will not be delivered.

In order to encode a message properly, they have to think about what the other person will need in order to understand, or

decode, the message. Are people sharing all the information that is necessary to get the full picture? Have they made assumption that may not be correct? Are they using the best form of sending it in order to ensure the best chance of the message being properly received? Are there; cultural, environmental, or language differences between people and the other party that could cause miscommunication?

Of course, to encode a message properly, people have to know who their audience is. People need to have an understanding of what they know and what they need to know in order to send a complete message. People need to use language that they will understand and a context that is familiar. One simple example of how they can do this is being sure to spell out acronyms. people sometimes forget that not everyone is familiar with the acronyms that may use on a regular basis.

d. Channel

The channel is the methods or methods that people use to convey their message. The type of message they have will help to determine the channel that they should use. Channels include face to face conversation, telephone calls or videoconferences, and written communication like emails and memos.

Each channel has its advantages and disadvantages. For example, people will find it difficult to give complex technical

information or instructions by using just the telephone. Or people may get bad results if they try to give criticism via email.

e. Decoding

Decoding happens when a person receive the message that has been sent. The communication skills required to decode a message successfully include the ability to read and comprehend, listen actively, or ask clarifying questions when needed. Decoding is the process of receiving the message accurately and requires that the audience has the means to understand the information that person are sharing.

If the person that people are attempting to communicate with seems to be lacking the skills to decode their message, they will need to either resend it in a different way or assist them in understanding it by supplying clarifying information.

f. Receiver

Since people have thought out their message, they have certainly also thought about what they want the desired result to be on the part of their listener. But it is important to realize that each person that receives their message will be listening to it through their own individual expectations, opinions, and perspectives. Their individual experiences will influence how their message is received.

People have expectations for a response from the receiver when they send a message. They can increase the chances of getting this result by addressing the audience's concerns or addressing specific benefits as part of their communication.

While they cannot always address each person's individual concerns in a message, part of planning for people communication is to think ahead of time about what some of their thoughts or experiences might be. For example, if they are releasing a new product and want to convince customers to try it, they would want to be certain to address the specific benefits to the customer, or what improvement have been made since the last version was released.

g. Feedback

No matter what channel people have used to convey their message, they can use feedback to help determine how successful their communications was. If they are face to face with their audience, they can read body language and ask question to ensure understanding. If they have communicated via writing, they can gauge the success of their communication by the response that they get or by seeing if the result they wanted is delivered.

In any case, feedback is invaluable for helping people to improve their communication skills. They can learn what worked well and what did not so that they can be even more efficient the

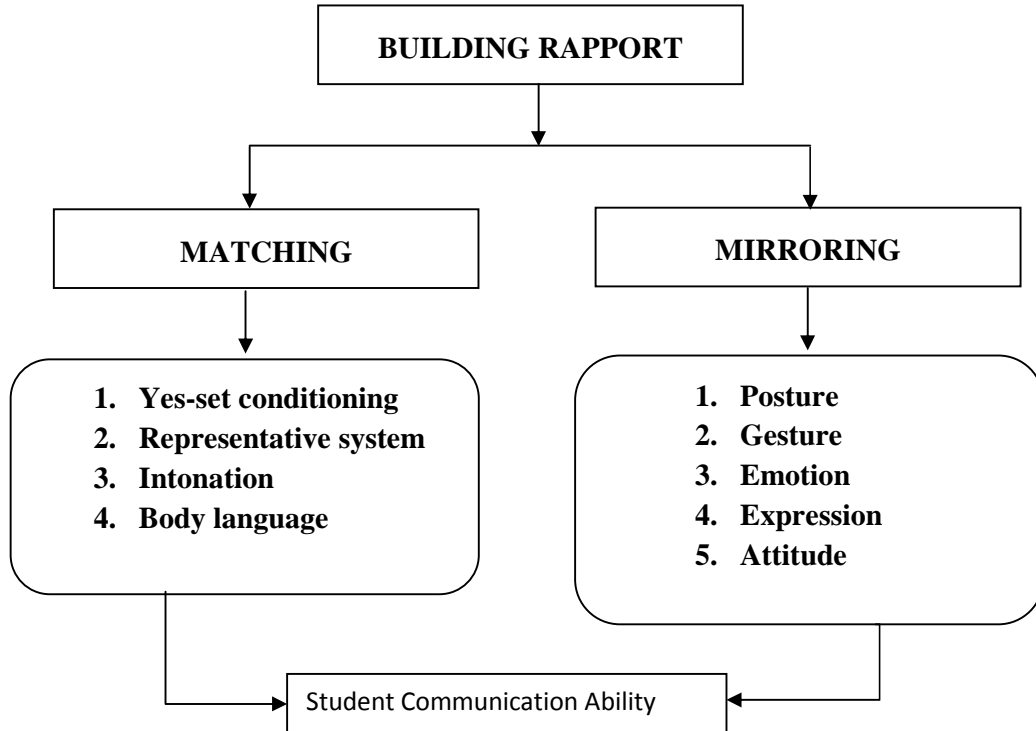
next time they communicate with that person or the next time they need to communicate a similar message.

h. Context

The context is the situation in which people are communicating. It involves the environment that they are in and that in which their audience is in, the culture of their organization(s), and elements such as the relationship between people and their audience. People communication process will not look the same when they are communicating with their boss as it will when they are communicating with a friend. The context helps determine the tone and the style of their communication.

C. Conceptual Framework

The conceptual framework that used in this research is shown by the diagram below:



In this research, there are 3 main activities that researcher will do. The first is "input", in this process the researcher will do all of preparation of these research as the beginning. That preparation including how two choose classes, get permit to the lecturer, etc. the second is "Process", in these parts, the researchers beginning to observation of the learning process by the lecturer, and give a questioner to the students. The third and the last is "output". Where in this parts the researchers input all data that has been collected, reduction, and made a conclusion.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research using qualitative research with descriptive characteristic to describe about indication, condition and situation. Where this research trying to reveal the phenomenon that entity in order to describe in detail about the implementation of building Rapport.

This qualitative approach used to find out and to understand what is hiding behind the phenomenon that occasionally are difficult to be known and comprehend, this approach hopefully have an ability to explain perfectly about the phenomenon that become the focus of the researchers.

And the approach used in this research are descriptive qualitative approach. Descriptive research is research with characteristic to describe, to analyze something based on the reality that is the data that have been collected in form of words or logical thinking, picture and not in numeral.

This method used because the researchers want to know how the implementation of Building Rapport in the learning process at English Department University of Muhammadiyah Makassar in order to gain information that will be useful.

B. Research Variables and Indicators

1. The variables of this research are matching and mirroring from building rapport technique in Neuro-Linguistic Programming.

2. The indicators of Matching are yes-set conditioning, representative system, intonation and body language.

a. Yes-set Conditioning

Is a technique for agreement where the answer is only “yes”, It is a manipulate question to student where it is looks like yes-no question but the answer is only yes. This technique purpose is to made the student agree with the main message that lecturer send.

b. Representative system

This technique regularly is always become the most effective in learning process. And was adapt by many teacher and lecture around the word. Basically this technique using three sense of human that very influence in learning. That is visual, auditory and kinesthetic. But the use is not just made the student more understand about the material. But another function of this is to calibrate the mind of the student and lecture for building rapport.

c. Intonation

Communication in learning process is much more about listening to the lecturer. In building rapport intonation uses to make the student more interest in the lecturer explanation that will made easier to get their attention.

d. Body Language

Body language is a part of communication ability that need to made the listener can see the power of the speaker and to see that

word who came out from the speaker so it will be very easy to understandable.

3. The indicators of Mirroring are posture, gesture, emotion, expression, and attitude.

a. Posture

The lecturer postures have an effect to student intention. When they posture calibrate with the lecture. It's mean that they feel interested with the lecture explanation.

b. Gesture

Same with the Posture explanation, gesture have the effect of student interest in learning. But it will difficult to lecturer calibrate the gesture to all student at once. So it will be more efficient if this technique use just when the lecturer listening or answering the question.

c. Emotion

Emotion in this technique basically is not a negative emotion. It is more likely positive emotion to student. When the lecturer explain in front the class. Some of the students might be not to very interest. That's why calibrate the emotion need to make their share their interest in the learning. So in this technique the lecture guide the student from the negative to positive intention.

d. Expression

This expression little bit same with posture and gesture between lecturer and students. Expression here use to guide student calibrate with the lecturer so the lecturer can guide them to be more enjoying the class.

e. Attitude

Every lecture have a different attitude in learning, the same goes to the students who every student have the same different. So when the attitudes of the lecturer touch the student attitude. It will more easily to control them.

C. Overview the Research Location

Muhammadiyah University of Makassar was established on 19 June 1963 as a branch of Muhammadiyah University of Jakarta. The establishment of this university is the realization of the results of the Regional Deliberations Muhammadiyah South Sulawesi and Southeast 21st in Bantaeng District. The establishment was supported by Persyarikatan Muhammadiyah as an organization engaged in the education and teaching of da'wah amar ma'ruf nahi munkar, by letter number: E-6/098/1963 dated 22 Jumadil Akhir 1394 H / 12 July 1963 M. Then the deed of establishment was made by notaries R. Sinojo Wongsowidjojo based on notarial deed No. 71 dated 19 June 1963. Muhammadiyah University of Makassar was declared a Private Higher Education registered since October 1, 1965.

Muhammadiyah University of Makassar (Unismuh Makassar) as Muhammadiyah Higher Education (PTM) assumes a great role and role for religion, nation and state, both in the present and in the future. In addition to his position as one of PTM / PTS in eastern Indonesia is quite large, also to him embedded educational culture inherited as a business charity Muhammadiyah. The name of Muhammadiyah which is integrated with the name of Makassar gives the hope of a unified culture, scholarship and religious breath.

Faculty of Teacher Training and Education (FKIP) Muhammadiyah University of Makassar established since 1963. FKIP journey continues to experience progress by opening various courses. In 1991, FKIP Muhammadiyah University of Makassar was entrusted by the Government to open a new study program, the Mathematics Education Study Program and English Education.

VISION

To realize the faculty of Islamic character is superior and reliable in developing the science of education and teacher training through the strengthening of college tridharma.

MISSION

To realize the existing vision, FKIP Unismuh Makassar established a mission to:

1. Organizing technology-based education and teaching at the level of study program (Prodi).

2. Organizing an integrated learning process in Al Islam Kemuhammadiyah (AIK).
3. Developing the competence of educators and teachers through further study in accordance with the discipline of lecturers, training, and short course.
4. Strengthen research activities and community service through a partnership with various educational institutions at home and abroad.

D. Data Resources

The main resources of the data in this research are the students in English Department at university of Muhammadiyah Makassar which consists of 1 class of observation and 5 students for interviewing. The researchers choose the current semesters because that many of students in this semesters have a critical mind about the learning process.

E. Research Instrument

In this research the instrument is the researchers itself. This is because the researchers existence in this research are important to gain a valid data and accurate, because the researchers itself forthwith to the location in order to interview, observe, and do documentation. Except of the researchers existence the most important thing to do is to prepare a written questions that will be used as the lead in the data collecting process with good especially at the interview through the resources that have been choose.

F. Data Collection

In this research, the researchers will be using some of the data collection. This is because data collecting technique are the main focus in the research, because the main aim from the researches are to collecting the data (Sugiono 2010:308), that is why in this research the researchers using interview and observation method.

1. Interview

Interview method that used in order to gain the data directly from the data resources in the way with giving some question directly about the implementation of building rapport in the learning process. This interview will be execute by the researchers through the students that have the information about the class and the learning condition. In doing this the researchers used a media such as camera, and tape recorder. The interview guide that has been prepare are the reverence when giving a questions where the researchers give the big picture at every item, and then the researchers develop the question when the interview in the process. From the interview the researchers gain the data that describe how the building rapport adapt in the learning process.

The success of the interview are very influenced by the interviewer ability, where in the interviewing, an interviewer must have knowledgeable, understand the meaning of the interview for research method, understand the problems and able to communicate with good through the resource. That's why before doing the interview, interviewer

must prepare a tools that will help like tape recorder, notebook, pen, camera, the list of the question, the interview respondent data.

2. Observation

Observation is a research activity in order to collecting the data proper to the research problem with using direct observe method to the sample of the research in the field. According to Sutrisno Hadi in (Sugiono 2010: 203) says that Observations is a complexity of process, a process that conclude any kind of biologists and psychologies process. And the most important is the process of remembering and observing.” In this observation the researchers will observe any situation in the teaching process and note any indication of the use building Rapport technique by the lecturers.

G. Data Analysis

Data analysis method in this research is descriptive qualitative analysis, in order to bring the big picture systematically, factual and accurate about the fact that collected. According to Miles and Huberman (1992;16) who explain that there are three parts in doing analysis qualitative data that follows:

1. Data Reduction

Data reduction return to the dividing, focusing, and simplification, abstraction, and transformation of the data that have been collected from the note and the record from the field. Where in the process of collecting data in the field with interviewing, the researchers recording

all the answers that have been said by the resource. The research note, and record all the answer from the resource, many kind of data that have been collected. There are who have same answers, and there are who giving a difference answers for each question that has been asked. That is why the researches doing analysis with reduction the data, that is to conclude all the interviewing data and the observation data, and then to dividing the data and get the main thing, where focused on the problem that want to explain by the researchers based on the indicator that have been developed from the interview guide that has a connection with the implementation of building rapport in the learning process.

2. Data Displays

After data reduction process, the next step is the researchers displaying the data, because this research in form of qualitative, data displays will be used is narrative, means that every phenomenon that happened or finding, the researchers will narratively explain and interpreted trough that phenomenon. This is doing to give understandable to the researchers about the phenomenon that happened. After the researchers preparing for the next step that must be do based on the significance of the phenomenon. The data then processed and narratively to give interpreted through the phenomenon proper to the data condition.

3. Data Verifications

At the qualitative research, the data verification simultaneously do from the beginning of the research and process of collecting the data. The activity of data verification take a place in all the research process. This activity purpose is to evaluate the conclusion that will be taken are the truth and has fulfill the objectivity. The first conclusion is still temporary, and will be change if a strong fact have been found so that must do collecting data once more or to see the data that have been reduce. But if the conclusion that explained is supported by the valid fact and consistent then the conclusion became final.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

To find out how the implementation of building rapport has been done by lecturers in learning activities in the fourth semester students of the Faculty of Science and Education of English Education Department, In this chapter the researchers will explain the data that have been collected from every question that answered by the subject. Every question was made in general form and only a few that made specify in the data that wanted. It is because the researchers believe with assumption that “the meaning of communication is the response you get” and using it to know how well the subject of this research understand the meaning of the question. That is why on the process the researchers give extra question that will help to lead the subject.

1. The Implementations of Building Rapport Affecting the Students' Communication Ability in Learning Process

For more details, it can be seen at the explanation below based on approach strategy through the indicators developed by Richard Bandler and John Grinder, as follows:

1.1 The Implementation of Matching

Matching is Building rapport technique that focus on the verbal communication to create the sameness of the way of thinking, understandable, and response. The implementation of matching is shown in explanation below:

a. Yes-set Conditioning

Yes-set questioning is a set of tools that arrange the student to do agreement or accepting what the lecturers saying and then following to lead/arrange the student with such an instruction with something that we want the student have or doing. With agreement of the student or accepting the truth of what the lecturers saying in the beginning of the class will help the lecturers to arrange the student for the next spending time in learning process. Yes-set has a unique form, it is said that we need to arrange the student saying yes or accepting for 3 times in ordinal to have an effect.

In the first question the researchers trying to figure are the lecturers using the yes-set conditioning to the student which the student will follow at every instruction that given by the lecturers.

The answered that most of them said that: *“They more understandable by the lecturers who explain the material with specify and detail, speak slowly and made a repetition”* (NIS, July 2017)

Its mean that most of their response is slow and not easy to follow the instruction with fast. They need more time to process an information. And need the information to more specify so they can understand what they learn about.

The other subject says that: *“They easy to understand and following the instruction if their have a passion with the material and the sense of humor from the lecturers.”* (NA, July 2017)

What the researchers seeing in this answers is that the internal motivation by the student itself for the material help them to easy understand and following

the instruction. Furthermore, they like a class with full of energy and feel relax in the class with humor that will help them get their concentration.

From the answer shows that the lecture have used the yes-set conditioning in their class. With explain the material with smoothly, detail, and specific, and giving some humor to icebreaker the student mood in the process.

In the observation the researchers could see and admit that the lectures have uses the yes-set conditioning in his communication with the students. And the student following the instruction with good.

b. Representative System

Representative systems is a tools who explain the primary sense that student use to get information, save information, and remembering them. In other means. It helps the student to be easier remembering the materials that has been given by the lecturers in the learning process. As we know that human getting information from the five sense. It is visual, auditory, kinesthetic, olfactory and gustatory. However olfactory and gustatory did not have a big portion in human mind because it just happened if we have a profession as a chef or spending much of the time in the kitchen. It is not appropriate in the learning process. So the only sense that have a big portion in the learning are visual, auditory, and kinesthetic.

As people know that this three sense is really give a big impact of the people learning process. And the difficulty of this is that in the class. It is mostly that the student have different primary sense to get information. Primary sense is the most favorite sense that used by people. In this case on the student. So the

lecturers need to implant a word or a phrase that indicate this three sense. And that what the researchers focus on the second question.

The question was made especially when the lecturers explain some material in front of class or when explaining material in the break of every discussion. Most of student answer is same that *“They like a lecturers who active in the class. Explaining the material in detail, giving question or feedback to the student, and how they manage the class to be more interactive.”*(BA, July 2017)

A lecture who active in the class, giving a feedback to the student and interactive with the student as the way of managing the class is appropriate to the second technique at building rapport that is Representative systems. Which the show the communication between lecture and student in the learning process is helping the student to be more active in the class.

In the observation. The lectures have using the representative system with very influence to the students. It could be seen by the words that lecturers using is matching with the words of the student uses.

c. Intonation

Intonation have a power and high influence in human communication. It is make words easily to remember by the other people. It is like when we hear a public speaker speaking. Like khotbah in Friday. It will get our intention when the speaker have a good intonation in speaking. Somehow it is have a power to get our conscious to be more curious, and listen attentively in what they are saying.

In the learning base it made the student easier to remember what have been explained by lecturers. Using intonation in the explanation will give

emotional intents at that material, which will be response by limbic system of the student brain as the key of long-term memory. Which means that student will be more understandable of the material itself and will be stored at the mind for a long time. Especially for a learner who are auditory based.

One of the student answers says that: *“if the lecturer fell that the student didn’t focus, they will speak loudly.”* (SR, July 2017). And the others student says: *“the student mostly replace it with write the main words in the whiteboard at the front of the class”* (NF, July 2017) and when the researchers trying to figure the scale of how intend the lecture used the intonation in their class with using scaling question from 1 to 10 where one means it never used and ten means always using, the student answers in the 3 and 4 which means that the lecturers often used it but not to intensive.

From that answer the research conclude that the lecture have using the intonation in their learning process. Which help the student understand the main focus on the learning process and help the student to get back the focus on the studying. And the lecture have they own way to replace the intonation position such as write the main idea in the whiteboard where have a same influence with the intonation proportions.

At the observation process the researchers often hears the lectures give a stress in the some words when he is explaining which means, he using the intonations which the students responds unconsciously.

d. Body Language.

Body language as well known is one aspect that very influenced in communication process. Body language represent of what people saying with using the movement of the hand. So it helping people in explaining of something or a thing. Made the listener easier to understand. Especially for visual based. But mostly it works for every people.

No exception in teaching process. The use of body language by the lecturers in the class will give another ways to understanding what that lecturers saying and meaning. A lecturers who use body language at explain is shown that they are a professionals in teaching. They do teaching with maximal intention to teach the student. It is mostly impossible by people who did not have passion in learning process. Because body language needs an active movement in every time when we explain. Just like when doing a sports. This means that a lecturers who use body language are a professional in teaching and care for student development. It is show the perfection of communication.

The sample of the research know well about this. This can be seeing from all of their answer that were more shown about their own opinion about the use of body language at the class. One of the answer said: *“Just less of the lecturers who using body language in their teaching process. But body language is very helpful because if we did not get what they are say, we can get the meaning from looking their body language.”* (NF, July 2017)

It is just like what have been explain above that body language helping the student to be easier to understand with lecturers' explanation. However just like

what the sample thought that it is still less of the lecturers who use body language on their teaching. Less means there are student who use it but just a few. Or the lecture often used it but the student did not recognized it. So we can summarize that body language is still less used by the lecture in discussion method where the lecture just explain the material at the end of every discussion.

In the researcher observation point of view, have the same idea with the students that the lecturers is less using body language in his explanations.

1.2 The Implementation of Mirroring

Mirroring is Building rapport technique based on the nonverbal communication, like hand movement (gesture), the body position (posture), showing emotion, expression of the face, and attitude. The implementation of mirroring in the learning process can be shown in the explanation below:

a. Posture

Posture of the student is more similarity with the lecturers' style. Posture even though not too much get intention just like gesture in the other side. But have a big impact in building rapport process. This gestures always come as unconscious movement. Just look of two people who are talking together who is he/she best friend and look happily and enjoying the conversation. Then it will shows that they have a same posture movement. And this very powerful just like yes-set conditioning who can arrange people to do what we want.

The student answer is very same with their answer before that is: *"It's rare for this semester. But there are a few of the lecturer that made me interest with their explanation because they are giving a motivational words when they do that."*

The other student says: "I am not interested because many of them just sitting down and not watching their student. They not manage the class with well."(NA, July 2017)

It can be tolerate since in this semesters most of the class using discussion method in teaching. But posture can be implant even without a word. It just like to follow the student posturers when asking or listening the answers. So in this question, the researchers still not clear are it used by the lectures or not. But somehow it can be figured from the answer of the sample. That is "have a good sense of managing class".

From the observation views, the lecturers not using postures mirroring in their teaching process. So it is has the same result as the student answered.

b. Gesture

Gesture just like posture. Because this two is a couple in mirroring people. This gesture set up a feeling of having a similarity with others people. This can be shown by looking at two different people who did not know each other. At the same time they has a personal problem that can be though to others people especially the closest 'one. On the same place. They will shows a same gesture, and no lame after that they will talk each other and share the problem and find a solution together. This is happen naturally for every people in the word. In where they feel there is no problem talking to people who just know in place to share a personal problem.

In learning, have a feeling of similarity at thing and thought that we have is indication that the gesture have accomplish with the lecturers. Fortunately the

sample of this research shows that way. They said that: *“they have that similarity feeling when she like both the lecture explanation and the material.”* (NA, July 2017). And others says: *“they have that feel when they have a same agreement with the lecturers.”*(NIS, July 2017)

Look from the student answers, gesture has been adapt very well by the lecturers to the student. It show in the answers that the student feel the similarity to the lecturers when they like both of the material and the explanation and when they have a same opinion according to the material or discussion. This is prove that building rapport has been successful.

The gestures too have been find in the observation methods where the researchers could see any movement of the hands and heads that unconsciously mirroring the students' movement.

c. Emotion

Emotion is working on limbic systems on the brain that influence the long-term memory. This can be shown in any experience, incident, and event that will be stay long at the memory even though there are many things that happen in the same days. Because the emotion is include at that process. Another example is that when people try to remember the past they will just remember a thing on the past that have an emotional intention. And other memory cannot be easy to remember.

This has a meaning that with implant emotion on the teaching will help the student to be more easier in remembering the material that have given to them. Emotion can be implant with build enthusiasm of the student. Make them feel

spirit and high intention to following the class even though it is in the middle of the day.

The change of enthusiasm is shown how strongly the lectures build the rapport is. It is not limited in the time that means even in the midday. The student will feel the enthusiasm in learning. That is the skill that lecturers have when they succeed the building rapport.

In other way the students in this research say it that: *“They have feel it a lot of the time every day. Especially at the morning and when the lecturers who teach giving an energizing so it flow to the student feeling.”*(NA, July 2017). Student said that *“it depend on how the lecturers explain. If the lecturers speak with pressure of each word that made energizing they will feel it (Berkah Awalia).* Another student said: *But when the lectures speak to fast. Without a pause to give the student a time to recognize the explanation about. They will fast feel bored.”* (NIS, July 2017)

The answer just shown that the student feel the emotional aspects regarding to the time they are teaching. Especially at the morning, and somehow the way the lecture explain the material have the impact to their motivational in the learning process.

Neither in the interview process either in the observations process the researchers could maintain the emotion uses indications. Especially when some student begins to lose their focus. The lectures has a good play on it.

d. Expression

Expression is a method that mostly using by a public speaker, especially in storytelling. However this can be used in English learning as in English we learning about communication that will be always include expression. Are it is happy, sad, angry, surprise, scared, or disgust. Expression will help student to be more easier remember because expression have an emotion on it.

Expressive lecturers is about how the lecturers act professional on the teaching process. And how the lecturers shown expressive way when talking to the student. It give the feel of emotion on the student that will help them easy to remember the material. And of course in other hands it help lecturers to get closed with the student.

And all of the students that have been interviewed in this session have one same opinion. *“That the learning process will be more enjoyable, easy to understand, and fun at the same way (BA, July 2017), however it give a motivational and spirit to follow the learning process.” (NF, July 2017)*

The show from their answers just telling that they really like an expressive lectures in teaching. The expressive lecturer can give the student more enjoyable in the learning process and given them more focus to the learning.

The lectures has a good combination while he is explaining to the students. The use of expression and intonations at the same time has helping the students to be more attracted to his explanations.

e. Attitude

Attitude is represent of someone behavior. And attitude will build an integrity to the lecturers that will help them to control the class easier. And from

researchers this attitude have accomplish by many lecturers in the University of Muhammadiyah Makassar. Even though mostly to build authority on the class. If this is the case then building rapport is still not accomplished yet.

This can be shows when this lecturers come to the class. The atmosphere would change and there are no balance between the lecturers and the student. That will not be suit for building rapport that more shown balance both of the student and the lecturers. So when the lecturers come to the class. It will made the student did not focus on the material but focus on their movement to not interrupt the lecturers is. Even this method helped some of the student to be easier remembered because there are emotion intention on it. But it is not happened to all student. Only the student that interrupt the lecturers mostly that will have this. And other student will just remember the lecturers attitude but not with the materials.

On this question the researchers try to excavate the mind of the student about the behavior of the lectures that will commonly help them in their way to study at the class condition. How the lecturers handle the class, managing the class and how they behavior through students. All of this information will need to be improvement someday.

And the answer is a representative from what they have answer in the past 8 question before. *“That is a lectures who more active at the class, giving feedback and appreciate the students efforts. A humorist and expressive lecturers.”* (NA, July 2017)

The answer of the student just mention how building rapport success in managing the class and give the student more spirit to studying and attending the

class. This can be classified as that attitude of the lectures has and affect to the student learning intentions.

The lecturers has a very good behavior in the learning process. The researchers find it while observing the lectures. Which somehow attract the researchers to enjoy the observation process.

2. The Effect of Building Rapport On Students' Communication

The study of communication becomes the central aspect that has influenced the learning process. This is because the lecturers cannot deliver their knowledge to the students without using any communication. Communication comes in many forms, but regularly divided into two kinds of communications. That is verbal communication and nonverbal communication.

2.1 Verbal Communications

Verbal communication is known as oral communication. This is because the focus on Verbal communication is the words, sounds, intonation that produced from the mouth. This words, sounds, and intonation has a meaning into it. Same words with difference intonations could be have different meaning. Verbal communication became very important because verbal communication is the way who many people used to communicate and understands other people means. This include in the building rapport technique.

In building rapport technique where divided into two types that is Matching and Mirroring. Where Matching is especially for verbal communication and Mirroring is especially in nonverbal communication. This just mentioned that

building rapport is a technique of communication with focus on how to build sincerity between people.

From what the researchers found in this research, the building rapport matching does have an effect to the student communication in their class. This can be shown by the answer of the student who like a talkative lecturer, has a feedback with a student, have a sense and humors and respect them.

2.2 Nonverbal Communication

Nonverbal communication could be says as body language, this can be look at the focused in the nonverbal communication is not the words, intonation or some kind of sound. But it is a posture, gesture, hand movement, eye contact, and expression. There is a unique fact about the nonverbal communication itself. That is the fact that verbal communication could be telling lies but nonverbal communication is difficult to manipulate.

In building rapport, nonverbal communication could be seeing in the mirroring. Mirroring beliefs is that is people has a same body language movement it is have a meaning that people like to talk with them. But if they did not then it is means they not enjoying what that people saying.

In this research the mirroring aspect has shown that it has been successful adapt by the lecture in the learning process. This could be saw from the answer of the student that mostly saying repeatedly about the kind of the lecture that teach them.

B. Discussions

Building Rapport is unique method who take people freely adapt the technique and did not have to use all of the technique. One of the technique itself is much powerful to build a rapport. With showing the character that people will be more enjoyable in talking, showing respect, have a positive attitude.

1. The Discussion of Matching.

Matching is a building rapport technique that focus on the way of speak. Which made the synchronist to the other people's topics. The following will show the discussion of the researchers' results:

a) Yes-set conditioning

At this first question the indicator used is yes-set conditioning. This is one of the basic technique at building rapport with structured by system "*PACING-LEADING*" that will be very powerful if used in the class. Pacing means building a sameness or agreement, and could be with giving a question where the possibility answers is only yes. And leading means that when the pacing has accomplished. Then whatever we says, or whatever we explain to the student will be accepted and easy to give the student some works to do.

From the data that have been collected shows that yes-set conditioning is has been accomplished by the lectures. This conclusion can be seen on the answer where the student easy to follow the instruction given by the lecture with the

lectures who explain smoothly, slowly, not too fast, detail and do a repetition to the main idea of the material.

b) Representative systems

At this question the indicator that use was Representative systems that the researchers have been explained in the subchapter above. The researchers have found that there are many research that used this Representative systems as their objection. So the researches just will explain in general form. Representative systems is means how people do represent their memory on the first time, is it visual form, auditory form, or kinesthetic form. And this can be found from predicate word of what that people saying.

With the student easier to understand what the lecture saying in the front of the class, with showing an explanation tempo match to the student is as evidence that the representative systems has been accomplished.

c) Intonation

At this third questions the indicators is intonation when the lecturers explain material or when speak to the student. Intonations have a positive sense to changes the class become more lively. And touch the emotion of the student to attract them on the lectures explanation. So it will reduce the student who their mind is outside of the class while their body are in the class.

What the researchers find is the use of intonation is not maximal by the lectures. But good things here is that the lectures changes the use of intonation with write the point of their explanation in the whiteboard. Even though it is not as powerful as intonation in use. So in summarize can be says that intonation has

adapt by the lecturer to the learning process. And addition where the lecture are at the 4 grade from the scale 1 to 10 means that the lectures often use the intonation in the class.

d) Body language

Body language is the indicators of this questions. The body language is use to helping the lectures present theirs materials to the student so the student will be easier to understand what the lecturers explain in front of the class. Body language is one important aspect when people talking to the others. In this research body language began a part of the lectures weapon in explain the material in the front of the students. Which will help the student to understand the material and in the same time build a Rapport to the students.

From the data that have been collected shows that the less of the lecturers have been using it and it very helpful for the student. However because of the class condition where in the discussion method. The lecturer did not given much time to explain the material by themselves. Which means the body language less used by the lectures who stay sitting in their chair. Even when explaining the material in the break or in the end of the discussions.

2. Discussion of Mirroring

Mirroring is a technique which using nonverbal sign as the mayor of communications. The use is exactly like the shadow on the mirror. Within 3-5 second before execute. The following will be discuss the result of mirroring:

a) Posture

This question made from posture indicator where generally are the basic of mirroring in building rapport technique as same as the gestures. The posture of the lecturers in the class is very important. If some lecturers who come in the class with lazy posture, or a negative posture, it will give the student feeling bored to follow the learning process. Different thing happened when a lecturers comes with postures of confidence. It will give the student an intent to follow the lesson by the lecturers.

From the student answer of this question, shown that the lecturers at the Fourth semesters less of using the posturers to arrange the student mood in their learning. The reason mostly from the student answer is because at this Fourth Semesters the Lectures more focus on the discussion methods. Which given the lecture limitations in performance. So it can be says the situations of discussions methods did not suit the postures technique.

b) Gesture

Gestures is the indicator of this questions and as the mention before at the question right above, gestures is one of the basic in the mirroring of building rapport technique. Gestures is shown of a body language where happening in unconsciously. Like scratching to the nose or behind the neck or hair. Even it shown that it is not important at all. But in the building rapport research by Richard Bandler and John Grinder shown that the gestures of people is infected to other people to do the same when the rapport have been accomplished. In other meaning, the gestures is the evidence that rapport have been build.

From the answers of the student, they do feel of this way where the gestures is infected them, it shown by their answer, that they feel of similarity (gestures indications) with the lectures who they likes the material where that lecturers present to them. Or if they have a same agreement of thought. So for this gesturers indicators, shown that there have been a rapport that made by the lecturers of specific materials, but not all. And it is made the student feel enjoy and enthusiasm to follow their lessons.

c) Emotion

Emotions is indicators of the seventh questions. Emotion is an important aspect in teaching process. It helps the student to be easier remembering what there are studying in the class. Emotion is a key of long term memory. And a lecturers who can play emotion in their class is show how professional they are in teaching. Emotion could be say as a trigger to for the student to remembering the lesson that they have joining.

The data that have been collected shown this aspect has been accomplished but just at the morning. Who the lecturers and the student still have a fresh atmosphere and help their lesson became more joyful and full of emotion indication. But when the sun is in high position, that atmosphere where gone. Then the problem of this is how to keep the fresh feeling in teaching so the lecturers can learn maximizing even in the midday and afternoon.

d) expression

Expression is one of the aspect that shown how well someone communication is. Expression giving a positive aura to others people who are

listening. Speaking with expression is attractions of lectures when they are giving explanation. And that is the indicator on the eight questions.

The data that have been collected shown that the student really want/need/or hope that a lecturers can be expressive in their way of teaching. To help them more enjoy their explanation and easy to remembered their explanations.

e) Attitude

The personal attitude of a lectures when giving some material is very influenced of effectiveness that what their share to the student is easy to remember. The lectures who just like a one way speakers is not helping the student to learn. It help them to hate the material, there is no one who like to listen very long. The student need a feedback, respect, and appreciate from the lectures. The attitude indicators is about how to win the student hearth in teaching.

From what the student answer shown that attitude have been accomplished by the lectures, with showing a humor, giving feedback, and motivational. With this answer it could be says 77% of building rapport technique has been accomplished by the lecture in the learning process. And 23% others is still not adapt with well.

This can be shown on the table below:

No.	Building Rapport Technique	Accomplished to the learning process	
		Yes	No
A.	Matching		
1.	Yes-set conditioning		
2.	Representative systems		
3.	Intonation		
4.	Body language		
B.	Mirroring		
1.	Posture		
2.	Gesture		
3.	Emotion		
4.	Expression		
5.	Attitude		

The researchers to figure out that in the discussion method, not all the aspects of building rapport can be accomplished because the lecture appearance at the discussion is less. Only In the break of the discussion or in the end of the discussion the lecture will give more explanation about the material that have been given. But the way of building rapport working is not need all the technique to be adapt. Only a few of them to be adapt to the learning process is highly percentage of the accomplished of building rapport.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This was the last chapter of this thesis. In this chapter, two important parts were presented. The first part was conclusion and the second one was suggestion.

1. The conclusion from the research of: “The Implementation of Building Rapport Technique between lecturers and student and the effect to the student communication ability on the Fourth semesters in English department at University of Muhammadiyah Makassar” is that building rapport has been implemented with well by the lectures. This fact can be showing by the student motivation have improve to joining the class. Showing a respect to the lectures and became talkative and easy to asking neither following the instruction of the lectures. And in the lectures side which explain the material in detail and specific, using intonation to mark the point of the words or write it to the whiteboard. Giving humor, motivation and spirit to the students with expressive when explain the material is much more evidence of the building rapport implementations.
2. The successes in building rapport technique help the students to be more talkative in the class, give the lecture a feedback through the material, ask the lecturers if they still have the materials are not understandable. The students feel easy to ask the lectures when they get problem with the materials without doubtful feeling.

B. Suggestion

From the result of this research, the researchers found many interesting things that hopefully can be accomplished in the future. The suggestion that the researchers have is listed below:

1. From the results of the research, and the experience that have been given, the researchers hope that there be more research is about building rapport on the learning process in the future to improve the ability of the lecturers and develop the quantity of the teaching process. The researchers know the limitation of this research and hoping to the faculty of teachers training and education especially English department at university of Muhammadiyah Makassar to improve this research in the future.
2. For the student, the researchers hope that the students be able to enjoy every learning of the lectures presented to them. And hopefully the students can improve their communications ability in the learning to help them became more productive in learning.
3. For the researchers that they will continue this research with descriptive or experimental research. Where the building rapport is implanted or used in the teaching process and the benefits of using it as an effect can be more developed this research as much as they can with considering the student point of view. Of course the researcher will help the students to do the researchers because the researchers will still develop building rapport to be more adaptable to any method that the lecture use in teaching.

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CURRICULUM VITAE



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