CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is extensively employed in diverse industries within Indonesia, encompassing business, tourism, and international communications. English language plays a crucial role in the corporate realm, particularly within multinational corporations and industries with global connections, where it is often employed for the purposes of business documentation, presentations, and negotiations. English is widely used in the tourism industry, particularly in locations that are popular among foreign tourists. In these regions, those working in hotels, as tour guides, and as service providers often exhibit a high level of competence in English in order to effectively serve to international visitors. The significance of the English language also encompasses its practical uses in everyday life. English is frequently employed in urban areas and renowned tourist attractions to facilitate the needs of international visitors, as it is commonly utilized in signage, menus, and various services. Furthermore, it assumes a pivotal position in the realms of business, trade, and international relations, given Indonesia's active involvement in global commercial activities and diplomatic endeavors (Lauder, 2008).

Given the significant impact of English on economic advancement in Indonesia and the growing inclination towards international education and study

abroad prospects, the inclusion of English language instruction in the educational curriculum of Indonesian schools, particularly in major urban centers, has become imperative. Pursuant to Decree 008/H/Kr/2022 issued by the Head of the Standards, Curriculum, and Educational Assessment Agency of the Ministry of Education, Culture, Research, and Technology, English courses are provided as optional subjects for elementary to high school levels, subject to the availability of adequate resources within educational institutions. Nevertheless, educational institutions lacking the capacity to provide English as an optional course may integrate English content into alternative disciplines or extracurricular endeavors. The prioritization of English language proficiency is also evident in the realm of higher education, where universities provide courses and programs that are delivered in the English language (Kemdikbudristek, 2022). In accordance to that, high schools should consider intensively providing English language learning in their curriculum.

The curriculum places significant emphasis on fostering communicative competence in the English language through the utilization of diverse multimodal and intercultural texts. Additionally, it aims to cultivate critical and creative reasoning skills while also instilling a sense of self-assurance in expressing oneself as an autonomous and accountable individual. This rule is expected to enhance the English language proficiency of Indonesian students, facilitating avenues for students to expand their understanding of themselves, social interactions, culture, and worldwide employment prospects. Setiawan (2022) observes that a considerable number of employment advertisements were

composed in the English language and specified English proficiency as a prerequisite. A significant proportion of candidates necessitate a demonstration of English language ability in order to complete application submissions and participate in interviews. Individuals who possess exceptional proficiency in the English language are generally granted enhanced employment prospects. A comparable rationale also manifested itself within the realm of tourism. The tourist sector in Indonesia plays a crucial role in contributing to the country's overall earnings. In order to ensure the long-term viability and expansion of the economy, it is imperative that those employed within the tourist sector possess a proficient level of English language proficiency (Widiastuti et al., 2021).

Acquiring proficiency in English as a foreign language might provide challenges due to a multitude of factors. Throughout the process of language acquisition, students are certain to confront several challenges and difficulties in obtaining proficiency in the English language. Susanto at. al. (2020) assert that pupils face numerous obstacles in the development of their speaking, listening, reading, and writing proficiencies. Nevertheless, the acquisition of English language proficiency poses significant challenges, primarily stemming from limited vocabulary, intricate pronunciation, apprehension towards errors, and an inadequate grasp of grammar. On the other hand, according to Brown (2007), anxiety has a significant role in influencing the acquisition of a second language. Hence, it is imperative for educators in a classroom setting to discern whether a student's anxiety stems from a dispositional characteristic or a specific contextual circumstance. The teacher-student dynamic can exert a substantial impact on a

student's acquisition of the English language, particularly in light of the considerable transformations and obstacles experienced during the pandemic as a result of the transition to distant or hybrid instructional approaches. The establishment of a constructive connection based on mutual respect and trust has the potential to enhance students' comfort and engagement inside the classroom, hence augmenting their motivation and preparedness for learning. The aforementioned challenges significantly influence the academic performance of students in the domain of English language acquisition (Varga, 2017).

The teacher-student relationship has seen significant transformations as a result of the COVID-19 pandemic, mostly because of the implementation of remote and hybrid learning methods. Based on the initial observations made by the researcher, a significant concern has arisen regarding the inadequate level of direct interaction between educators and their pupils. Hence, the establishment of mutual understanding between learners and their teacher posed a significant challenge. The aforementioned events have sparked the researcher's interest in conducting a study on the impact of post-pandemic teacher-student relationships on English language learning outcomes among students at SMA Negeri 1 Penebel during the academic year 2023/2024.

1.2 Problems of the Study

The problems of the study are outlined as follows:

1. How is the Teacher-Student relationship among eleventh-grade students in SMA Negeri 1 Penebel?

2. How significant is the contribution of the teacher-student relationship on the student's English as second language learning achievement in SMA Negeri 1 Penebel?

1.3 Objectives of the Study

In this study, the researcher has the following objectives:

1. To figure out the learners' perception of the post-pandemic teacher-student relationship at SMA Negeri 1 Penebel.

2. To analyze the way the teacher-student relationship contributed to the English learning achievement of the students at SMA Negeri 1 Penebel.

1.4 Limitations of the Study

Due to the breadth of the problem and the number of factors that influence the problem under study, this research focuses on investigating the contribution of the learners' perceptions on the post pandemic teacher-student relationship (specifically on conflict, closeness, and dependency) toward English as Foreign language learning achievement in the eleventh grade students at SMA Negeri 1 Penebel, using the ex-post facto method.

1.5 Significance of the Study

The significance of this study can be divided into two categories: theoretical significance and practical significance.

1.5.1 Theoretical Significance

This study has two theoretical implications, namely:

1. To provide an in-depth comprehension of the statistical contribution between the teacher-student relationship and the English-learning achievement of the student.

2. To provide an in-depth understanding of the impact of the teacher-student relationship on the student's English proficiency.

1.5.2 Practical Significance

The findings of this investigation are anticipated to be beneficial and advantageous to education.

1. This research is expected to become a source of knowledge and a reference for developing and enhancing the quality of education, particularly English learning.

2. This research provides English teachers with clear information regarding the effect of the teacher-student relationship on student learning outcomes, allowing teachers to consider appropriate interactions in order to enhance the quality of the teaching-learning process.

3. This research is anticipated to provide students with information and insight to help them comprehend the significance of the teacher-student relationship in enhancing the quality of learning.

4. To provide scientific references and improve scientific writing, it is expected that the results of this study will be used as a resource for future research by other scholars on similar or different objects.

CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS, AND THEORIES

2.1 Review of Related Literature

Numerous scholarly investigations have examined the importance of teacher-student relationships inside traditional in-person educational environments, revealing a positive influence on student engagement, motivation, and academic achievement. Nevertheless, within the global pandemic, the transition to distant learning presented novel obstacles and dynamics in cultivating effective teacher-student relationships.

The initial article being examined is entitled "Investigating the teacher-student relationship and its correlation with student writing performance during online learning." The objective of the study conducted by Amaliah and Sudana (2021) was to investigate the potential correlation between the teacher-student interaction in online educational settings and the attainment of enhanced levels of student writing. This study explores the influence of the teacher-student relationship on students' writing proficiency, a significant area of inquiry within the field of distant education. The study used a quantitative research design, utilizing data collected from individuals engaged in distance learning. The assessment of students' writing ability was conducted through writing assessments, while their perceptions of their professors were obtained through surveys. The findings of this study suggest a correlation between the

manner in which teachers engage with their students in online settings and the overall caliber of the students' written assignments. The academic performance of students was found to be positively correlated with the quality of their connections with their professors, particularly in the context of writing tasks. The aforementioned findings emphasize the significance of educators exerting deliberate efforts to establish substantial connections with their virtual students as a means to enhance their writing proficiency. The study's emphasis on distance learning provides a novel perspective. The significance of investigating the impact of teacher-student interactions on online student performance increases in tandem with the expansion of distance education. This study addresses a gap in the current body of literature pertaining to efficacious approaches in the realm of online education. Nevertheless, it is imperative to consider the constraints of the research. One of the primary limitations of this study is its exclusive reliance on self-report surveys, which are susceptible to biases and potential misinterpretations. There is a potential for sample bias in the study due to the potential influence of participants' demographics or cultural backgrounds. In conclusion, the study by Amaliah and Sudana (2021) sheds light on the impact of positive interactions between teachers and students on the overall calibre of student writing in the context of online assignments. The establishment of meaningful relationships between teacher and students is emphasized as a critical factor in enhancing students' writing skills in virtual educational settings. Although the current findings are encouraging, further investigation is required to

validate these results and ascertain supplementary variables that impact students' academic performance within virtual educational environments.

The second evaluation relates to a doctoral dissertation that Britt (2013) wrote. This dissertation was completed as a prerequisite for the degree of Doctor of Education at Liberty University. The subject of the dissertation is "Teacher-Student Relationships and Student Achievement in Grades Six and Seven Mathematics." The primary objective of this research investigation is to examine the correlation between the quality of teacher-student relationships and academic performance in the field of mathematics. The objective of this study is to ascertain the correlation between positive teacher-student interactions and enhanced student performance on standardized state-level assessments. The present study additionally investigates the attributes of educators that cultivate favorable connections with their pupils and examines the influence of these attributes on student academic performance. This study uses a quantitative research method and triangulation of data to get a more accurate picture of how much the relationship between teacher and student affects student achievement. The Questionnaire of Teacher Interaction survey tool and the May 2010 Standards of Learning test scores are both looked at as part of the study's analysis. The researcher made an effort to look into how the students perceived the dynamics, viewpoints, and actions within the teacher-student relationship. The objective was to ascertain whether the attributes of teachers fostered favorable connections, thereby cultivating an environment conducive to student achievement in mathematics assessments. The results of the study suggest that

there is no statistically significant correlation between the scores obtained from the Questionnaire on Teacher Interaction, which measures positive interpersonal relationships between teachers and students, and the mathematics scores on the Virginia Standards of Learning. Additionally, no significant relationship was found between the teacher's characteristics of helpfulness, leadership, and strictness. Nevertheless, the study did delineate teacher attributes that could prove beneficial for future investigations and within the pedagogical field. In general, the research offers significant contributions to our understanding of the correlation between teacher-student interactions and academic performance in the field of mathematics. This study emphasizes the significance of excellent teacher-student interactions and their potential influence on student academic performance. Nevertheless, the study posits that there might exist additional variables that influence student performance, necessitating further investigation to comprehensively comprehend the correlation between teacher-student relationships and student achievement.

The third item under examination is titled "Teacher-Student Relationships: An Influence on the English Teaching-Learning Process." In this study, Syahabuddin et al. (2020) investigate the impact of teacher-student relationships on the English curriculum and instruction by analyzing data from two junior high schools located in Aceh, Indonesia. The study had a total of 14 educators and 43 students who actively participated by completing questionnaires and engaging in interviews. The study revealed a substantial correlation between teacher-student interactions and the teaching-learning process in one university, while no such

correlation was observed in the other institution. The study's results emphasize the importance of robust teacher-student interactions in motivating and directing pupils towards academic success. The report has a commendable level of organization and provides a comprehensive overview of the research methodologies applied. Utilizing a combination of research methodologies, such as surveys and semi-structured interviews, is advantageous in exploring the intricate relationship between teacher-student interactions and the educational experience. The results are given in a comprehensible way, accompanied by appropriate statistical analysis to support the findings. The study's restricted scope, which encompassed only two schools, as well as the lack of observational data, are recognized as limitations. However, the results of this study provide insight into the importance of positive relationships between teachers and students in enhancing student motivation and academic performance. In summary, this study provides a substantial contribution to the field of education by highlighting the importance of strong relationships between teachers and their pupils.
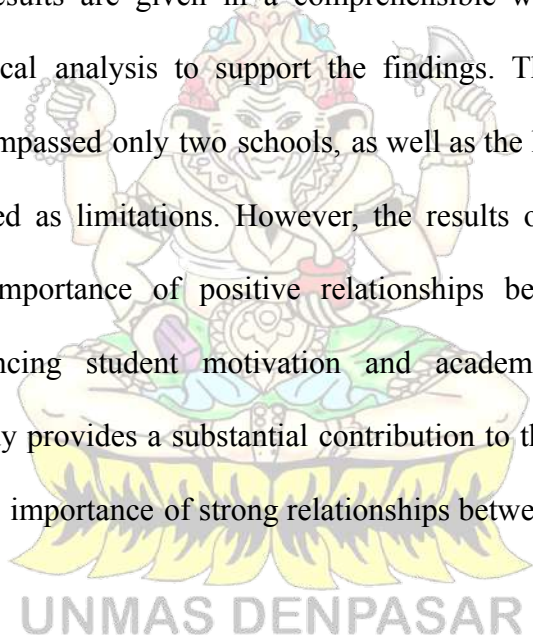
The fourth article under review is titled "Learning Motivation and Students' Achievement in Learning English: A Case Study of Secondary School Students in the Context of the Covid-19 Pandemic" authored by Rahardjo & Pertiwi, (2020). This study investigates the relationship between learning motivation and students' achievement in English language acquisition amidst the challenges posed by the Covid-19 pandemic. This study centers on the cohort of second-year students enrolled in a vocational school located in Sidoarjo,

Indonesia. This study utilizes multiple theoretical frameworks to examine the relationship between motivation and academic accomplishment in the context of English language learning. The researchers employ a theoretical framework on motivation that delineates four distinct requirements that contribute to the formation of learners' motivation. These needs encompass the desire for stimulation, the pursuit of information, the inclination to process and internalize the outcomes of exploration, and the aspiration for ego enhancement. The article also makes mention of Gardner and Lambert's theory of motivation, which categorizes motivation into two distinct types: integrative motivation and instrumental motivation. This study employs a descriptive quantitative research methodology, utilizing a contributional design approach. The study's target group consists of 420 second-grade children attending a vocational school in Sidoarjo. The researchers employed a simple random sampling technique to pick a sample of 84 kids for their study. The determination of the sample size is guided by a theoretical framework that posits that a representative sample should ideally encompass approximately 20% of the total population. Data is collected by the researchers through the utilization of a questionnaire designed to assess students' levels of motivation and achievement in the process of learning the English language. The data is analyzed through the utilization of the Pearson contribution table and statistical analysis in order to ascertain the relationship between motivation and achievement. The research revealed a limited correlation between students' enthusiasm to learn and their academic performance in the context of English language acquisition amidst the epidemic. The contribution coefficient

had a value of 0.22, indicating its placement in the low category. The researchers have reached the conclusion that there exists a noteworthy correlation between motivation and academic performance, albeit falling below the lower range of significance. The findings of the study indicate that educators have successfully adjusted to the current circumstances and effectively disseminated instructional materials, hence contributing to the preservation of students' motivation and academic performance in the field of English language acquisition.

The fifth paper under examination is titled "The Contribution of Student Learning Motivation to English Language Learning Achievement at SMAN 1 Penebel" by Skolastika et al. (2022). This study examines the correlation between student motivation and their achievement in studying the English language at a high school located in Bali. The primary objective of this study is to investigate the relationship between motivation and achievement in the context of language acquisition. The data study employed regression analysis, a suitable method for investigating the association between two variables. The research methodology employed in this study is characterized by a well-designed quantitative strategy that incorporates a descriptive contributional method. The study's sample size of 120 students is deemed sufficient for this particular research, and the chosen data collection approach, which involves utilizing a questionnaire to obtain insights into student behavior and self-perception in the context of studying English as a foreign language, is considered appropriate. The chosen data analysis method is deemed suitable since it involves the utilization of statistical analysis techniques and IBM SPSS 16 software for data processing. The study's results indicate a

noteworthy positive correlation between motivation and achievement, providing support for the concept that intrinsic motivation plays a pivotal role in determining the level of success in language acquisition. The paper offers a comprehensive elucidation of the research findings and their ramifications for the field of language pedagogy and acquisition. The paper additionally highlights the significance of educators in cultivating students' intrinsic drive to engage in self-directed learning, particularly within the context of remote instruction.

In summary, the initial article examined the correlation between teacher-student interactions and the writing proficiency of students enrolled in online educational programs. The research findings revealed a correlation between good interpersonal exchanges and the production of written work of superior quality, emphasizing the need to establish meaningful connections between instructors and students in online educational settings. Nevertheless, the study exhibited certain limitations, including its reliance on self-report questionnaires and the possibility of biased samples. These factors underscore the necessity for qualitative research and the examination of supplementary dimensions. Likewise, the second review focused on examining the correlation between teacher-student interactions and academic performance in the field of mathematics. The research findings indicate a lack of statistically meaningful association between positive teacher-student relationships and arithmetic achievement. However, the study did uncover several attributes of teachers that could potentially be beneficial in both future academic pursuits and the teaching profession. The third study examined the impact of teacher-student relationships

on the process of English language teaching and learning. The study revealed a significant correlation between teacher-student interactions and the process of teaching and learning inside a particular educational institution. The research placed emphasis on the importance of pleasant relationships in encouraging and guiding youngsters towards academic success. Moreover, within the Covid-19 pandemic, the fourth scholarly article examined the correlation between motivation for learning and the attainment of English language proficiency. The research findings revealed a weak correlation between motivation and academic performance, indicating that effective instructional delivery by educators played a significant role in fostering students' motivation and attainment. The sixth study examined the impact of student motivation on English language learning achievement among high school students. The research findings revealed a noteworthy and favorable correlation between motivation and achievement, emphasizing the importance of internal motivation in the attainment of language learning goals. The paper underscored the significance of educators in fostering student motivation, particularly within the context of online education.

The papers underscore the significance of teacher-student connections and motivation in relation to student engagement, academic achievement, and the teaching-learning process. This study examines the impact of the teacher-student relationship on students' learning outcomes in English as a foreign language following the Covid-19 pandemic. The collected data is subjected to an appropriate data analysis method to assess the statistical significance of the relationship between these two variables. This study aims to make a valuable

contribution towards addressing the challenges associated with learning English as a second language in the aftermath of the pandemic, particularly in the local region where there is a significant need for English proficiency to support economic growth.

2.2 Concepts

Several factors and ideas can be taken into consideration in the research study "Exploring the Impact of Post-Pandemic Teacher-Student Relationship on EFL Learning Achievement of 11th-grade students at SMA Negeri 1 Penebel." These components cover several facets that are crucial for comprehending and studying the connection between EFL learning achievement and the teacher-student dynamic following the pandemic. The following essential ideas and components could be applicable to this study:

2.2.2 Post-Pandemic

Corona Virus Disease 2019, also known as COVID-19, is an infectious disease caused by the coronavirus SARS-CoV-2. COVID-19 can cause fever, a dry cough, and trouble breathing. Since an exceptional incidence occurred in Wuhan, China, in December 2019, a new type of coronavirus has been detected in people (Dhama et al., 2020). Covid-19 is an infectious sickness produced by breathing in this virus that can be fatal. This virus is rapidly spreading around the world, including Indonesia. People do all activities in their homes online as a protective step against the spread of this infection. Schools or colleges conduct learning at their individual homes; teaching and learning activities are replaced

with learning via a network accessible from their respective homes. Since September 2021, 39% of schools have reopened with limited face-to-face learning (UNICEF, 2021). Most schools are well prepared to hold 100% face-to-face learning in 2022 (Kemendikbudristek, 2022).

This component acknowledges that the research is being done in the wake of the COVID-19 pandemic, which has had a profound impact on educational systems all around the world. It recognizes the particular difficulties, modifications, and adjustments brought about by the post-pandemic teaching and learning environment. Many instructors are feeling high levels of stress and burnout as a result of the pandemic (Diliberti et al., 2021). Positive teacher-student interactions have been found to improve student academic accomplishments, such as grade point averages and test scores. According to the study, one strategy to activate high-impact teaching practices is to foster loving teacher-student interactions (Li et al., 2022).

2.2.3 Teacher-Student Relationship

This idea relates to the conversations, connections, and dynamics between teachers and students. It entails looking at the relationship's quality, communication styles, level of support, rapport, and other elements that facilitate efficient teaching and learning interactions. Strong teacher-student interactions influence how students think and act in school. They can make children feel more connected to school, more engaged in studying, and more open to attempting new things. They can also assist students in improving their social skills and

decreasing feelings of loneliness (Fitzmorris et al., 2022).

2.2.4 Learning Achievement

The term "learning achievement" is used to describe how much someone has grown intellectually through their schooling. It is often gauged by testing and evaluating how well a student does in a variety of courses. Education quality can be gauged in part by looking at students' learning outcomes, which can then be used to determine where pupils could benefit from extra help. It is also utilized in the evaluation of educational policies and programs and the tracking of student development relative to set benchmarks (Peppler-Barry & Fiske, 2000). A person's level of learning achievement is the sum of the knowledge, skills, and abilities they have gained and displayed as a result of their education or training. It's a measurement of how much progress a student has made towards a set of goals within a given topic or area of study. Tests, exams, projects, portfolios, and assessments of student performance are just some of the ways that academic progress can be evaluated. The term "learning achievement" is most frequently used in reference to educational settings, including classrooms, workshops, and seminars. A student's level of mastery of the learning outcomes or objectives established by the curriculum or instructional programme is reflected in this metric. Cognitive understanding, problem-solving skills, critical thinking ability, practical application of knowledge, creativity, and social or emotional growth are all examples of facets that can contribute to learning achievement. Educational institutions, professional groups, and learning frameworks can all provide criteria against which it might be measured. The quality of teaching, student motivation,

availability of resources, the nature of the classroom, and the learners themselves are all major determinants of academic success, among many others. Alignment between instructional strategies, evaluation procedures, and desired learning outcomes also plays a role (NBPTS, 1987).

The term "learning achievement" is used to refer to the tangible results or accomplishments that show growth and mastery on the part of the learner in a given field of study. It is a useful gauge of a program's efficacy and a source of information for tweaking and corrective measures.

2.2.1 SMA Negeri 1 Penebel

SMA Negeri 1 Penebel (Penebel 1 Public High School) is located in the Catur Angga Batukaru area on Jalan Raya Pitera, Number 49 Pitera Village, Penebel District, Tabanan Regency, Bali, in the middle of a huge expanse of rice fields. Dr. Puad Hasan, Minister of Education and Culture at the time, inaugurated the school, which was founded in 1987. The school, which is away from the crowds and has a cool atmosphere because rice fields surround it, has excellent potential for the teaching and learning process (SMANegeri1Penebel, 2017). The Catur Angga Batukaru area is one of four that support the unified Bali Cultural Landscape Subak System, which has been designated by UNESCO as a World Cultural Heritage, and is an area of living Balinese civilization monuments that are still ongoing and supported by the traditional village community as well as the irrigation organization called *Subak* (Tarubali, 2020). This makes it one of the most popular places for foreign tourists (Desa Jatiluwih, 2013).

2.3 Theories

This theoretical description includes the teacher-student relationship theory proposed by Riley (2011) and Hattie (2012), together with the learning behavior theory by Skinner (1976). According to this idea, provide a framework for formulating thoughts and research hypotheses. In this research, a questionnaire based on Pianta's (1999) theory on the teacher-student connection scale is required to address the research issues. The theories are described as follows:

2.3.1 Teacher-student Relationship

The teacher-student relationship is based on attachment theory by Riley (2011), which studies the interaction between a carer and a care-seeker. Teacher-student relationships are complex and crucial to student success. The teacher-student interaction underpins the teacher's professional identity, the students' learning identities, and their professional working relationship. Both teachers and students create an attachment bond that is vital to their professional and learning identities. Students gain control, and the teacher maintains a professional identity through the connection. The baby establishes all relationships, including the teacher-student relationship, through the attachment bond. Teaching and learning involve emotions in the teacher-student connection; instructor-student power dynamics, classroom atmosphere, and instructor experience might affect the interaction. Teachers endure challenging situations, and the classroom atmosphere can affect their conduct and student responses. Adult attachment theory illuminates the teacher-student bond and power

dynamics. Teachers and school officials must grasp the unique and complex teacher-student relationship to help students succeed. According to Hattie (2010), the relationship between teachers and students has a major impact on student learning results. He contended that a positive and supportive relationship between teachers and students can significantly improve student engagement, motivation, and academic accomplishment. This connection is based on mutual trust, respect, and clear communication (Hattie, 2012).

2.3.2 Teacher-student Relationship Scale

In 1999, Robert C. Pianta created the Student-Teacher Relationship Scale (STRS) to evaluate teacher-student relationships. The STRS captures emotional and interpersonal aspects of the connection and gives students' perspectives on the teacher-student link. It has three subscales: 1) Conflict: This metric evaluates the degree to which a student perceives their interaction with a specific teacher to be marked by negative sentiments and discord. An upward trend in conflict scores signifies the difficulties that students encounter in their relationships with teachers, wherein students view teachers as displaying emotions of wrath or doubt. Consequently, kids encounter emotional fatigue and develop a sense of personal inefficacy. 2) Closeness: This metric quantifies the extent to which a student experiences and actively participates in affectionate interactions, demonstrates warmth, and fosters open channels of communication with a specific teacher. Elevated degrees of intimacy are indicative of a connection that is distinguished by a feeling of affection, and students gauge its efficacy by leveraging the relationship as a means of obtaining assistance. A strong degree of

intimacy is indicative of a heightened perception of comprehension among students, as well as their capacity to effectively use the teacher as a valued asset. 3) Dependency: This metric quantifies the extent to which a student feels themselves as too reliant on guidance and assistance from teachers. An upward trend in Dependency scores signifies that students exhibit pronounced emotional reactions upon separation from teachers, actively seeking assistance even when it may not be necessary (Pianta, 1999). This trend also raises concerns over students' excessive reliance on teachers.

Researchers and educators can evaluate the teacher-student interaction from the student's perspective using the STRS, which quantifies these three dimensions. It can detect teacher-student bond strengths and weaknesses and direct interventions to improve the relationship. The STRS has been frequently utilized in research studies to show how excellent teacher-student relationships affect student outcomes like academic achievement, engagement, and socio-emotional development. It has also been used in education to inform professional development and promote excellent teacher-student relationships.

2.3.3 Learning Behavior

According to Skinner (1976) theory of learning behavior, behavior plays a critical role in determining learning success. Learning happens through an operant conditioning process in which behavior is molded and adjusted depending on the consequences that follow it. Positive consequences, such as incentives or reinforcements, enhance the likelihood of repeating a behavior, whereas negative

consequences, such as penalties, lower the likelihood of repeating a behavior. Skinner's theory emphasizes the significance of giving adequate reinforcement and feedback to improve learning outcomes in the setting of education. Positive reinforcement, such as praise, recognition, or awards, can be used by educators to reinforce desired actions and push students to use effective learning practices. This can result in enhanced attention, participation, and effort, ultimately leading to improved learning outcomes. Skinner's approach, on the other hand, proposes that negative consequences or penalties be employed sparingly and judiciously. While sanctions may temporarily suppress undesirable behaviors, they may not always promote a pleasant learning environment or intrinsic drive. To encourage learning achievement, the emphasis should instead be on setting clear expectations, providing advice, and reinforcing desired actions. Skinner's theory emphasizes the idea that action and its consequences have a substantial impact on the learning process. Educators can shape and regulate behavior in ways that improve learning outcomes and encourage academic achievement by knowing and effectively implementing reinforcement mechanisms.

2.4 Research Hypothesis

Research problems can be temporarily solved by testing a theory. The researcher's prediction about the relationship between variables constitutes the hypothesis (Syahrum & Salim, 2012). The null hypothesis and the alternative hypothesis are two types of hypotheses. That there is no statistically significant contribution or difference between groups on a given metric is what the null hypothesis assumes. In the null hypothesis, the investigator conjectures what

actually happens to the study's sample group. In many cases, the researcher base their forecast on previous study and literature that has been done on the topic.

Following the aforementioned literature, concept, and theory reviews, the researcher proposes the following hypothesis:

H0 (Null Hypothesis): There is no significant contribution of post-pandemic teacher-student relationship toward EFL learning achievement among 11th-grade English students at SMA Negeri 1 Penebel.

H1 (Alternative Hypothesis): There is a significant contribution of post-pandemic teacher-student relationship toward EFL learning achievement among 11th-grade English students at SMA Negeri 1 Penebel.