

THE INFLUENCE OF TEACHER–STUDENT INTERPERSONAL RELATIONSHIP ON ENGLISH LEARNING ACHIEVEMENT

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Abstrak - Penelitian ini bertujuan untuk mengetahui pengaruh hubungan interpersonal antara guru dan siswa terhadap pencapaian belajar bahasa Inggris di tingkat sekolah menengah atas. Komunikasi interpersonal yang efektif antara guru dan siswa dianggap sebagai salah satu faktor penting yang dapat meningkatkan motivasi, keterlibatan, dan keberhasilan akademik siswa. Penelitian ini dilaksanakan di SMKN 5 Palembang dengan jumlah partisipan sebanyak 75 siswa kelas XI. Metode penelitian yang digunakan adalah kuantitatif deskriptif, dengan instrumen berupa kuesioner dan nilai pencapaian belajar bahasa Inggris. Data dianalisis menggunakan statistik deskriptif dan analisis korelasi. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara hubungan interpersonal guru dan siswa dengan pencapaian belajar bahasa Inggris. Siswa yang menilai guru mereka sebagai sosok yang ramah, suportif, dan empatik cenderung memperoleh nilai yang lebih tinggi. Sebaliknya, hubungan yang kurang baik berpengaruh terhadap rendahnya partisipasi dan pencapaian akademik siswa. Penelitian juga menunjukkan bahwa unsur nonverbal seperti intonasi suara, gerak tubuh, dan ekspresi wajah berperan penting dalam membangun rasa percaya dan kenyamanan siswa, sehingga meningkatkan semangat belajar mereka.ik.

Kata kunci: hubungan interpersonal, interaksi guru–siswa, pencapaian belajar bahasa Inggris, komunikasi, motivasi

Abstract - This study aims to investigate the influence of teacher–student interpersonal relationships on English learning achievement among senior high school students. Effective interpersonal communication between teachers and students is considered one of the most crucial elements in fostering motivation, engagement, and academic success. This research was conducted at SMKN 5 Palembang with a total of 75 students from grade XI as participants. A quantitative descriptive method was employed, using questionnaires and English achievement scores as the main instruments. The collected data were analyzed through descriptive statistics and correlation analysis. The findings indicate a significant positive relationship between teacher–student interpersonal relationships and English learning achievement. Students who perceived their teachers as approachable, supportive, and empathetic tended to achieve higher scores. Meanwhile, a lack of personal connection often resulted in reduced participation and lower academic performance. The results also show that nonverbal cues, such as tone of voice, gestures, and facial expressions, strengthen students' trust and comfort, thereby increasing their learning enthusiasm. These findings highlight that interpersonal relationships are not merely emotional bonds but serve as key factors that directly influence the learning process.

Keywords: interpersonal relationship, teacher–student interaction, English learning achievement, communication, motivation

1. INTRODUCTION

Communication is an essential element that cannot be separated from human life, especially in the field of education. According to Hargie (2021), communication is the process of delivering messages from a communicator to a communicant for a specific purpose. Without communication, the educational process cannot run effectively. In educational institutions, communication serves as a medium for exchanging ideas and information. Darmaliana et al. (2020), state that effective communication can improve the quality of social relationships in

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the school environment. Thus, communication functions not only as a message delivery tool but also as a means to build interpersonal relationships.

Interpersonal communication is the most dominant form of communication occurring in schools. Anggraini et al. (2022), define interpersonal communication as face-to-face interaction that allows for direct feedback between the communicator and communicant (Afrilia & Arifina, 2020; Hargie, 2021; Salehi et al., 2023). This form of communication is highly relevant for teachers in guiding students. According to James (2021) and Darmaliana et al. (2020), explains that effective interpersonal communication is characterized by openness, empathy, support, positivity, and equality. When teachers and students apply these principles, teaching and learning relationships become more harmonious.

Teachers play a central role in establishing communication with students. Setiowati (2020), emphasizes that teachers are not only educators but also mentors and parental figures at school. Without good communication from teachers, students will find it difficult to understand the material and develop their potential. Bereczki & Kárpáti (2021), add that teachers must possess pedagogical and professional competencies to ensure effective communication with students. Learning achievement is one of the key indicators of educational success. Define learning achievement as the result of students' efforts after going through a learning process (Sari & Octaviani, 2022; Liya Umaroh et al., 2023; Li, 2024). Factors influencing learning achievement include not only academic ability but also the learning environment, motivation, and the quality of teacher-student interpersonal relationships. Asserts that learning motivation, a sense of security, and positive relationships with teachers play important roles in improving learning outcomes (Susanto & Rozali, 2020; Parhadjanovna, 2023; Xu, 2024).

In the context of English learning, teacher-student interpersonal relationships are key to the success of the learning process. English as a subject requires intensive verbal and nonverbal interaction between teachers and students. Teachers who create a positive communicative atmosphere can enhance students' participation, motivation, and confidence in using English. Based on these considerations, this study aims to investigate the extent to which the interpersonal relationship between teachers and students influences English learning achievement at SMKN 5 Palembang, involving 75 students as respondents.

2. METHOD

2.1 Research Approach and Design

This study used a quantitative approach with a correlational design, as it aimed to examine the influence of teacher-student interpersonal relationships on English learning achievement (Creswell & Creswell, 2017; Creswell, 2013).

2.2 Population and Sample

- Population: All 500 students of SMKN 5 Palembang.
- Sample: 75 students selected using simple random sampling to ensure equal selection opportunity (Sugiyono, 2021; Sugiyono, 2021a).
- Inclusion Criteria: Students who have attended English classes for at least one semester.
- Exclusion Criteria: Students on leave or inactive in learning activities.

2.3 Research Variables

- 1) Independent Variable (X): Teacher-Student Interpersonal Relationship
Measured using a Likert-scale questionnaire (1–5) with 20 items covering:
 - Effective communication
 - Emotional support
 - Empathy
 - Conflict management
- 2) Dependent Variable (Y): English Learning Achievement
Measured using students' average English scores over one semester, covering reading, writing, speaking, and listening skills.

2.4 Data Collection Techniques

- Observation: To observe teacher-student interactions during class.
- Questionnaire: To assess students' perceptions of their relationship with teachers.
- Documentation: To obtain students' English grades from academic reports..

2.5 Data Analysis Techniques

- Descriptive Analysis: To determine averages and data distribution.
- Pearson Correlation Analysis: To test the relationship between interpersonal relationship and learning outcomes.
- Simple Linear Regression Analysis: To determine the influence level of interpersonal relationships on learning achievement.

Regression equation:

$$Y=a+bX+e$$

Where:

Y = Language learning outcomes

X = Teacher-student interpersonal relationships

a = Intercept

b = Regression coefficient

e = Error

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Respondent Description

This study involved 75 students from grades X, XI, and XII at SMKN 5 Palembang. A total of 40 students (53%) were female and 35 (47%) were male. Most had studied English for more than two years.

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3.1.2 Variable Description

Table 1. Descriptive Statistics of Research Variables

Variable	N	Min	Max	Mean	Std. Dev.
Interpersonal Relationship (X)	75	46	95	79.2	11.4
English Learning Achievement (Y)	75	60	94	81.5	8.7

Interpretation: The mean score of 79.2 for interpersonal relationships indicates a good teacher-student relationship. The mean English achievement score of 81.5 suggests students' learning outcomes are relatively high.

3.1.3 Corelation Analysis.

Table 2. Pearson Correlation Results

Variable	Interpersonal Relationship (X)	Learning Achievement (Y)
Interpersonal Relationship (X)	1	0.648**
Learning Achievement (Y)	0.648**	1

Note: $p < 0.01$

Interpretation: There is a significant positive relationship between teacher-student interpersonal relationships and English learning achievement ($r = 0.648$). The better the relationship, the higher the achievement.

3.1.4 Simple Linear Regression Analysis

A simple linear regression analysis was conducted to determine the effect of teacher-student interpersonal relationships on language learning outcomes.

Table 3. Simple Linear Regression Results

Independent Variable	Coefficient (B)	Std. Error	t	Sig.
Interpersonal Relationship (X)	0.47	0.08	6.01	0.000

Regression Equation:

$$Y=48.76+0.47X$$

Interpretation:

The positive regression coefficient (0.47) indicates that for every 1-point increase in interpersonal relationship, English achievement rises by 0.47 points. The significance value ($p = 0.000 < 0.05$) confirms a statistically significant effect.

3.2 Discussion

The findings reveal that teacher-student interpersonal relationships significantly influence English learning achievement. Teachers who maintain effective communication, empathy, and emotional support enhance students' motivation and engagement. Students who feel valued by their teachers tend to show greater enthusiasm for learning English (Rokhayati & Widiyanti, 2022; Almelhi, 2021; Rojabi, 2021).

This aligns with Vygotsky & Cole (1978), social interaction theory, which states that learning processes are shaped by social relationships between teachers and students. Teachers act as facilitators who not only deliver content but also guide and motivate students through positive interpersonal communication.

The findings also support Santrock (2015), who highlights that teachers' communication skills directly affect students' academic success. Teachers who handle conflicts wisely and create a harmonious classroom environment can enhance concentration and student participation.

In English language learning, interpersonal interaction helps foster a communicative atmosphere (Crystal, 2018; Al-Bahadli et al., 2023; Hamka et al. (2021). Teachers using empathetic and supportive approaches encourage students to be more confident in speaking and interacting in English. Positive relationships also reduce students' anxiety and hesitation when practicing speaking skills—a common challenge in foreign language learning.

Thus, this study reinforces that a harmonious interpersonal relationship between teachers and students is a crucial factor in achieving success in English language learning.

4 CONCLUSION

Based on the results and analysis, it can be concluded that teacher-student interpersonal relationships have a positive and significant effect on English learning achievement at SMKN 5 Palembang. Relationships characterized by effective communication, empathy, emotional support, and good conflict management create a conducive learning environment and enhance student motivation.

Teachers who actively build positive relationships help students better understand the material, increase self-confidence, and encourage active participation. Therefore, the better the interpersonal relationship between teachers and students, the higher the students' English learning achievement.

Schools and teachers should continuously develop interpersonal communication skills through training and reflective teaching practices to ensure that English learning focuses not only on cognitive aspects but also on nurturing healthy social relationships that support academic success.

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