



Appendices 1. Permohonan Izin Penelitian



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 239 /UN48.7.1/ TA.00.03/2026 28 Januari 2026
Hal : Permohonan Izin Penelitian

Yth.
Kepala SMP Negeri 1 Kediri
di Tabanan

Dalam rangka penyelesaian Skripsi/Tugas Akhir Mahasiswa, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama	Ni Putu Tasya Sukmapratiwi
NIM	2212021084
Jurusan	Bahasa Asing
Program Studi	Pendidikan Bahasa Inggris
Jenjang	S1
Tahun Akademik	2025/2026
Judul	Teacher-Student Relationship in English Classes and Its Relation to Learning Engagement and Enjoyment: An Analysis of Teachers' and Students' Perceptions

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Solistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kooprodu Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini terdapat dibundelannya secara elektronik menggunakan sertifikat elektronik yang diterbitkan BsrE. Surat ini dapat dibuktikan keabsahannya dengan menggunakan qr code yang telah tersedia

Appendices 2. Surat Rekomendasi

SURAT REKOMENDASI PEMBIMBING UNTUK PENGUMPULAN DATA SKRIPSI/TA

Saya yang bertanda tangan di bawah ini:

Nama : Prof.Dra. Luh Putu Artini, M.A., Ph.D.
NIP : 196407141988102001
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Jabatan : Pembimbing I

Nama : Luh Indrayani, S.Pd., M.Pd
NIP : 199305162023212040
Jurusan : Bahasa Asing
Prodi : Pendidikan Bahasa Inggris
Jabatan : Pembimbing II

Memberikan rekomendasi dan persetujuan kepada:

Nama Mahasiswa : Ni Putu Tasya Sukmapratiwi
NIM : 2212021084
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris

Untuk melaksanakan pengumpulan data di **SMP Negeri 1 Kediri** dalam rangka penelitian untuk menyelesaikan skripsi/tugas akhir yang berjudul:

**"TEACHER-STUDENT RELATIONSHIP IN ENGLISH CLASSES AND ITS
RELATION TO LEARNING ENGAGEMENT AND ENJOYMENT: AN ANALYSIS
OF TEACHERS' AND STUDENTS' PERCEPTIONS"**

Kami menyatakan bahwa penelitian yang akan dilakukan oleh mahasiswa tersebut telah sesuai dengan bidang kajian yang relevan dan telah dinyatakan lulus proses seminar proposal. Instrumen yang digunakan untuk pengumpulan data sudah tervalidasi sehingga mahasiswa dapat melanjutkan proses tahap pengumpulan data.

Demikian surat rekomendasi ini saya buat dengan sebenarnya, untuk dapat digunakan sebagaimana mestinya.

Singaraja, 20 Januari 2026

Pembimbing 1



Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP. 196407141988102001

Pembimbing 2



Luh Indrayani, S.Pd., M.Pd
NIP. 199305162023212040

Appendices 3. Teachers' Questionnaire Response

Teachers' Perception on Teacher-Students Relationship and Its Relation to Students' Learning Engagement and Enjoyment

The following questions are part of research regarding to Teacher-Student Relationship and Its Relation to Students' Learning Engagement and Enjoyment in English classes. Your answer would help the researcher to obtain the data. There are no right and wrong answers. Please try to give honest answers, thus the researcher could obtain an authentic data

Nama

Nikmatul Subhanat Q.S

1. How do you feel about your students' behavior during class? Do you feel respected by the students?

I feel positive about my students' behavior during class. I feel respected because they listen when I explain and respond when I ask questions

2. Do you think students' behavior influences your relationship with them? Please explain.

Yes, I do. Students' behavior strongly influences my relationship with them. Positive behavior makes the relationship closer, while negative behavior can create distance between teacher and student

3. What lesson activities make you think that your students show high interests in learning English?

Games, group discussions, and role-play make students show high interest in learning English

4. How does schedule of class influence the students focus during the learning process?

Morning classes are more effective than afternoon classes

5. How do you think your tone of voice influences students' attention in the classroom?

A clear and varied tone helps students stay focused, while a monotone voice can make them bored

6. How do you deal with students who cause problems during the learning process?

I deal with problematic students by giving warnings or talking to them personally

7. Have you ever given a negative response to what students did in the class? Can you explain?

Yes, I have, sometimes I give negative responses, but I try to keep them constructive so students can learn from their mistakes.

8. How do you build positive connections with your students?

I try to build a positive emotional connection with students by caring for them academically and personally, understanding their needs and personalities

9. How do you respond when the students ask for help?

I respond kindly and provide a clear explanation when students ask for help

10. Can you tell me about your good experience with your students that influenced their enjoyment in the class?

When the students actively participated in a role-play activity, the class felt more alive and enjoyable.

11. Can you tell me about your bad experience with your students that influenced their enjoyment in the class?

When students seemed not interested and became disruptive, which affected the learning atmosphere.

12. How does the classroom setting (seat arrangement) influence students' comfort in learning?

Seating arrangement influences students' comfort. A flexible setup makes it easier for the students to interact.

13. Do you think students are more comfortable after you re-arrange the table setup or try a new setup?

Yes, I do. Students are more comfortable and excited about the new seating arrangement, especially group seating.

14. Can you describe a teaching moment where positive interaction improved students' enjoyment?

A positive experience that influenced students' enjoyment was when the students actively participated in a role-play activity, which made the class feel enjoyable.

15. How do you notice when tension in the classroom influences students' enjoyment in the learning process?

I notice the tension influences the classroom atmosphere when the students become quiet. To overcome these things, I do a game session.

16. When you feel emotionally connected with your students, do you think it influences their enjoyment in the class?

Yes, I do. When I have an emotional connection with the students, they feel more comfortable and open in class. Even some of them who are really close to me often open up about their personal matters

17. What kind of teaching strategies do you use to make your students more participate in the class?

I use group work, discussions, and interactive activities to increase participation

18. How do you identify which students may need extra support to engage more in the class based on their challenges?

I observe students' behavior and performance to identify who needs extra support

19. How does your presence influence students' learning process in the classroom?

My presence is important. When I am active and enthusiastic, the students tend to be more engaged in the class

20. Do you think your enthusiasm or energy influence students' engagement in the class?

Yes, I do

21. How does positive connection influence students' engagement in the class?

It makes students more active and confident

22. What do you do to develop a close relationship with your students?

By trying to understand their needs and personalities

23. How do you use positive interaction to stimulate students' engagement during the learning activity?

I use praise, encouragement, and interaction to stimulate engagement.

24. What strategies do you use to manage tension so students will stay engaged during the learning process?

To keep the students engaged after tension, I create fun and relaxing activities, such as a simple quiz or games.

25. How do you build trust with your students to encourage them to participate more in class?

I build students' trust by not judging them too quickly when they answer incorrectly.

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Google Formulir

Teachers' Perception on Teacher-Students Relationship and Its Relation to Students' Learning Engagement and Enjoyment

The following questions are part of research regarding to Teacher-Student Relationship and Its Relation to Students' Learning Engagement and Enjoyment in English classes. Your answer would help the researcher to obtain the data. There are no right and wrong answers. Please try to give honest answers, thus the researcher could obtain an authentic data

Nama

1. How do you feel about your students' behavior during class? Do you feel respected by the students?

I'm happy with my students. Although we often joke during class, they still show respect to me as their teacher.

2. Do you think students' behavior influences your relationship with them? Please explain.

Of course. I do agree that students' behavior influences the quality of teacher-student relationship. Negative behavior from students creates distance between the teacher and students

3. What lesson activities make you think that your students show high interests in learning English?

Think-Pair-Share is one of the strategies that makes students active in the class

4. How does schedule of class influence the students focus during the learning process?

Schedule is not a problem as long as the teacher can manage the class

5. How do you think your tone of voice influences students' attention in the classroom?

The low tone won't reach every student in the room

6. How do you deal with students who cause problems during the learning process?

I handle minor disruptions by approaching the students and standing near their table while continuing the lesson

7. Have you ever given a negative response to what students did in the class? Can you explain?

Yes. Sometimes I yell at them if they do not listen to me

8. How do you build positive connections with your students?

Trying to be closer with students by caring for them, understanding their feelings, and learning about their difficulties

9. How do you respond when the students ask for help?

I approach the students and ask about their problem

10. Can you tell me about your good experience with your students that influenced their enjoyment in the class?

When we found the right way to explain a difficult topic, and the problem can be solved.

11. Can you tell me about your bad experience with your students that influenced their enjoyment in the class?

The students did not focus while I was explaining a topic

12. How does the classroom setting (seat arrangement) influence students' comfort in learning?

Seating arrangement only has an impact on certain students.

13. Do you think students are more comfortable after you re-arrange the table setup or try a new setup?

For some students, learning in group seating is more enjoyable.

14. Can you describe a teaching moment where positive interaction improved students' enjoyment?

An experience that made the class feel enjoyable was when a difficult topic was finally solved, and I found the right way to explain it

15. How do you notice when tension in the classroom influences students' enjoyment in the learning process?

I notice when tension arises, the students become unresponsive. To make the class go back to normal, I do ice breaking.

16. When you feel emotionally connected with your students, do you think it influences their enjoyment in the class?

I do agree that the emotional connection between teachers and students influences students' comfort and enjoyment in the class.

17. What kind of teaching strategies do you use to make your students more participate in the class?

I used the strategy Think-Pair-Share to make students participate more

18. How do you identify which students may need extra support to engage more in the class based on their challenges?

Notice through Students who physically avoid eye contact during the discussion

19. How does your presence influence students' learning process in the classroom?

Teacher's presence is important. I can be a guide for the students, especially those who struggle during the learning process

20. Do you think your enthusiasm or energy influence students' engagement in the class?

Yes, I do

21. How does positive connection influence students' engagement in the class?

Positive connection makes students more relaxed and active in answering questions in the class

22. What do you do to develop a close relationship with your students?

By being approachable and showing care

23. How do you use positive interaction to stimulate students' engagement during the learning activity?

I respond to the students by using positive reinforcement

24. What strategies do you use to manage tension so students will stay engaged during the learning process?

I add humor while teaching to reduce tension

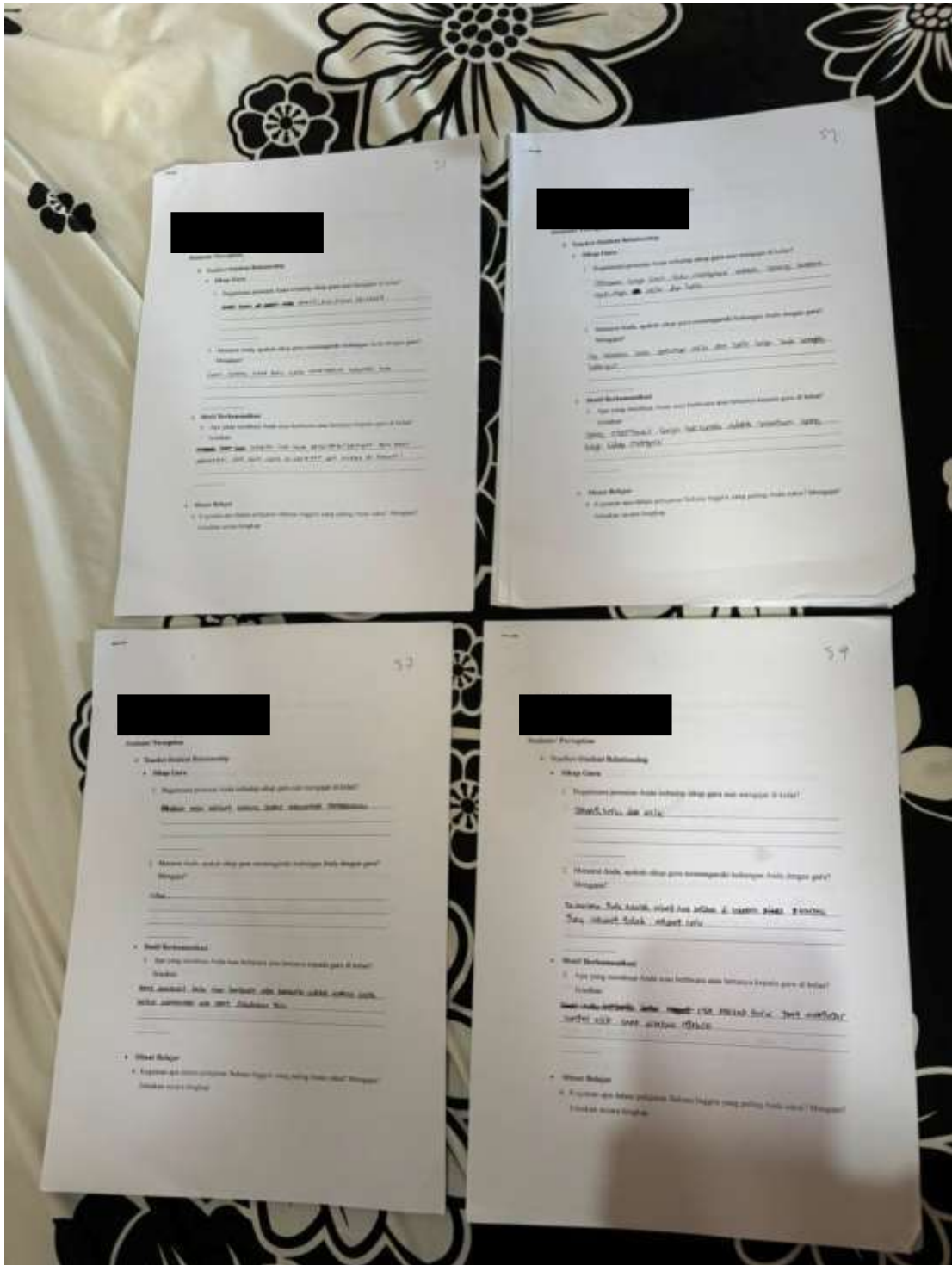
25. How do you build trust with your students to encourage them to participate more in class?

By being fair, consistent, and supportive toward the students

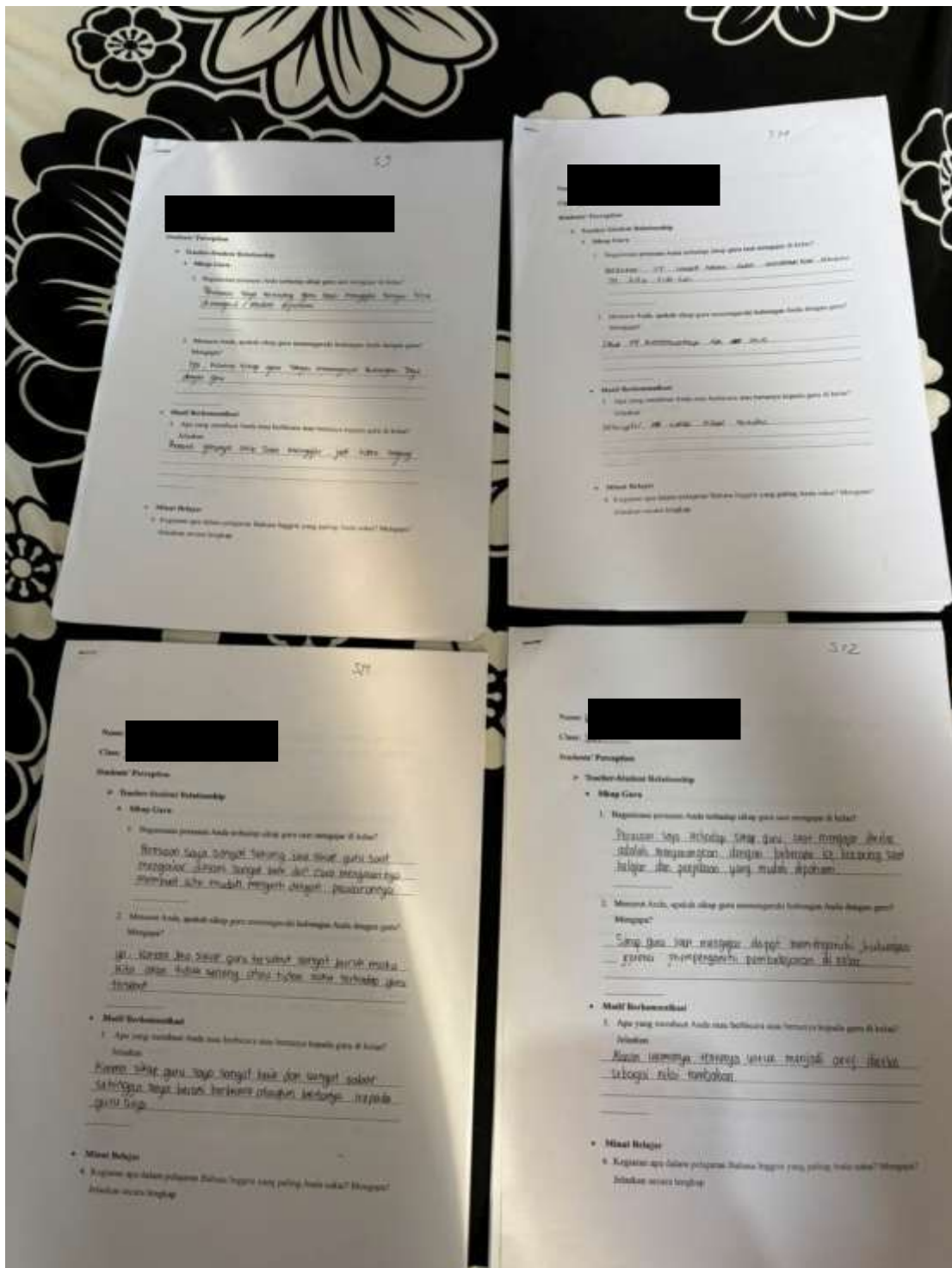
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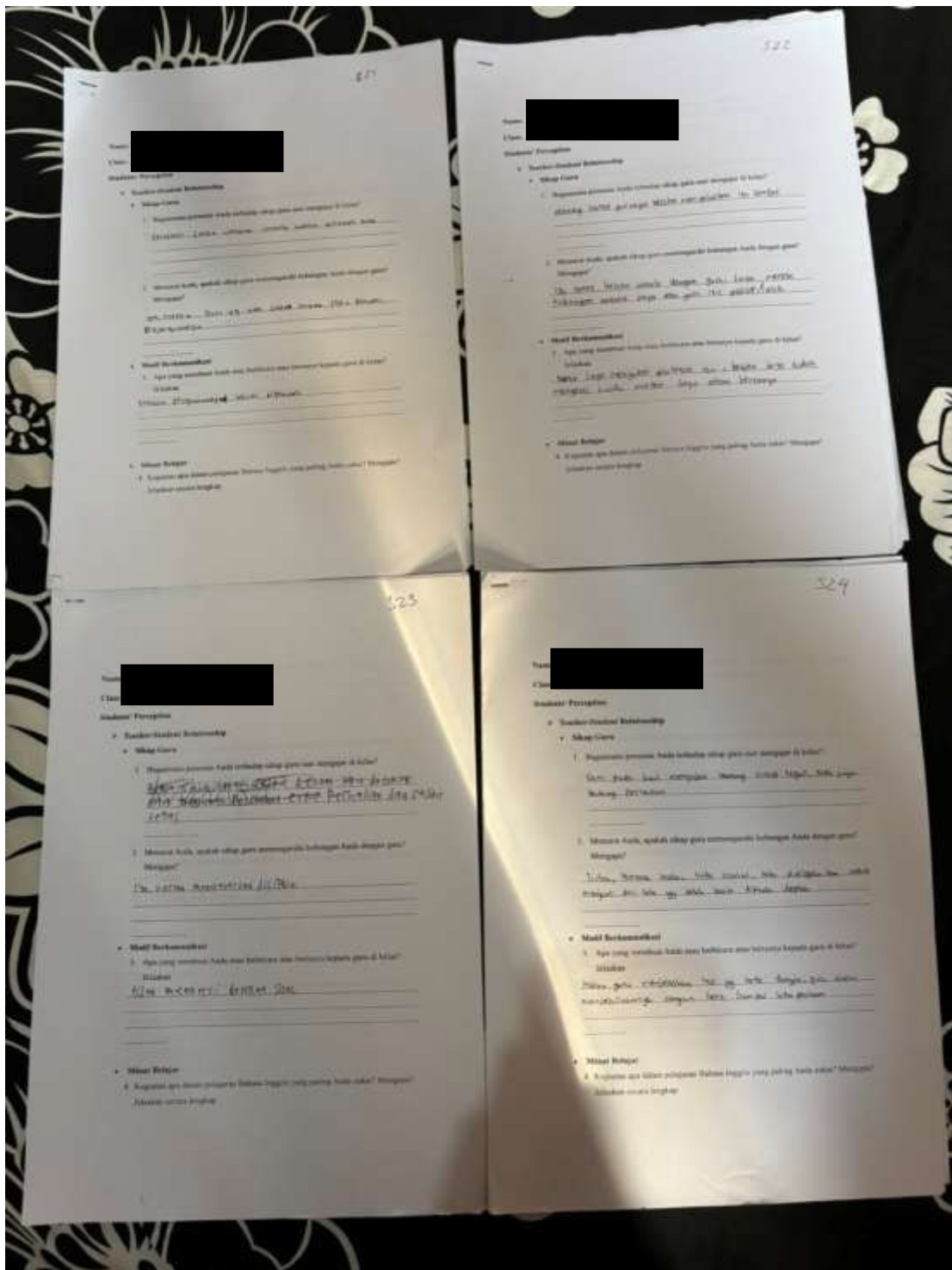
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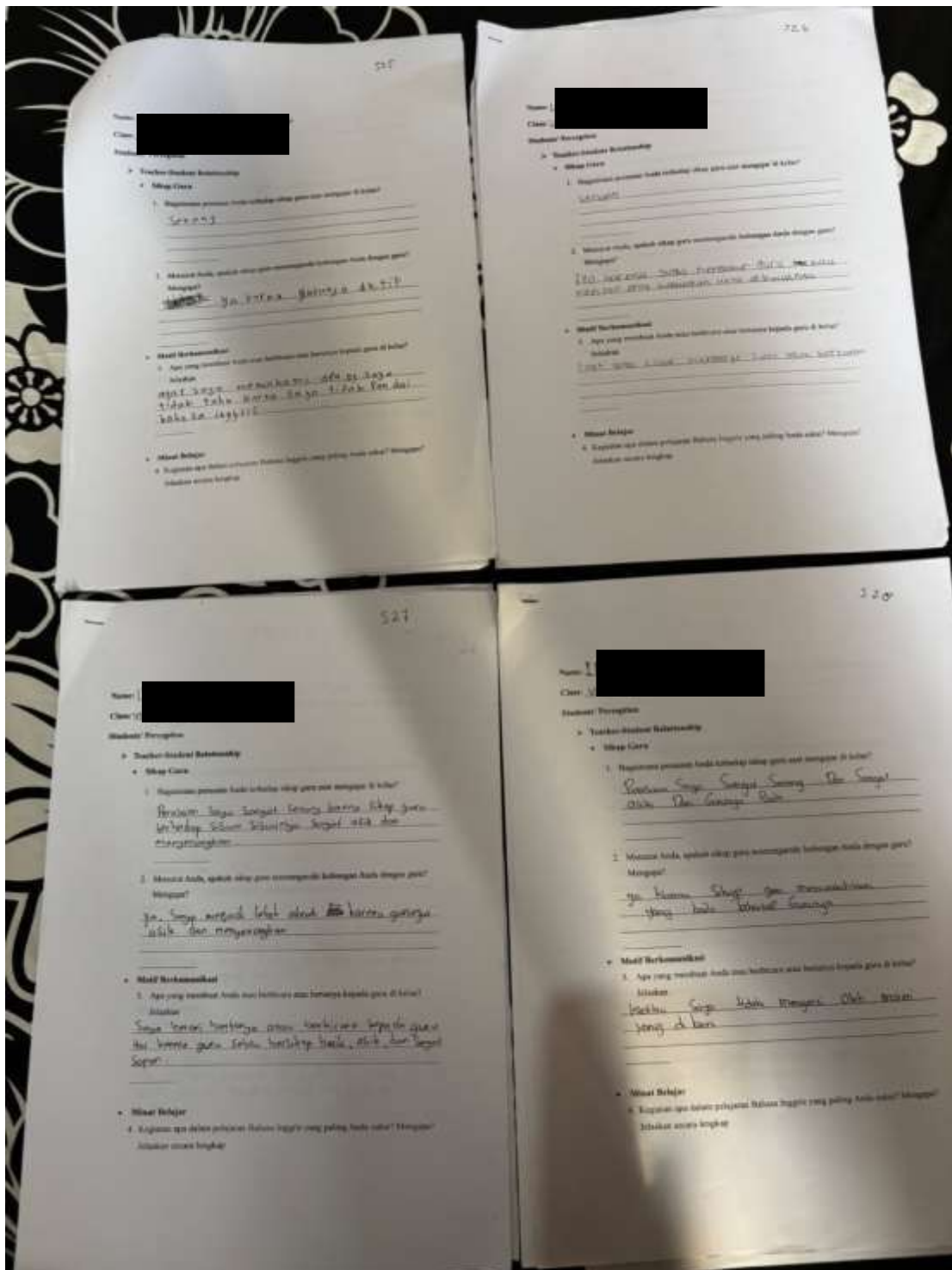
Appendices 4. Students' Questionnaire Response

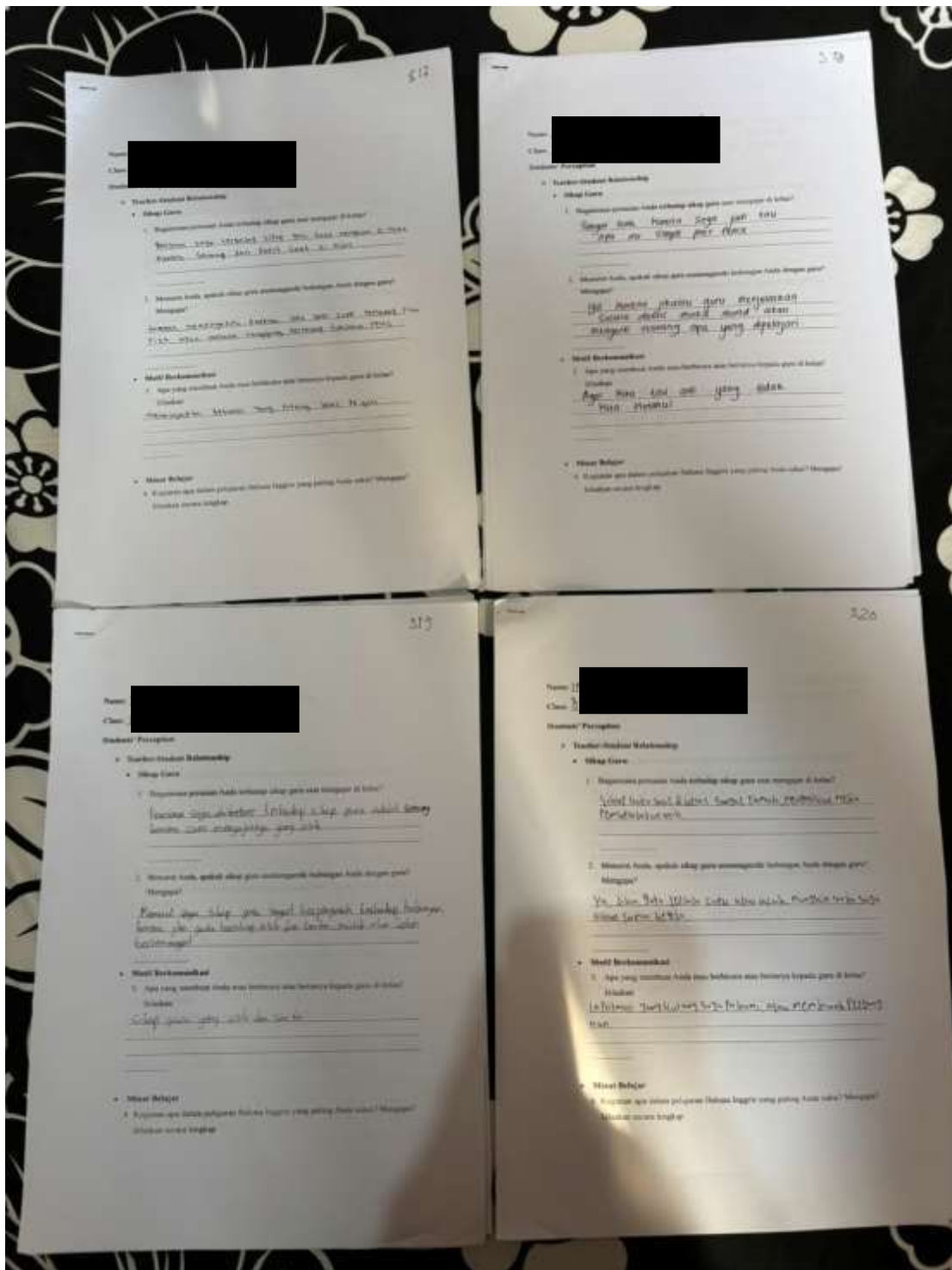


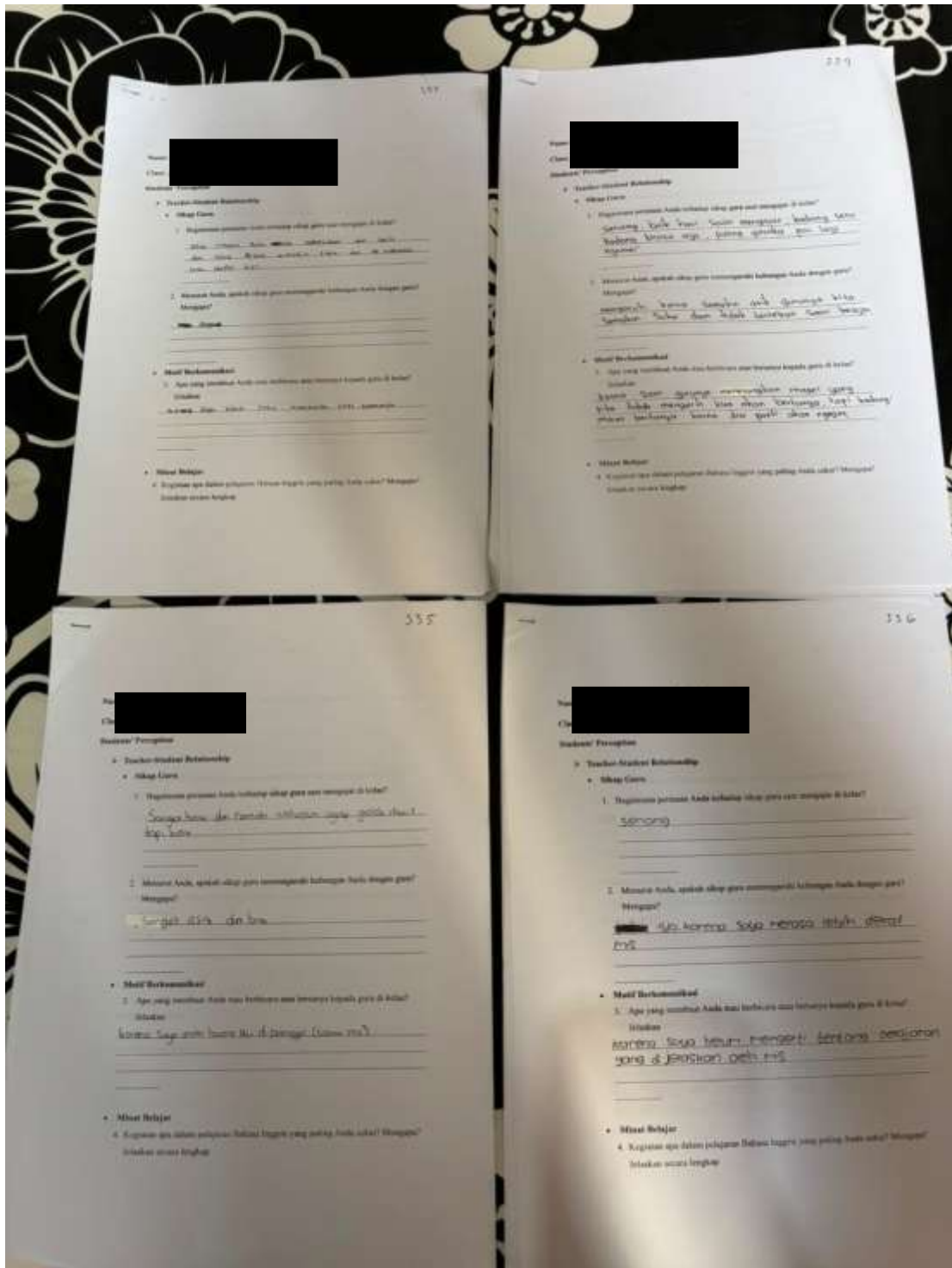
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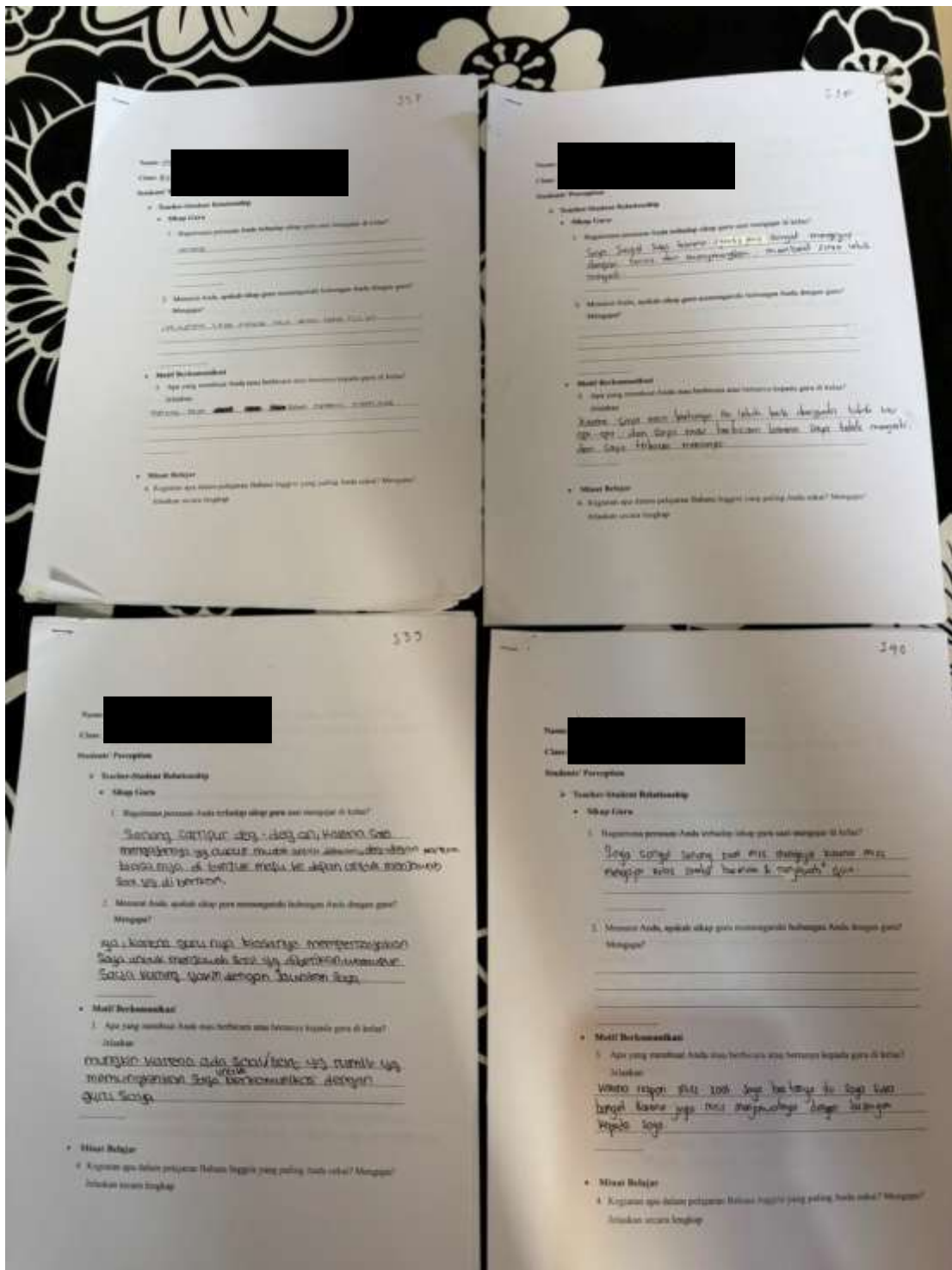


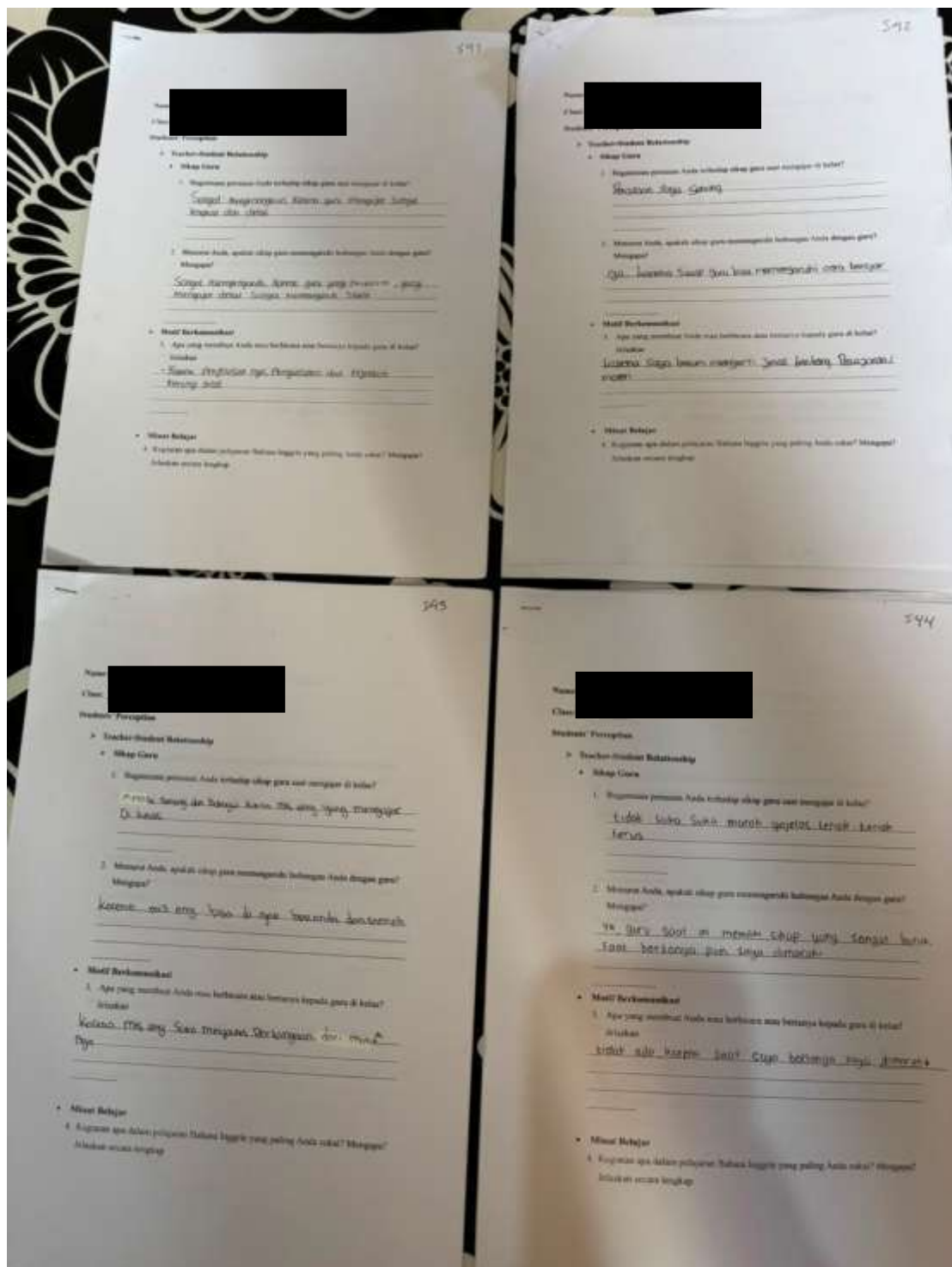


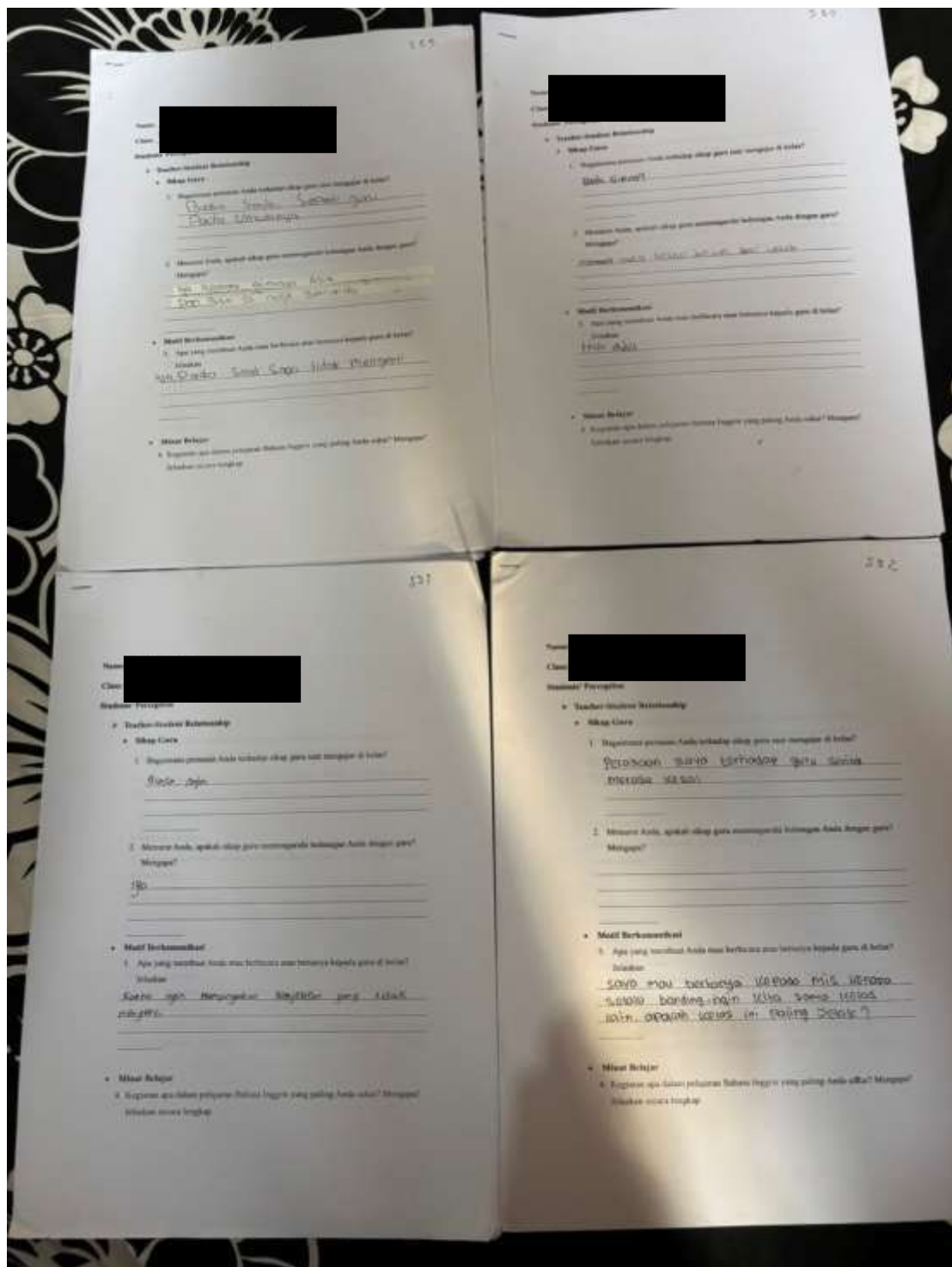


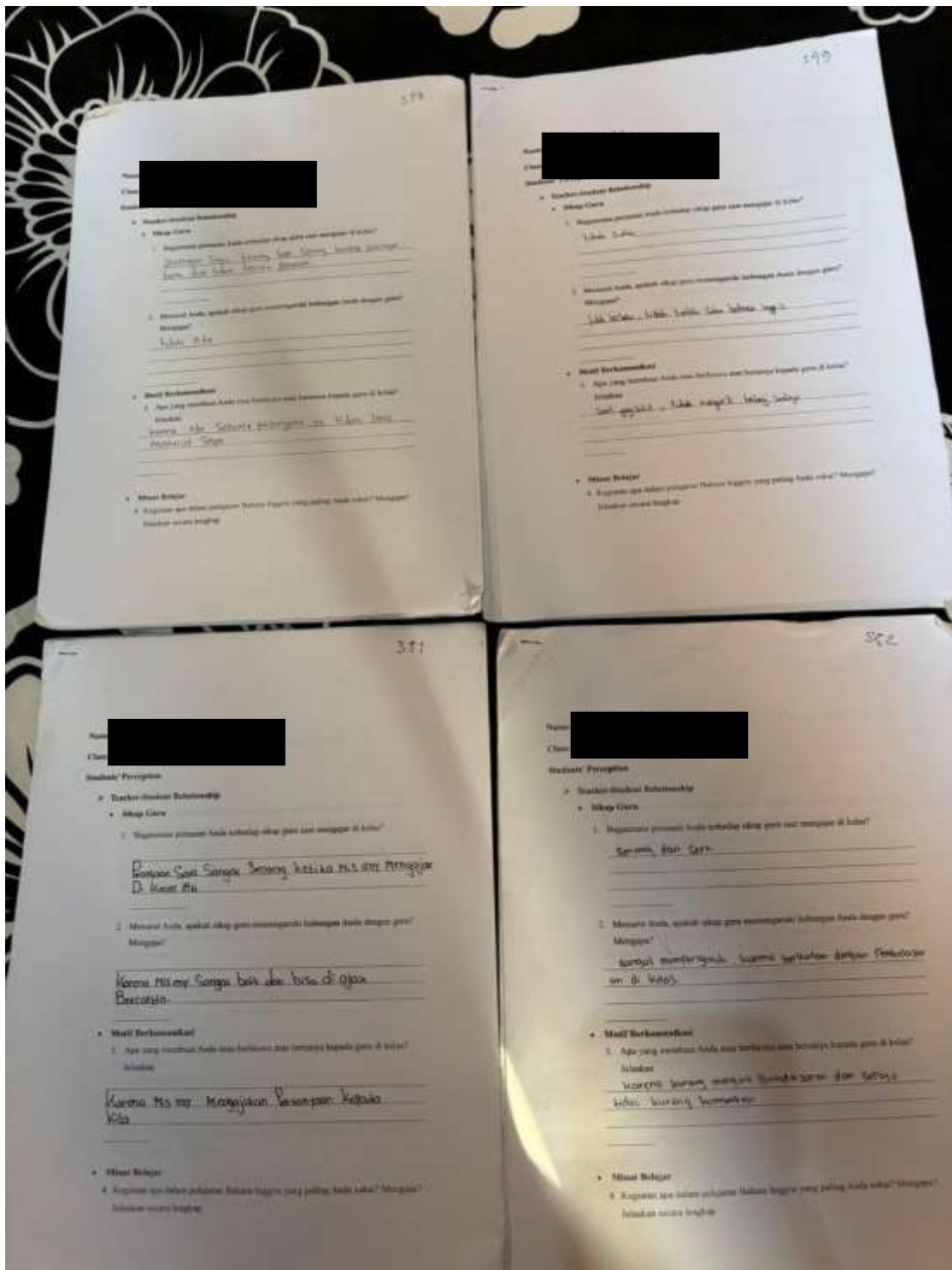


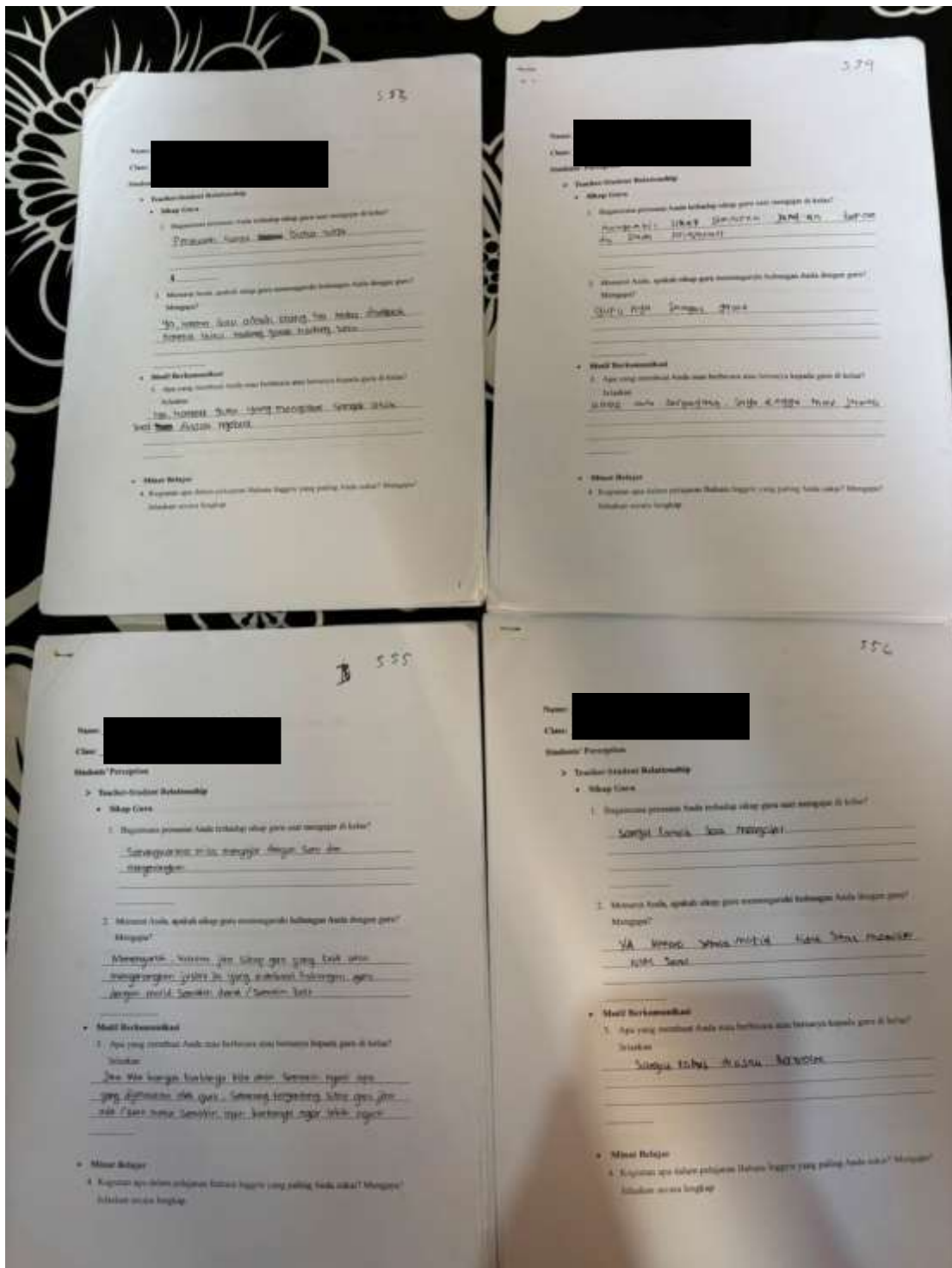


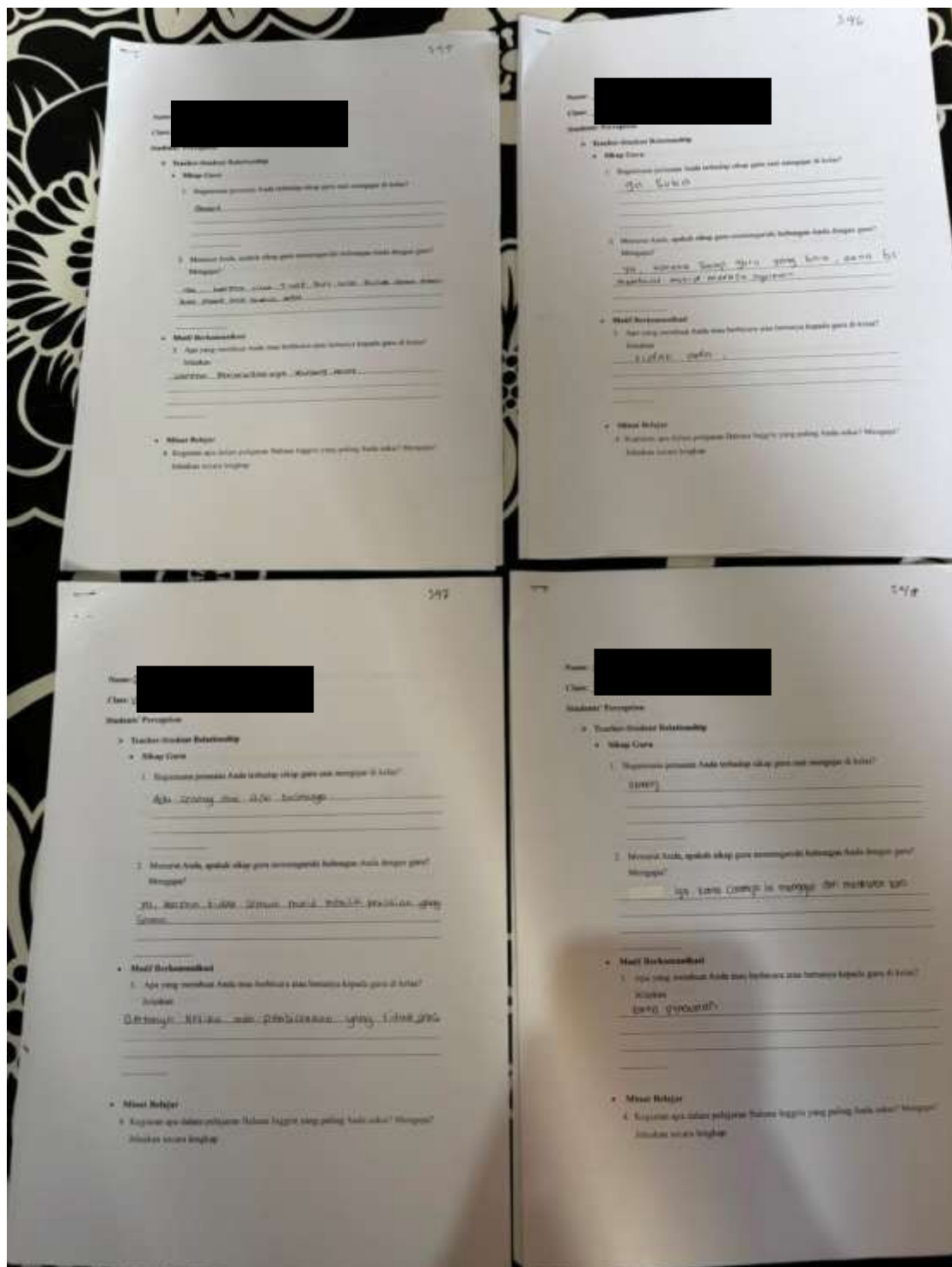












563

Nama: [REDACTED]
 Kelas: [REDACTED]
 Studi: [REDACTED]

Teacher-Student Relationship

• Sikap Guru

1. Bagaimana perasaan Anda terhadap sikap guru saat mengajar di kelas?
 Baik dan Pengajaran Baik
2. Apakah perasaan negatif Anda di kelas tersebut, Anda merasa tidak nyaman saat belajar?
 Tidak ada
3. Apakah Anda merasa tidak nyaman jika guru mengajarku, karena saya akan merasa pengajaran baik yang baik?
 Pengajaran yang baik, baik
4. Bagaimana sikap guru?
5. Bagaimana perasaan Anda terhadap guru bahwa sikap yang mengajar di kelas?
 Baik
6. Menurut Anda, bagaimana guru menunjukkan kepedulian terhadap siswa?
 Sangat Peduli

568

Nama: [REDACTED]
 Kelas: [REDACTED]
 Studi: [REDACTED]

Teacher-Student Relationship

• Sikap Guru

1. Bagaimana perasaan Anda terhadap sikap guru saat mengajar di kelas?
 Baik dan Pengajaran Baik
2. Apakah perasaan negatif Anda di kelas tersebut, Anda merasa tidak nyaman saat belajar?
 Tidak ada
3. Apakah Anda merasa tidak nyaman jika guru mengajarku, karena saya akan merasa pengajaran baik yang baik?
 Pengajaran yang baik, baik
4. Bagaimana sikap guru?
5. Bagaimana perasaan Anda terhadap guru bahwa sikap yang mengajar di kelas?
 Baik
6. Menurut Anda, bagaimana guru menunjukkan kepedulian terhadap siswa?
 Sangat Peduli

563

Nama: [REDACTED]
 Kelas: [REDACTED]
 Studi: [REDACTED]

Teacher-Student Relationship

• Sikap Guru

1. Bagaimana perasaan Anda terhadap sikap guru saat mengajar di kelas?
 Baik dan Pengajaran Baik
2. Apakah perasaan negatif Anda di kelas tersebut, Anda merasa tidak nyaman saat belajar?
 Tidak ada
3. Apakah Anda merasa tidak nyaman jika guru mengajarku, karena saya akan merasa pengajaran baik yang baik?
 Pengajaran yang baik, baik
4. Bagaimana sikap guru?
5. Bagaimana perasaan Anda terhadap guru bahwa sikap yang mengajar di kelas?
 Baik
6. Menurut Anda, bagaimana guru menunjukkan kepedulian terhadap siswa?
 Sangat Peduli

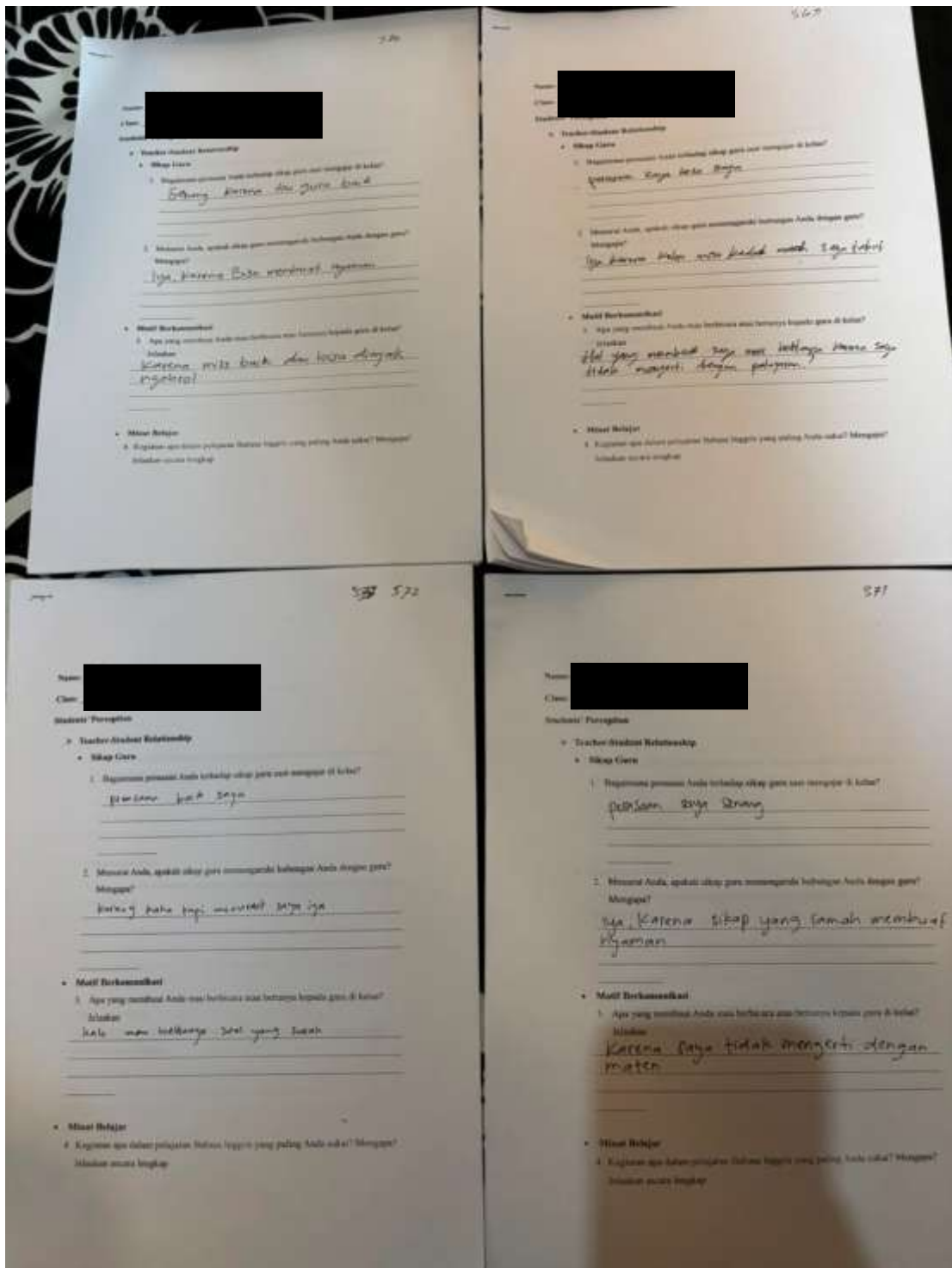
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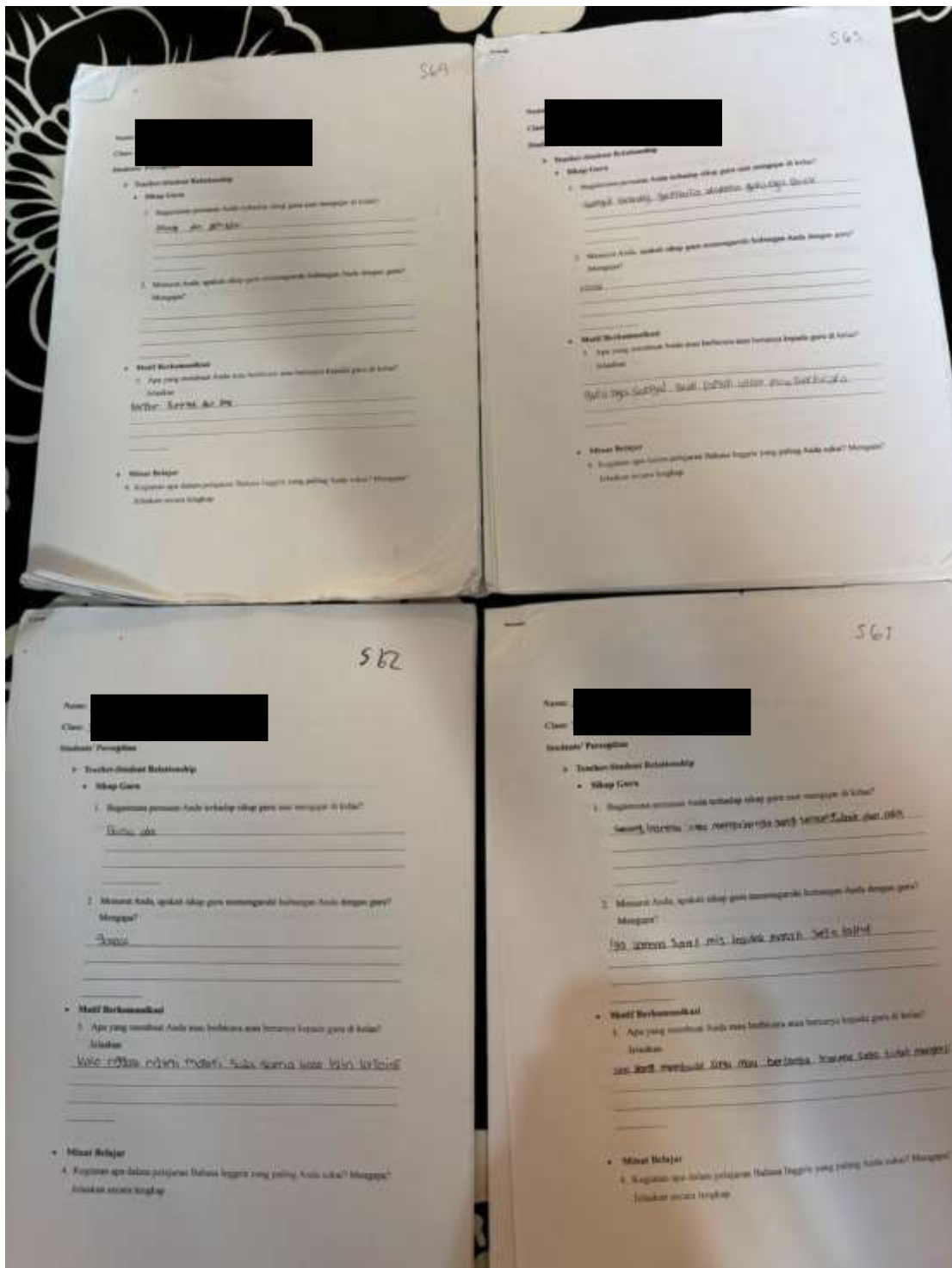
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 Kelas: [REDACTED]
 Studi: [REDACTED]

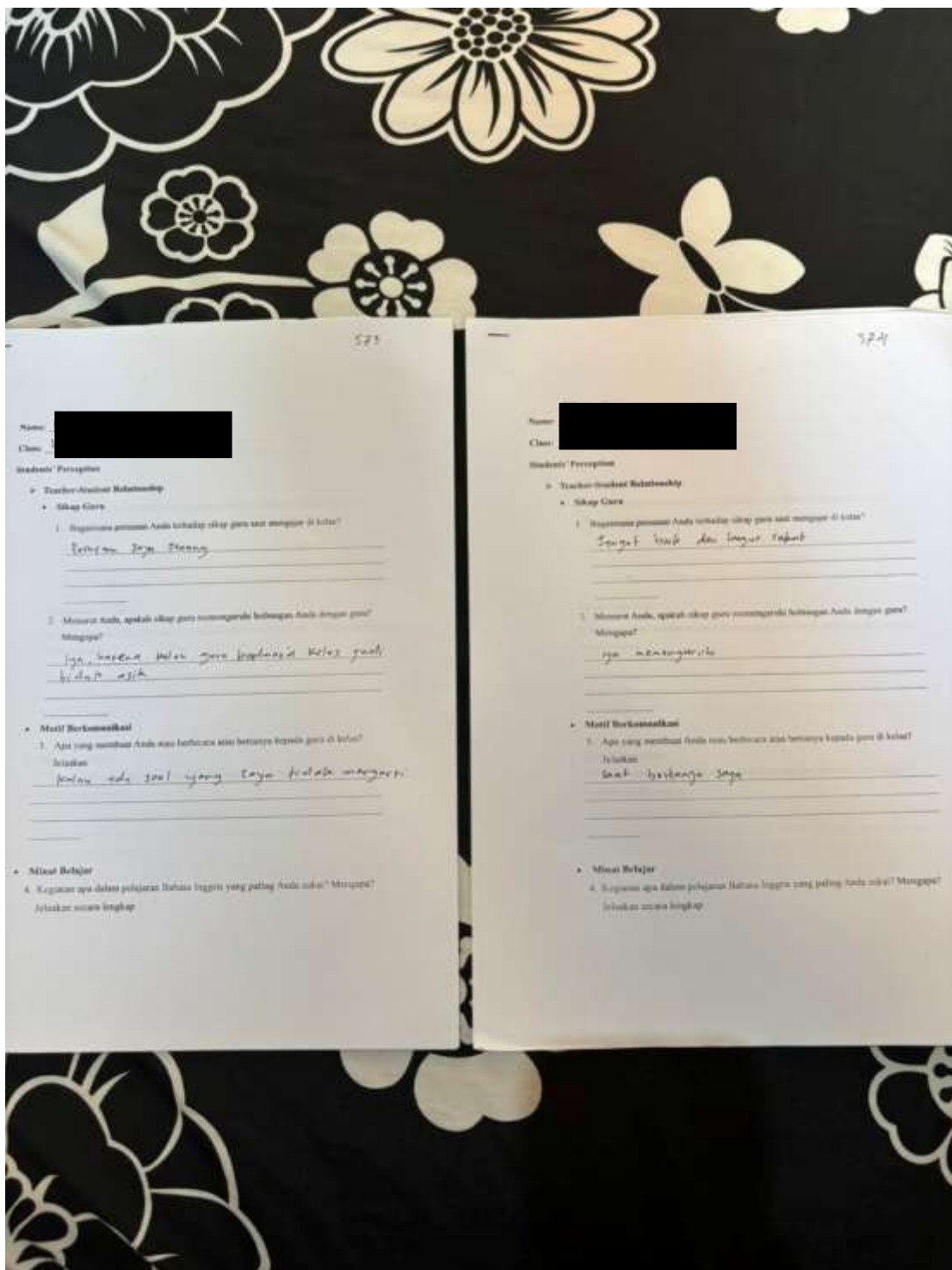
Teacher-Student Relationship

• Sikap Guru

1. Bagaimana perasaan Anda terhadap sikap guru saat mengajar di kelas?
 Baik dan Pengajaran Baik
2. Apakah perasaan negatif Anda di kelas tersebut, Anda merasa tidak nyaman saat belajar?
 Tidak ada
3. Apakah Anda merasa tidak nyaman jika guru mengajarku, karena saya akan merasa pengajaran baik yang baik?
 Pengajaran yang baik, baik
4. Bagaimana sikap guru?
5. Bagaimana perasaan Anda terhadap guru bahwa sikap yang mengajar di kelas?
 Baik
6. Menurut Anda, bagaimana guru menunjukkan kepedulian terhadap siswa?
 Sangat Peduli







Appendices 5. Observation Documentation

 A wide-angle photograph of a classroom during a games session. Students are seated at their desks, which are arranged in rows. The room has white walls, a tiled floor, and a projector screen at the front. A teacher is visible at the front of the class.	Games Session
 A photograph of the same classroom from a different angle, showing students seated at their desks. A large, stylized watermark is overlaid on the right side of the image, featuring a blue and orange design with the text "DIDIKAN GANESHA" and "KSHA".	
 A photograph of the classroom from a third angle, showing students seated at their desks. The watermark is also visible on the right side of the image.	

	Students answered the questionnaire
	

Appendices 6. Initial Coding Table for Section 4.1.3

No	Component	Raw Data (Participant's Response)	Initial Code	Broader Pattern
Theme 1: Supportive Teacher Behavior Enhances Students' Engagement				
1	Perceiver	<i>T1: "I observe students' behavior and performance to identify who needs extra support."</i>	Teacher attentiveness to student needs	Positive response and attentiveness strengthen trust
2	Dependency	<i>T1: "I build students' trust by not judging them too quickly when they answer incorrectly."</i>	Non-judgmental response strengthens trust	

3	Perceiver	S8: "Kalau gurunya sabar dan mau membantu saat saya bingung, saya merasa dipedulikan. Itu bikin saya jadi lebih hormat dan ngerasa dekat." [If the teacher is patient and willing to help when I am confused, I feel cared for. That makes me respect the teacher more and feel closer.]	Teachers' patience builds confidence and closeness	Positive feeling from teacher support
4	Closeness	S68: "Baik dan santai. Saya jadi tidak takut buat bertanya atau jawab di kelas." [Good and chill. It makes me not afraid to ask or answer in class.]	Emotional safety encourages participation	Engagement through emotional safety
Theme 2: Positive and Interactive Learning Experiences Increase Students' Engagement				
5	Perceiver	T1: "Games, group discussions, and role-play make students show high interest in learning English."	Interactive activities increase student interest	Enthusiasm from game-based activity
6	Perceiver	Observation: During the Simple Past Tense quiz game, students were highly enthusiastic and competed to get an opportunity to answer.	Competitive games generate enthusiasm and participation	
7	Perceiver	T1: "When the students actively participated in a role-play activity, the class felt more alive and enjoyable."	Role-play creates alive, participatory atmosphere	Participation through interactive task
8	Perceiver	T2: "Think-Pair-Share is one of the strategies that makes students active in the class."	Collaborative strategy activates student participation	
Theme 3: Situational Factors Influence Students' Engagement				
9	Situation	S9: "Jadwal pagi saya lebih fokus dan kalau siang ngantuk dan lapar." [I am more focused in morning class; in the afternoon I feel sleepy and hungry.]	Morning schedule supports focus and engagement	Focus influenced by class timing

10	Situation	S2: "Kelas siang hari saya bosan dan mengantuk." [In the afternoon class I feel bored and sleepy.]	Afternoon fatigue reduces engagement	Afternoon fatigue reduces participation
11	Situation	S34: "Tidak. Saya malah ngerasa jadi aneh karena gak terbiasa." [Nope. I feel strange because I am not used to it — on seating change.]	Unfamiliar seating causes discomfort and withdrawal	Discomfort from unfamiliar seating
12	Situation	S5: "Kalau gurunya mengubah susunan meja, saya tidak bisa berdiskusi dengan teman saya." [If the teacher changes the seating, I cannot discuss with my friend.]	Seating change disrupts peer interaction and participation	Reduced interaction from social disruption.
Theme 4: Emotional Closeness Encourages Confidence and Participation				
13	Closeness	T1: "It makes students more active and confident." T2: "Positive connection makes students more relaxed and active in answering questions."	Positive teacher-student connection increases activeness	Confidence from relational trust
14	Closeness	S12: "Saya jadi merasa diperhatikan oleh guru. Saya jadi berani untuk berpartisipasi di kelas." [I felt the teacher was paying attention. That's why I felt more confident to participate in class.]	Feeling noticed by teacher builds participation confidence	Safety from emotional closeness
15	Closeness	S15: "Interaksi dari guru membuat saya merasa didukung, jadi saya tidak ragu lagi atau takut salah kalau mau ikut berpartisipasi saat pelajaran." [The teacher's interaction makes me feel supported, so I no longer hesitate or am afraid of making mistakes when I want to participate.]	Supportive teacher interaction removes hesitation	

16	Closeness	S41: "Saya merasa lebih nyaman belajar kalau gurunya ceria dan tidak terlalu galak. Jadi hubungan dengan guru terasa lebih akrab." [I feel more comfortable if the teacher is cheerful and not too strict. So the relationship feels closer.]	Teacher cheerfulness creates relational closeness	
Theme 5: Classroom Atmosphere Shapes Students' Willingness to Engage				
17	Closeness	S18: "Saat kelas dimulai setelah ice-breaking. Kelas jadi lebih santai." [After the ice-breaking is conducted, the class becomes more relaxed.]	Ice-breaking creates relaxed atmosphere for engagement	Willingness to engage from relaxed atmosphere
18	Situation	S1: "Saya lebih nyaman dan gak takut berpendapat kalau gurunya ceria, tapi kalau gurunya badmood, beda cerita lagi." [I feel more comfortable and not afraid to express my opinion when the teacher is cheerful, but if the teacher is in a bad mood, it's a different story.]	Teacher mood directly shapes students' willingness to engage	Participation from a non-threatening environment
19	Conflict	S6: "Saya merasa tidak enak dan cenderung diam selama pelajaran." [I feel uncomfortable and tend to be quiet during class — after being scolded.]	Scolding causes silence and disengagement	Disengagement from a tense atmosphere
20	Conflict	S8: "Saya menjadi kurang berpartisipasi karena malu di dalam kelas." [I became less involved in class because of embarrassment.]	Embarrassment from conflict reduces class participation	Silence following conflict.
Theme 6: Trust and Dependency Strengthen Engagement				
21	Dependency	S10: "Lumayan sering. Apa lagi bertanya tentang materi yang tidak saya tahu." [Quite often, especially asking about material I don't understand.]	Students seek help from a trusted, approachable teacher	Participation from approachability

22	Dependency	<i>S17: "Sering karena saya ingin terlihat aktif di dalam kelas." [Often because I want to look active in class.]</i>	Seeking help as a strategy for active engagement	
23	Dependency	<i>T2: "By being fair, consistent, and supportive toward the students."</i>	Teacher fairness and consistency build trust	Engagement through trust
24	Dependency	<i>T1: "I build students' trust by not judging them too quickly when they answer incorrectly."</i>	A non-judgmental teacher encourages open participation	

Appendices 7. Initial Coding Table for Section 4.1.4

No	Component	Raw Data (Participant's Response)	Initial Code	Broader Pattern
Theme 1: Supportive Teacher Behavior Enhances Students' Enjoyment				
1	Perceiver	<i>S4: "Sejauh ini saya merasa senang diajar oleh Miss karena saya mengerti saat diajar." [I feel happy so far with my teacher because I understand the material when she teaches me.]</i>	Understanding material due to teacher support creates happiness	Happiness from being helped
2	Closeness	<i>S34: "Kalau saya belum paham materi, guru saya biasanya ngajarin lagi pelan-pelan." [If I don't understand the material yet, my teacher usually teaches it again slowly.]</i>	Step-by-step explanation relieves stress and increases comfort	
3	Perceiver	<i>T2: "When we found the right way to explain a difficult topic, and the problem can be solved."</i>	Solving difficulties together boosts positive emotional experience	
4	Closeness	<i>S68: "Guru sering kasih semangat dan pujian waktu saya mencoba jawab pertanyaan. Jadi saya merasa dihargai walaupun jawabannya belum tentu benar." [The teacher often gives encouragement when I try to answer. I feel respected,</i>	Teacher praise and encouragement produce feeling of being valued	Comfort from teacher patience

		even if my answer is not correct.]		
Theme 2: Positive and Interactive Learning Experiences Increase Students' Enjoyment				
5	Perceiver	<i>T1: "When the students actively participated in a role-play activity, the class felt more alive and enjoyable."</i>	Role-play activity creates an enjoyable and alive classroom	Excitement from game activity
6	Perceiver	<i>Observation: During the Simple Past Tense quiz game, students competed enthusiastically, showing visible excitement and positive energy.</i>	Game-based activity generates excitement and positive emotions	
7	Perceiver	<i>T1 & T2: Both highlighted that interactive strategies such as group discussions and role-play make the class more alive and enjoyable.</i>	Interactive strategies increase positive classroom experience	
8	Perceiver	<i>Students reported that activities such as games and ice-breaking sessions make the learning process more interesting and fun, reducing pressure.</i>	Ice-breaking and games reduce pressure and increase enjoyment	Enjoyment from reduced learning pressure
Theme 3: Emotional Closeness Enhances Students' Comfort				
9	Closeness	<i>S34: "Karena Miss perhatian, saya ngerasa nyaman belajar." [Because the teacher is caring, I feel comfortable learning.]</i>	Teacher care produces emotional comfort during learning	Positive emotion from small gesture
10	Closeness	<i>S4: "Iya, mempengaruhi. Saya merasa guru lebih perhatian saat bertanya tentang kabar. Saya merasa jadi dekat dengan guru." [Yes, it does. I feel like the teacher is more caring when she asks about how I feel. It makes me feel closer to her.]</i>	Simple greeting from teacher strengthens emotional closeness	
11	Closeness	<i>T1: "When I have an emotional connection with students, they feel more comfortable and open in class."</i>	Emotional connection increases students' openness and comfort	Comfort from teacher care

12	Closeness	<i>S41: "Guru saya sering bikin suasana kelas lebih santai supaya murid tidak tegang. Kadang juga bercanda sama murid biar kelas lebih nyaman." [My teacher often makes the atmosphere more relaxed. Sometimes jokes with students to make class more comfortable.]</i>	Teacher humor and relaxed interaction enhance classroom comfort	
Theme 4: Classroom Atmosphere Shapes Students' Enjoyment				
13	Closeness	<i>S18: "Saat kelas dimulai setelah ice-breaking. Kelas jadi lebih santai." [After the ice-breaking is conducted, the class becomes more relaxed.]</i>	Ice-breaking activity produces relaxed, enjoyable atmosphere	Positive emotion from humor and warmth
14	Closeness	<i>S1: "Saya lebih nyaman dan gak takut berpendapat kala gurunya ceria." [I feel more comfortable and not afraid to express my opinion when the teacher is cheerful.]</i>	Cheerful teacher atmosphere encourages comfortable participation	Enjoyment from relaxed classroom
15	Conflict	<i>S55: "Saya senang, tapi kalau gurunya marah, saya tidak senang." [I'm happy, but if the teacher gets mad, I'm not happy with that.]</i>	Teacher anger disrupts positive emotional experience	Negative emotion from classroom tension
16	Conflict	<i>S17: "Saya merasa bersalah dan tidak berani berbicara dengan guru setelah itu." [I felt guilty and didn't dare to interact with the teacher after being scolded.]</i>	Post-scolding guilt reduces comfort and enjoyment	Reduced enjoyment from scolding
Theme 5: Situational Factors Influence Students' Enjoyment				
17	Situation	<i>S7: "Kelas pagi saya baru selesai makan dan jadi fokus, kalau siang saya bosan dan mengantuk." [I prefer morning class; after breakfast, I feel more focused. In the afternoon, I feel bored and sleepy.]</i>	Morning energy supports positive emotional state and enjoyment	Reduced enjoyment from afternoon fatigue

18	Situation	<i>T1: "Morning classes are more effective than afternoon classes."</i>	Class timing affects emotional readiness and learning enjoyment	Enjoyment supported by morning energy
19	Situation	<i>T1 & T2: "Students are more comfortable and excited with group seating arrangement."</i>	Group seating promotes peer interaction and enjoyment	Comfort from group seating
20	Situation	<i>S3: "Tidak nyaman, karena pisah tempat duduk dengan teman dekat." [I don't feel comfortable because I was separated from my close friend.]</i>	Separation from familiar peers reduces comfort and enjoyment	Discomfort from an unfamiliar arrangement
Theme 6: Trust and Emotional Attachment Strengthen Students' Enjoyment				
21	Dependency	<i>S6: "Sering, karena saya ingin bertanya tentang materi yang tidak saya mengerti." [Often, because I want to ask about material I don't understand.]</i>	Seeking help from trusted teacher produces sense of safety and comfort	Enjoyment from feeling safe
22	Dependency	<i>S34: "Karena Miss perhatian, saya ngerasa nyaman belajar." [Because the teacher is caring, I feel comfortable learning.]</i>	Emotional attachment to caring teacher strengthens enjoyment	
23	Dependency	<i>T1: "I build students' trust by not judging them too quickly when they answer incorrectly."</i>	Non-judgmental teacher produces positive emotional safety	Positive emotion from non-judgmental support
24	Dependency	<i>Students who perceived a distant relationship felt hesitant to communicate, which reduced their comfort and overall enjoyment in the classroom.</i>	Emotional distance from teacher reduces enjoyment	Discomfort from formal boundaries

Appendices 8. Observation in 8C

Date: 11 February 2026

Class: 8C

Teacher: T1

Observer: Researcher

A. Observation Sheet: Teacher-Student Relationship

No.	Component	Observable Behaviors	Yes	No	Notes
1.	Closeness	Teacher greets students warmly: • Smile • Calls students by name • Show personal concern	V V V		Before the class started, the teacher greeted the students enthusiastically.
		The teacher shows a positive response: • Listens to students' opinions • Encourages questions • Replying to students gently	V V	V	When students asked about something, the teacher explained it gently.
		The classroom feels relaxed • Students appeared comfortable interacting with the teacher. • Students willing to discuss in the class	V V		Students appeared relaxed in the class and focused during the class. They tended to be quiet when the teacher was explaining something. However, when the teacher asked something, they were willing to answer it
2.	Conflict	The class feels tense • Teacher raises voice • Students become silent after interaction			There is no conflict during the observation

		Miscommunication Students appear confused in the class			
3.	Dependency	Seeking help Student asking for help or clarification from teacher regarding learning material	V		Students asked something related to the material Simple Past tense at that time to the teacher.
		Teacher provides guidance patiently and clearly	V		
		Students approach teacher during class without hesitation	V		A few students had no hesitation in approaching the teacher in front of the class to ask question

B. Observation Sheet: Teacher-Student Relationship and Learning Enjoyment

No.	Component	Observable Behaviors	Yes	No	Notes
1.	Enjoyment	Students show curiosity in the class - Asking follow-up questions - Asking questions without hesitation	V V		A few students asked questions regarding the material that they didn't understand.
		Students express excitement during class activities - Smile - Laugh appropriately	V V		Students looked excited in the class, especially when the teacher did the match words games
		Students show energetic participation during the learning process	V		They were excited during the games and very competitive
2.	Classroom Atmosphere	Students appeared relaxed during the learning process Less anxiety or tension observed			

		Students expressed opinions without fear of being mocked	V	V	Some students did not hesitate asking questions. However, there were also some students who were afraid asking question.
3.	Teacher Behavior	Teacher gives positive feedback	V		
		Teacher motivates students verbally or non-verbally	V		
		Teacher notices students' emotional states	V		There was one quiet student in the class, and the teacher encouraged him to participate in the games.
4	Conflict Impact	Students show boredom, silence, or discomfort after negative interaction (e.g. being yelled)			There was no conflict during my observation

C. Observation Sheet: Teacher-Student Relationship and Behavioral Engagement

No.	Component	Observable Behaviors	Yes	No	Notes
1.	Behavioral Engagement	Students answer questions from the teacher	V		
		Students join discussions in the class	V		
		Students respond to the teacher	V		
		Students focus on following the instructions	V		
		Students complete an individual or group task as instructed			There was no assignment
2.	Teacher Influence	Teacher explains tasks clearly and gives step-by-step guidance	V		It was not a task, but teacher explained how the games work
		Teacher provides feedback	V		When the students were wrong during matching the words in the game, the

					teacher gave feedback and reminded the students about verb 2
3.	Conflict Impact	Students stop participating or become silent after negative interaction (e.g. being yelled at, or mocked)			There was no conflict during the observation

Appendices 9. Observation in 8H

Date: 12 February 2026

Class: 8H

Teacher: T2

Observer: Researcher

A. Observation Sheet: Teacher-Student Relationship

No.	Component	Observable Behaviors	Yes	No	Notes
1.	Closeness	Teacher greets students warmly: - Smile - Calls students by name - Show personal concern	V V V		
		The teacher shows a positive response: - Listens to students' opinions - Encourages questions - Replying to students gently	V V	V	When students asked about something, the teacher was willing to explain it. However, instead of explaining it gently, she was more energetic and used a lot of humor.
		The classroom feels relaxed Students appeared comfortable			Some students appeared very comfortable interacting

		interacting with the teacher. • Students willing to discuss in the class	V V		with the teacher. They were even joking with the teacher
2.	Conflict	The class feels tense • Teacher raises voice • Students become silent after interaction	V V		The conflict arose when 3 students did not listen to the teacher and were yelled at.
		Miscommunication • Students appear confused in the class		V	
3.	Dependency	Seeking help • Student asking for help or clarification from teacher regarding learning material	V		Students asked something related to the material Simple Past tense at that time to the teacher.
		Teacher provides guidance patiently and clearly	V		
		Students approach teacher during class without hesitation	V		A few students had no hesitation in approaching the teacher in front of the class to ask a question

B. Observation Sheet: Teacher-Student Relationship and Learning Enjoyment

No.	Component	Observable Behaviors	Yes	No	Notes
1.	Enjoyment	Students show curiosity in the class • Asking follow-up questions • Asking questions without hesitation	V V		
		Students express excitement during class activities • Smile	V		Students looked excited in the class, especially when the teacher did a quiz

		Laugh appropriately	V		
		Students show energetic participation during the learning process	V		They were excited during the quiz and very competitive. They wanted to go in front of the class to answer the quiz
2.	Classroom Atmosphere	Students appeared relaxed during the learning process Less anxiety or tension observed	V		
		Students expressed opinions without fear of being mocked	V	V	Some students did not hesitate asking questions. However, there were also some students who were afraid asking question.
3.	Teacher Behavior	Teacher gives positive feedback	V		
		Teacher motivates students verbally or non-verbally	V		
		Teacher notices students' emotional states	V		Quiet student in the class were encouraged by the teacher to participate in the games.
4	Conflict Impact	Students show boredom, silence, or discomfort after negative interaction (e.g. being yelled)		V	

C. Observation Sheet: Teacher-Student Relationship and Behavioral Engagement

No.	Component	Observable Behaviors	Yes	No	Notes
1.	Behavioral Engagement	Students answer questions from the teacher	V		
		Students join discussions in the class	V		
		Students respond to the teacher	V		

		Students focus on following the instructions	V		
		Students complete an individual or group task as instructed			There was no assignment
2.	Teacher Influence	Teacher explains tasks clearly and gives step-by-step guidance	V		It was not a task, but teacher explained how the games work
		Teacher provides feedback	V		When the students were wrong during matching the words in the game, the teacher gave feedback and reminded the students about verb 2
3.	Conflict Impact	Students stop participating or become silent after negative interaction (e.g. being yelled at, or mocked)			There was no conflict during the observation

Appendices 10. S1's Interview Transcript

Researcher : Bagaimana kamu mendeskripsikan hubunganmu dengan gurumu?

S1 : Deskripsi saya, hubungan saya sama Ms. ***** kaya guru dan murid biasanya seperti tanya jawab, yaa hubungannya baik dan sebatas normalnya siswa dan guru lah yaa.

Researcher : Kamu nulis di questionnaire kemarin bilang pernah ditegur sama Ms. ****. Gimana waktu kamu ditegur itu, apakah kamu gak nyaman perasaanya dan bikin kamu gak mau berpartisipasi di kelas?

S1 : Kalau rasa nyakitin engga sih kak, cuman kaya udah dijadikan pelajaran dan oh ini teguran jangan kaya gitu lagi. Saya masih mau tetap berpartisipasi kok.

Researcher : Bisa certain satu momen di mana kamu ngerasa senang waktu Pelajaran Bahasa Inggris?

S1 : Waktu ice-breaking sih kak. Ice-breakingnya Ms. **** seru-seru. Ada juga tuh waktu itu temen-temen gak ada yang bisa jawab pertanyaan. Ms. **** lempar pertanyaannya ke saya dan saya yang jawab. Saya senang digituin.

Researcher : Oke, tadi kan pengalaman positif ya. Coba sekarang certain momen negative yang pernah kamu alami bareng Ms. *****.

S1 : Hmm. Ini agak malu sih diceritain. Tapi waktu itu saya pernah main gitar di jam pelajaran Ms. ***** kak, jadinya dimarah sama dia dibawa ke ruang kepek (kepala sekolah) dan ke BK. Saya dikasi tau kalo jam pelajaran bukan waktunya untuk seperti itu.

Researcher : Setelah kejadian itu, kamu ngerasa gimana?

S1 : Saya ngerasa takut untuk liat Ms. *****. Malu juga kak karena ngerasa salah. Saya gak berani ngomong di kelas jadinya. Tapi yaa kalo sekarang dibawa enjoy aja sih kak. Udah aman dan santai.

Appendices 11. S2's Interview Transcript

Researcher : Gimana kamu mendeskripsikan hubunganmu dengan Ms. *****?

S2 : Hubungannya sama Ms. ***** simple aja, kak. Baik dan nyaman.

Researcher : Apa yang bikin kamu nyaman belajar dengan Ms. *****?

S2 : Ketika menjelaskan itu dia santai, bawaannya santai, terus gampang dimengerti.

Researcher : Coba certain satu kejadian di mana kamu ngerasa senang waktu Pelajaran Bahasa Inggris?

S2 : Waktu pelajaran ada disuruh bikin cerita gitu terus nantinya kita bacain ceritanya. Itu seru.

Researcher : Ada gak momen negative yang pernah kamu alami bareng Ms. *****.

S2 : Nggak ada sih kak

Researcher : Sama sekali nggak ada? Mungkin ada momen di mana kamu ngerasa gak nyaman belajar di kelas?

S2 : Biasanya saya gak nyaman kalau Ms. ***** marahin temen yang lain. Saya jadi ikutan takut sih.

Researcher : Setelah kejadian itu kamu di kelas biasanya gimana? Maksudnya setelah Ms. ***** marahin temenmu

S2 : Biasanya saya bakal diem aja karena takut nanti malah saya yang kena marah

Appendices 12. S3's Interview Transcript

Researcher : Coba gimana kamu mendeskripsikan hubunganmu dengan Ms. *****?

S3 : Baik kak. Saya sering ngobrol sama Ms. *****, sering nanyain materi kalo gak ngerti pelajarannya.

Researcher : Di questionnaire dengan pertanyaan 'deskripsi hubungan dengan guru' kamu bilang hubungan kamu baik. Tapi kamu juga bilang kalau kamu nakal dan sering ditunjuk Ms. *****. Bisa dijelaskan gak maksudnya gimana?

S3 : Ohh itu. Hubungan saya baik sama Ms. *****. Tapi saya di kelas itu nakal, suka ngobrol. Makanya sering ditunjuk buat jawab pertanyaan.

Researcher : Kamu gak takut ditunjuk terus?

S3 : Nggak. Malah seru dapet jawab. Ms. ***** juga santai.

Researcher : Coba dong certain satu kejadian di mana kamu ngerasa senang waktu Pelajaran Bahasa Inggris?

S3 : Waktu presentasi. Seru aja sesi presentasi. Harus ke depan kelas terus jelasin topik yang kita dapet

Researcher : Ada gak momen negative yang pernah kamu alami bareng Ms. *****.

S3 : Pernah waktu saya gak buat PR. Saya jadi tegang.

Researcher : Gimana respon Ms. ***** waktu kamu gak buat PR?

S3 : Cuma ditegur aja dan diancem kalau minggu depan gak dikumpulin, nanti gak dapet nilai.

Researcher : Setelah ditegur itu kamu di kelas biasanya gimana?

S3 : Biasanya saya langsung inget buat PR kak

Appendices 13. S4 & S5's Interview Transcript

Researcher : Gimana kalian mendeskripsikan hubunganmu dengan Ms. *****?

S4 : (S4) sih baik aja sih sama Ms. **** di Pelajaran Bahasa Inggris

S5 : Sama kak, baik juga

Researcher : Kalian pernah ada konflik sama Ms. *****? Pernah ngerasa takut atau gak nyaman gak saat pelajaran berlangsung?

S5 : Konflik kaya dimarah gitu engga sih kak. Tapi kalau lihat Ms. ***** marahin temen lain, saya agak tegang sedikit

S4 : Pernah kak. Ini sebenarnya rahasia sendiri sih. Jadi kan waktu ini dikasih tugas ngejelasin tentang simple present tense ke depan kelas. Siapa yang bisa maju ke depan dapat nilai tambahan. (S4) udah angkat tangan, tapi temen lain duluan karena mungkin mereka angkat tangan duluan ya. Akhirnya waktunya habis, (S4) disuruh minggu depan aja presentasinya. Minggu depannya, (S4) udah siap dan hafal, Tapi ternyata udah materi lain. Ms. **** sebenarnya gak apa-apa, tapi (S4) malu, jadinya (S4) nangis.

Researcher : Setelah kejadian itu kamu jadi gimana?

S4 : (S4) emang jadi lebih pendiem. Tapi setelah lama-lama, udah enggak apa-apa sih. Demi nilai juga.

Researcher : Coba dong certain satu kejadian di mana kalian ngerasa seneng waktu Pelajaran Bahasa Inggris?

S4 : Waktu buat drama kak. Terus pas dramanya selesai, (S4) dikasih reward pujian gitu. Aku suka jadi lebih semangat gitu.

S5 : Kalau aku waktu ini sempet jawab pertanyaan gitu, terus Ms. ***** ngasih tepuk tangan. Seneng sih digituin

Appendices 14. S6's Interview Transcript

Researcher : Coba gimana kamu mendeskripsikan hubunganmu dengan Ms. *****?

S6 : Baik kak. Ms. ***** asik kalau ngajar.

Researcher : Di questionnaire dengan pertanyaan 'deskripsi hubungan dengan guru' kamu bilang hubungan kamu normal. Normal gimana itu?

S6 : Kaya selayaknya murid sama guru aja kak.

Researcher : Gimana tuh contohnya?

S6 : Kalo dibilang deket ya deket, tapi ya sebatas guru dan murid. Bukan yang gimana-gimana

Researcher : Kamu pernah dimarah atau punya konflik sama Ms. *****?

S6 : Nggak kak

Researcher : Sama sekali nggak pernah?

S6 : Nggak

Researcher : Kalau Ms. ***** marah di kelas, bukan marahin kamu, tapi marahin temen lain. Kamu biasanya gimana?

S6 : Nggak gimana-gimana. Paling diem aja biar gak bikin Ms. ***** tambah marah.

Researcher : Ngerasa takut?

S6 : Nggak.

Researcher : Oke. Coba kamu certain hal positif yang pernah kamu alami di kelas Bahasa Inggris.

S6 : Selama pelajaran bahasa Inggris selalu seneng sih kak. Soalnya saya suka sama pelajarannya.

Researcher : Paling berkesan gak ada?

S6 : Waktu dapet giliran jawab aja sih kak. Sama kalau main game. Itu seru sih

Appendices 15. S7's Interview Transcript

Researcher : Di questionnaire dengan pertanyaan 'coba deskripsikan hubungan dengan guru' kamu bilang hubungan kamu sebatas siswa dan guru aja, Bisa dijelaskan gimana?

S7 : Yaaa sebatas siswa dan guru aja kak. Gak deket banget, gak jauh banget.

Researcher : Kamu pernah ada konflik gak sama Ms. ***** di kelas?

S7 : Pernah kak

Researcher : Gimana tuh?

S7 : Waktu itu saya gak buat PR. Biasanya sih Ms-nya nyuruh minggu depan dikumpul aja. Tapi sempet kayanya Ms. ***** badmood. Saya dimarah.

Researcher : Terus setelah itu kamu gimana?

S7 : Paling diem aja kak karena tau saya salah

Researcher : Ngerasa takut?

S7 : Nggak.

Researcher : Oke. Coba sekarang kamu certain hal positif yang pernah kamu alami di kelas Bahasa Inggris.

S7 : Waktu presentasi sama ada role play. Saya seneng sih, jadi banyak Gerak

Appendices 16. S8's Interview Transcript

Researcher : Coba deskripsikan gimana hubungan kamu dengan Ms. *****

S8 : Kayak akrab-akrab gitu. Bisa diajak ngobrol, bisa diajak bercanda Ms. *****

Researcher : apa yang bikin kamu ngerasa deket dengan Ms. *****

S8 : Pembawaannya yang asik. Dan ngajarnya juga bikin suasana kelas jadi seru

Researcher : Kamu pernah ada konflik gak sama Ms. ***** di kelas? Kaya dimarah atau gimana gitu.

S8 : Pernah kak sekali. Saya ngorbol waktu pas Ms. ***** jelasin. Tapi gak marah sih. Ms. ***** Cuma manggil saya aja. Tapi saya tetep ngerasa kena marah

Researcher : Terus setelah itu kamu jadi gimana di kelas?

S8 : Gak ngobrol lagi dan focus dengerin.

Researcher : Ngerasa takut gak?

S8 : Dikit sih.

Researcher : Coba kamu certain hal positif yang pernah kamu alami di kelas Ms. *****.

S8 : Waktu ice-breaking kak. Jadi seru kelasnya

Appendices 17. S9 & S10's Interview Transcript

Researcher : Coba kalian deskripsikan gimana hubungan kalian dengan Ms. *****

S9 : Baik aja sih kak. Deket.

S10 : Sama kak. Deket dan baik juga. Sering ngobrol sama Ms. ****

Researcher : Kamu pernah ada konflik sama Ms. ***** di kelas?

S9 : Gak pernah sih kak

S10 : Belum pernah kak

Researcher : Ms. **** pernah marah di kelas kan? Terus setelah marah itu kalian jadi gimana di kelas?

S9 : Diem aja kak karena takut Ms-nya makin marah

S10 : Sama kak. Saya diem juga kalau Ms. ***** lagi marahin temen

Researcher : Kalian diem karena ngerasa takut?

S9 : Iya kak

S10 : Iya

Researcher : Kalian punya pengalaman positif pastinya ya dengan Ms. ****. Coba deh certain hal positif yang pernah kalian alami di kelas Ms. ****.

S9 : Pas ice-breaking kak. Kalau Ms. ***** buat ice-breaking pasti seru. Kita banyak ketawanya

S10 : Kalo saya pas ada quiz yang maju ke depan terus kita milih kata-kata di laptop gitu

Researcher : Bisa jelasin gak ice-breaking apa yang bikin seru di kelasnya Ms. *****?

S9 : Ada kaya ice-breaking buat bola dari kertas. Terus kita lempar-lempar sambil dengerin lagu. Kalau lagunya stop, dia (siswa yang mengambil bola) yang bakal kena hukuman.

Appendices 18. S11's Interview Transcript

Researcher : (S11) bisa gak deskripsikan gimana hubungan kamu dengan Ms. ***?

S11 : Baik kak. Tapi kadang agak kesel sama Ms. ***

Researcher : Kenapa kesel?

S11 : Kadang plin-plan. Tapi Ms. **** baik sih.

Researcher : Kamu pernah ada konflik? Kaya dimarah sama Ms. **** gitu?

S11 : Kalo kena marah sih sering kak. Tapi nggak terlalu masuk ke hati.

Researcher : Setelah dimarah itu kamu jadi gimana di kelas?

S11 : Biasa aja sih

Researcher : Hubungan kamu sama Ms. **** gimana setelah kamu sering dimarahin?

S11 : Baik sih kak. Tetep deket sama Ms. ****.

Researcher : Coba kamu certain hal positif yang pernah kamu alami di kelas Ms. ****.

S11 : Ada pas di lab computer, kita main games gitu. Kaya tebak-tebakan topik misalnya simple pas tense, present tense. Seru pokoknya kalau Ms. **** udah ngajak ke lab.

Appendices 19. S12's Interview Transcript

Researcher : Coba dong kamu deskripsikan gimana hubungan kamu dengan Ms. ***?

S12 : Hubungan saya sama Ms. **** itu cukup baik, lumayan akrab.

Researcher : Kamu di questionnaire bilang, sikap Ms. *** itu mempengaruhi hubungan kalian di kelas ya? Bisa dijelaskan gak gimana sikap Ms. *** mempengaruhi kedekatan kalian?

S12 : Sikap Ms. **** mempengaruhi sih sedikit karena saya kan juga sering dimarah jadi saya udah lebih ngerti kalau dia marah mungkin saya ngelakuin kesalahan nih jadi saling-saling intropeksi diri. Kadang pun kalau Ms. *** terlalu marahnya tuh marah banget saya bilangin ke Ms. 'jangannya marah-marah gitu Ms.'

Researcher : Terus responnya gimana?

S12 : Oh ya maaf ya nak kadang gitu kadang juga Ms,-nya bilang, Ms. marah kayak gini karena mau ngajarin kalian nak

Researcher : Berarti respon Ms. *** positive yaa saat kamu berikan masukan.

S12 : Iya kak

Researcher : Kamu pernah ada konflik serius sama Ms. ****?

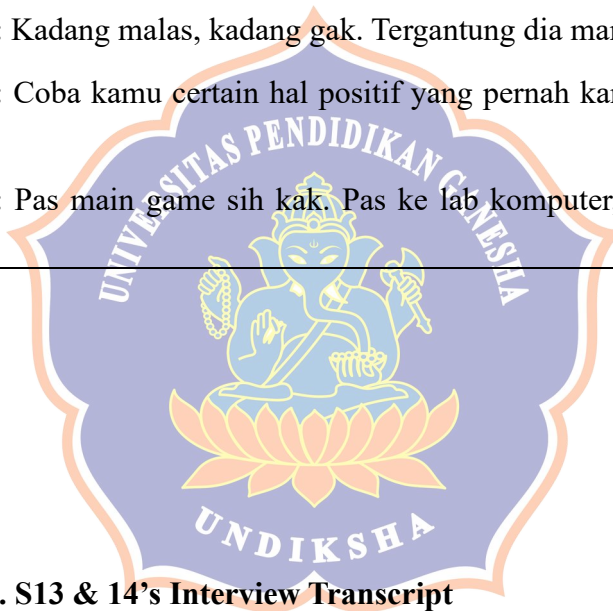
S12 : Gak ada sih kak.

Researcher : Kamu kan bilang sering dimarahin. Itu setelah dimarahin kamu jadi gimana?

S12 : Kadang malas, kadang gak. Tergantung dia marahnya karena apa sih.

Researcher : Coba kamu certain hal positif yang pernah kamu alami di kelas Ms. ****.

S12 : Pas main game sih kak. Pas ke lab komputer, itu seru banget main gamesnya



Appendices 20. S13 & 14's Interview Transcript

Researcher : Coba deskripsikan gimana hubungan kalian dengan Ms. ***?

S13 : Hubungan saya sama Ms. *** itu lumayan dekat. Kalau ada masalah tentang pembelajaran yang saya nggak mengerti, saya tanya sama dia, dia pasti jawab dan nerangin secara simple.

S14 : Kalau hubungan saya sama Ms. *** kaya guru dan murid pada biasanya. Nggak terlalu deket, tapi tetep nanya kalo ga ngerti sama materi.

Researcher : Kalian pernah ada konflik dengan Ms. ***?

S13 : Pernah kak

S14 : Pernah

Researcher : Terus perasaan kalian gimana? Sedih gak?

S13 : Kalau saya agak kesel sih

S14 : Nggak sedih. Kesel tapi biasa aja sih karena emang saya salah

Researcher : Setelah kalian dimarah, kalian gimana di kelas? Jadi pendiem kaha tau masih tetep ikut pelajaran?

S13 : Diem sih kak gara-gara terlanjur kesel

S14 : Sama. Saya juga

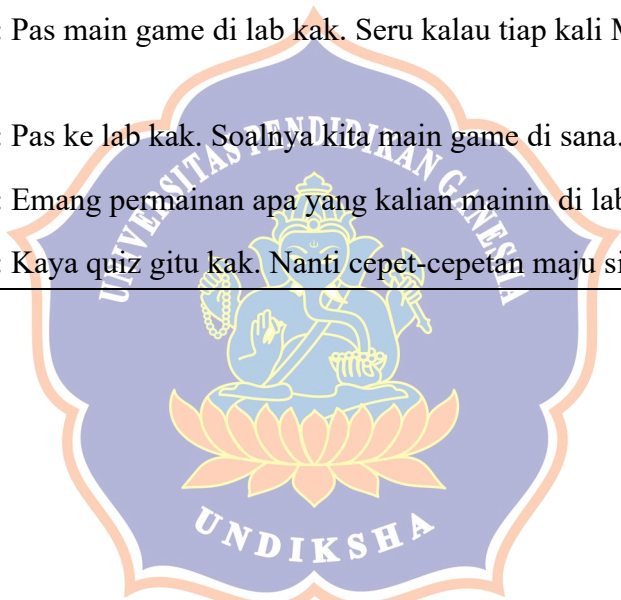
Researcher : Sekarang coba certain hal positif yang pernah kamu alami saat belajar sama Ms. ****. Saat kamu ngerasa aktif dan seneng belajar di kelas.

S13 : Pas main game di lab kak. Seru kalau tiap kali Ms. *** ngajak kita ke lab.

S14 : Pas ke lab kak. Soalnya kita main game di sana. Sekalian belajar juga

Researcher : Emang permainan apa yang kalian mainin di lab?

S13 : Kaya quiz gitu kak. Nanti cepet-cepetan maju siapa ke depan



Appendices 21. T1's Interview Transcript

Researcher : Bagaimana cara ibu mendeskripsikan hubungan ibu dengan siswa di pembelajaran bahasa Inggris?

T1 : Untuk mendeskripsikan bagaimana hubungan guru saya sendiri khususnya ke siswa yang saya ajar dalam mata pelajaran bahasa inggris itu jadi masih tetep dalam konteks, profesional hubungan antara guru dan murid, jadi saya berusaha

tegas tetapi tetap ramah sehingga mereka dapat membentuk rasa nyaman tentu saja dengan mereka bisa menyampaikan pendapat, bisa bercerita lah istilahnya.

Researcher : Boleh diberitahu bagaimana ibu membangun kedekatan atau hubungan yang positif dengan siswa?

T1 : Kalau membangun kedekatan yang pertama mungkin tau dari karakter mereka dulu, jadi karakter-karakter mereka itu seperti apa ada yang tipenya pendiam, ada yang tipenya aktif gitu, ada yang tipenya yaa slow aja tapi dapet dia bisa, kadang-kadang diem tapi dia bisa gitu kadang-kadang yang berisik juga begitu jawabannya selalu berbeda dengan pertanyaan, jadi pertama yang bisa kita liat adalah dari karakter, kemudian bisanya kalau membangun apa yang mereka lakukan itu kita selalu berikan apresiasi contoh misalnya; ada pertanyaan mereka kurang tepat menjawab, jadi saya memberikan respon positif seperti “bagus, ada yang bisa lebih lagi? Ada yang lebih tau lagi Atau ada yang bisa membetulkan atau ada yang bisa menambahkan” jadi tidak selalu “kamu salah” jadi memberikan apresiasi kepada murid, kalau ibu sih sering menggunakan, kaya yang sudah adik liat sendiri mungkin ada humor-humor sedikit tapi humor yang memotivasi. Terus biasanya kalau ibu itu selesai mengajar pasti ada saja mereka yang istilahnya “curhat” seperti tadi di kelas 9A gitu juga saya baru keluar murid berkata “sini dulu miss” ada curhat-curhatnya dari belajar atau sesama teman.

Researcher : Di questionnaire kemarin, ibu menceritakan tentang konflik di kelas. Bisa diceritakan bagaimana cara ibu menghadapi konflik tersebut?

T1 : Kalo ibu sendiri itu menghadapi konflik itu biasanya sih di kelas itu tidak kita lakukan teguran halus terlebih dahulu ya misalnya ada yang ribut Pasti udah, don't be noisy, pasti begitu kan? Kita panggil namanya, kemudian kita ucapkan *don't be noisy*. Jadi kalau dua, tiga kali mungkin teguran itu tidak diindahkan Mungkin ada sesuatu, apa yang membuat seperti itu. Selepas dari jam pelajaran itu, mungkin ibu bisa luangkan waktu untuk panggil. Tanya, tadi kenapa? Dua, tiga kali diingatkan, ditegur, tapi tidak mengindahkan. Apakah anak itu mungkin dia mencari perhatian atau bagaimana? Kan kita tidak tahu juga. Jadi itu artinya saya dekati dengan personal dari anak. Ada kesulitan belajarkah? Atau enggakkah? Biasanya di situ.

Researcher : Setelah Ibu Tegur itu, apakah itu mempengaruhi partisipasi mereka di kelas?

T1 : Kalau misalnya ditegur dengan secara halus, itu tidak berpengaruh sih terhadap partisipasi.

Researcher : Ibu apakah memiliki pengalaman positif saat mengajar di kelas? Boleh diceritakan sedikit?

T1 : Pengalaman positif yaa. Kalau pengalaman positif sih lebih ke saat saya melihat murid-murid antusias saat melakukan sesuatu di kelas. Pernah sekali saya memberikan tugas presentasi. Menceritakan tentang pengalaman mereka. Banyak murid yang ternyata suka presentasi. Mereka terlihat antusias waktu menceritakan pengalaman mereka pakai bahasa Inggris.

Appendices 22. T2's Interview Transcript

Researcher : Bagaimana cara ibu mendeskripsikan hubungan ibu dengan siswa saat pembelajaran bahasa Inggris?

T2 : Saya rasa cukup dekat. Apa lagi anak-anak di kelas 8H yaa. Karena kebetulan saya juga menjadi wali mereka. Mereka banyak cerita juga ke saya. Tentang masalah pribadi lah atau masalah personal mereka juga.

Researcher : Bagaimana cara ibu membangun kedekatan dengan siswa?

T2 : Ini untuk anak-anak yang tidak terlalu dekat karena mereka takut sama Pelajaran bahasa Inggris yaa. Ibu suka mendekati, terus Ibu tanya ada masalah gak? Ngerti gak? Kalau masih belum paham tanyakan kembali. Biar mereka sedikit takut lah dengan pembelajarannya, makanya kita harus mendekat sendiri. Kalau dibiarin, mereka itu gak bakalan bertanya atau berpartisipasi di kelas.

Researcher : Ibu apakah memiliki pengalaman positif di kelas? Boleh diceritakan sedikit?

T2 : Saya pernah memberikan kuis di depan kelas. Murid-murid langsung semangat, berebut angkat tangan untuk maju. Dari situ saya merasa mereka benar-benar menikmati pembelajaran. Kalau kuisnya dibuat seperti permainan dan dilakukan di ruang multimedia, mereka bahkan berebut sampai ada yang marah karena tidak kebagian giliran. Itu salah satu momen berkesan untuk Ibu karena seneng aja rasanya lihat anak-anak aktif.

Appendices 23. Expert Evaluation

EXPERT EVALUATION SHEET FOR OPEN ENDED QUESTIONNAIRES TEACHER AND STUDENTS

Expert Judge 1 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP : 196407141988102001
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the open-ended questionnaires for the 8th grade students and for the English teacher. The questionnaires is aimed to explore teachers' and students' perception regarding the relationship between teacher and students and how it is influenced students' engagement and enjoyment. Your willingness to validate this guide is essential for the success of the research entitled "Teacher-Student Relationship in English Classes and Its Relation to Learning Engagement and Enjoyment: An Analysis of Teachers' and Students' Perceptions". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following section presents several statements related to open-ended questionnaires guide for identifying components such as, perceiver, situation, target, closeness, conflict, and dependency. These five components are the combination of theory perception proposed by Robbins and Judge (2013) and theory teacher-student relationship proposed by Pianta (1999).

The total number of open-ended questionnaires are 40 items for students, and 40 for teachers.

The assessments consist of two alternatives:

- Relevant: If the item is relevant to the aspect being assessed.
- Not Relevant: If the item is not relevant to the aspect being assessed.

Please put a check mark (✓) in the answer column provided according to your judgment, and provide feedback or suggestions in the notes column.

Table 1. Conceptual Framework

No.	Variable	Theory	Component	Indicators	Validation Option		Notes
					Relevant	Irrelevant	
1.	Teacher and Students' perceptions	Perception is a process that involve individual in organizing and interpreting something with their sensory in order to give meaning to their environment. (Robbins & Judge, 2013)	Perceiver	Attitudes	✓		
				Motives	✓		
				Interests	✓		
				Experience	✓		
			Situation	Time	✓		
				Social Setting	✓		
				Place setting	✓		
2.	Teacher-students relationship	Teacher-student relationship refers to an emotional bonding and daily interaction between teacher and students that reflect closeness, conflict and dependency (Pianta, 1999).	Closeness	Positive connection	✓		
				Positive interaction	✓		
				Warmth atmosphere	✓		
			Conflict	Tensions	✓		
			Dependency	Seeking help	✓		
				Attachment	✓		

RQ1: Open-Ended Questionnaires | For Teachers

A) Teacher-Students Relationship

Table 2. Instrument Blueprint: Teacher's Perception of Teacher-Student Relationship

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Attitudes	1. How do you feel about your students' behavior during class? Do you feel respected by the students?	✓		
			2. Do you think students' behavior influences your relationship with them? Please explain.	✓		
		Interests	3. What lesson activities make you think that your students show high interests in learning English?	✓		
2.	Situation	Time	4. How does schedule of class influence the students focus during the learning process?	✓		

3.	Target	Voice Tone	5. How do you think your tone of voice influences students' attention in the classroom?	✓		
4.	Conflict	Tensions	6. How do you deal with students who cause problems during the learning process?	✓		
			7. Have you ever given a negative response to what students did in the class? Can you explain?	✓		
5.	Closeness	Positive Connection	8. How do you build positive connections with your students?	✓		
6.	Dependency	Seeking help	9. How do you respond when the students ask for help?	✓		

B) The relation between Teacher-Students Relationship and Enjoyment

Table 3. Instrument Blueprint: Teacher's Perception of Enjoyment

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Experience	1. Can you tell me about your good experience with your students that influenced their enjoyment in the class?	✓		
			2. Can you tell me your bad experience with your students that influenced their enjoyment in the class?	✓		
2.	Situation	Place Setting	3. How does the classroom setting (seat arrangement) influence students' comfort in learning?	✓		
			4. Do you think students are more comfortable after you re-arrange the table setup or	✓		

			try a new setup?			
3.	Closeness	Positive Interaction	5. Can you describe a teaching moment where positive interaction improved students' enjoyment?	✓		
4.	Conflict	Tensions	6. How do you notice when tension in the classroom influence student's enjoyment in learning process?	✓		
5.	Dependency	Attachment	7. When you feel emotionally connected with your students, do you think it influences their enjoyment in the class?	✓		

C) The Relation between Teacher-Students Relationship and Engagement

Table 4. Instrument Blue Print: Teacher's Perception of Engagement

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Experience	1. What kind of teaching strategies that you use to make your students more participate in the class?	✓		
			2. How do you identify which students may need extra support to engage more in the class based on their challenges?	✓		
2.	Situation	Social setting	3. How does your presence influence students' learning process in the classroom?	✓		
3.	Target	Voice tone	4. Do you think your enthusiasm or energy influence students' engagement in the class?	✓		
4.	Closeness	Positive connection	5. How does positive connection influence students'	✓		

			engagement in the class?			
		Positive interaction	6. What do you do to develop a close relationship with your students?	✓		
			7. How do you use positive interaction to stimulate students' engagement during the learning activity?	✓		
5.	Conflict	Tensions	8. What strategies do you use to manage tension so students will stay engaged during the learning process?	✓		
6.	Dependency	Attachment	9. How do you build trust with your students to encourage them to participate more in class?	✓		

RQ 2: Open-Ended Questionnaires | For Students

A) Teacher-Students Relationship

Table 5. Instrument Blueprint: Students' Perception of the Teacher-Student Relationship

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Attitudes	1. How do you feel about your teacher's behavior during class?	✓		
			2. Do you think teacher's behavior influence your relationship with teachers?	✓		
		Motives	3. What motivates you to communicate with your teacher?	✓		
		Interests	4. What lesson activities that make you most interest in learning English?	✓		
2.	Situation	Time	5. How does schedule of class influence your focus in the class?	✓		
		Social setting	6. How does your teacher influence your learning process in the classroom?	✓		
3.	Target	Voice Tone	7. How does your teacher's tone of voice influence	✓		

			your attention in classroom?			
4.	Closeness	Positive Connection	8. How would you describe your emotional connection with your English teacher?	✓		
5.	Conflict	Tensions	9. Have you ever experienced negative interaction with teacher?	✓		
6.	Dependency	Seeking help	10. How often do you ask your teacher for help?	✓		
			11. How does your teacher respond when you ask for help?	✓		

B) Relationship between Teacher-Students Relationship and Enjoyment

Table 6. Instrument Blueprint: Students' Perception of Enjoyment

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Experience	1. Can you tell me about your good experience with your teacher that influenced your enjoyment in the class?	✓		

			2. Can you tell me your bad experience with your teacher that influenced your enjoyment in the class?	✓		
2.	Situation	Place Setting	3. How does your classroom setting influence your comfort in learning? Do you feel more comfortable after the teacher re-arrange the table set up or try a new set up?	✓		
3.	Closeness	Positive connection	4. In what ways do you feel your teacher shows care toward you?	✓		
		Warm Atmosphere	5. What do you think makes the classroom feel like a safe place for you to express your ideas or opinions?	✓		
4.	Conflict	Tensions	6. How do you feel after that negative interaction?	✓		
5.	Dependency	Attachment	7. Do you feel emotionally attached with your teacher?	✓		

			engagement in the class?			
5.	Dependency	Attachment	7. Can you describe how your relationship with the teacher influences your engagement in the class?	✓		

Singaraja, 28 Januari 2026

Expert Judge 1



Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001

EXPERT EVALUATION SHEET FOR OBSERVATION SHEET

Expert Judge 1 : Prof. Dra. Luh Putu Artini, M.A., Ph.D.
NIP : 196407141988102001
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the observation sheet for 8th-grade students in English class. The observation aims to explore teacher-student interactions in the classroom and to verify whether the responses provided in the questionnaires are consistent with the actual interactions observed during the learning process. Your willingness to validate this guide is essential for the success of the research entitled "Teacher-Student Relationship in English Classes and Its Relation to Learning Engagement and Enjoyment: An Analysis of Teachers' and Students' Perceptions". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following section presents several observation sheets designed to identify the components of the teacher-student relationship, learning enjoyment, and behavioral engagement in the classroom. The observation instrument consists of three sections: (1) Teacher-Student Relationship, (2) Teacher-Student Relationship and Learning Enjoyment, (3) Teacher-Student Relationship and Behavioral Engagement. Each section contains observable behaviors that can be directly identified during the teaching and learning process.

The assessments consist of two alternatives:

- Relevant: If the item is relevant to the aspect being assessed.
- Not Relevant: If the item is not relevant to the aspect being assessed.

Please put a check mark (✓) in the answer column provided according to your judgment, and provide feedback or suggestions in the comment column.

Observation Sheet: Teacher-Student Relationship

Table 1. Teacher-Student Relationship

No.	Component	Observable Behaviors	Yes	No	Notes	Validation Option		Comments
						Relevant	Irrelevant	
1.	Closeness	Teacher greets students warmly: - Smile - Calls students by name - Show personal concern				✓		
		Teacher shows a positive response: - Listens to students' opinions - Encourages questions - Replying to students gently				✓		
		Classroom feels relaxed - Students appeared comfortable interacting with teacher - Students willing to discuss in the class				✓		
2.	Conflict	The class feels tense - Teacher raises voice - Students become silent after interaction				✓		
		Miscommunication				✓		

		Students appear confused in the class						
3.	Dependency	Seeking help Student asking for help or clarification from teacher regarding learning material				✓		
		Teacher provides guidance patiently and clearly				✓		
		Students approach teacher during class without hesitation				✓		

Observation Sheet: Teacher-Student Relationship and Learning Enjoyment

Table 2. Teacher-Student Relationship and Learning Enjoyment

No.	Component	Observable Behaviors	Yes	No	Notes	Validation Option		Comments
						Relevant	Irrelevant	
1.	Enjoyment	Students show curiosity in the class - Asking follow-up questions - Asking questions without hesitation				✓		
		Students express excitement during class activities - Smile - Laugh appropriately				✓		

		Students show energetic participation during learning process				✓		
2.	Classroom Atmosphere	Students appeared relaxed during the learning process • Less anxiety or tension observed				✓		
		Students express opinions without fear of being mocked				✓		
3.	Teacher Behavior	Teacher gives positive feedback				✓		
		Teacher motivates students verbally or non-verbally				✓		
		Teacher notices students' emotional states				✓		
4	Conflict Impact	Students show boredom, silence, or discomfort after negative interaction (e.g. being yelled)				✓		

Observation Sheet: Teacher-Student Relationship and Behavioral Engagement

Table 3. Observation Sheet: Teacher-Student Relationship and Engagement

No.	Component	Observable Behaviors	Yes	No	Notes	Validation Option		Comments
						Relevant	Irrelevant	
1.	Behavioral Engagement	Students answer questions from the teacher				✓		
		Students join discussions in the class				✓		

		Students respond to the teacher				✓		
		Students focus on following the instructions				✓		
		Students complete an individual or group task as instructed				✓		
2.	Teacher Influence	Teacher explains tasks clearly and gives step-by-step guidance				✓		
		Teacher provides feedback				✓		
3.	Conflict Impact	Students stop participating or become silent after negative interaction (e.g. being yelled at, or mocked)				✓		

Singaraja, 28 Januari 2026

Expert Judge 1



Prof. Dra. Luh Putu Artini, M.A., Ph.D.

NIP. 196407141988102001

EXPERT EVALUATION SHEET FOR OPEN-ENDED QUESTIONNAIRES: TEACHER AND STUDENTS

Expert Judge 1 : Luh Indrayani, S.Pd., M.Pd.
NIP : 199305162023212040
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the open-ended questionnaires for the 8th grade students and for the English teacher. The questionnaires is aimed to explore teachers' and students' perception regarding the relationship between teacher and students and how it is influenced students' engagement and enjoyment. Your willingness to validate this guide is essential for the success of the research entitled "Teacher-Student Relationship in English Classes and Its Relation to Learning Engagement and Enjoyment: An Analysis of Teachers' and Students' Perceptions". I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following section presents several statements related to open-ended questionnaires guide for identifying components such as, perceiver, situation, target, closeness, conflict, and dependency. These five components are the combination of theory perception proposed by Robbins and Judge (2013) and theory teacher-student relationship proposed by Pianta (1999).

The total number of open-ended questionnaires are 40 items for students, and 40 for teachers.

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Table 1. Conceptual Framework

No.	Variable	Theory	Component	Indicators	Validation Option		Notes
					Relevant	Irrelevant	
1.	Teacher and Students' perceptions	Perception is a process that involve individual in organizing and interpreting something with their sensory in order to give meaning to their environment. (Robbins & Judge, 2013)	Perceiver	Attitudes	✓		
				Motives	✓		
				Interests	✓		
				Experience	✓		
			Situation	Time	✓		
				Social Setting	✓		
				Place setting	✓		
2.	Teacher-students relationship	Teacher-student relationship refers to an emotional bonding and daily interaction between teacher and students that reflect closeness, conflict and dependency (Pianta, 1999).	Closeness	Positive connection	✓		
				Positive interaction	✓		
				Warmth atmosphere	✓		
			Conflict	Tensions	✓		
			Dependency	Seeking help	✓		
				Attachment	✓		

RQ1: Open-Ended Questionnaires | For Teachers

A) Teacher-Students Relationship

Table 2. Instrument Blueprint: Teacher's Perception of Teacher-Student Relationship

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Attitudes	10. How do you feel about your students' behavior during class? Do you feel respected by the students?	✓		
			11. Do you think students' behavior influences your relationship with them? Please explain.	✓		
		Interests	12. What lesson activities make you think that your students show high interests in learning English?	✓		
2.	Situation	Time	13. How does schedule of class influence the students focus during the learning process?	✓		

3.	Target	Voice Tone	14. How do you think your tone of voice influences students' attention in the classroom?	✓		
4.	Conflict	Tensions	15. How do you deal with students who cause problems during the learning process?	✓		
			16. Have you ever given a negative response to what students did in the class? Can you explain?	✓		
5.	Closeness	Positive Connection	17. How do you build positive connections with your students?	✓		
6.	Dependency	Seeking help	18. How do you respond when the students ask for help?	✓		

B) The relation between Teacher-Students Relationship and Enjoyment

Table 3. Instrument Blueprint: Teacher's Perception of Enjoyment

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	

1.	Perceiver	Experience	8. Can you tell me about your good experience with your students that influenced their enjoyment in the class?	✓		
			9. Can you tell me your bad experience with your students that influenced their enjoyment in the class?	✓		
2.	Situation	Place Setting	10. How does the classroom setting (seat arrangement) influence students' comfort in learning?	✓		
			11. Do you think students are more comfortable after you re-arrange the table setup or try a new setup?	✓		
3.	Closeness	Positive Interaction	12. Can you describe a teaching moment where	✓		

			positive interaction improved students' enjoyment?			
4.	Conflict	Tensions	13. How do you notice when tension in the classroom influence student's enjoyment in learning process?	✓		
5.	Dependency	Attachment	14. When you feel emotionally connected with your students, do you think it influences their enjoyment in the class?	✓		

C) The Relation between Teacher-Students Relationship and Engagement

Table 4. Instrument Blue Print: Teacher's Perception of Engagement

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Experience	1. What kind of teaching strategies that you use to make your students	✓		

			more participate in the class?			
			2. How do you identify which students may need extra support to engage more in the class based on their challenges?	✓		
2.	Situation	Social setting	How does your presence influence students' learning process in the classroom?	✓		
3.	Target	Voice tone	3. Do you think your enthusiasm or energy influence students' engagement in the class?	✓		
4.	Closeness	Positive connection	4. How does positive connection influence students' engagement in the class?	✓		
		Positive interaction	5. What do you do to develop a close relationship with your students?	✓		

			6. How do you use positive interaction to stimulate students' engagement during the learning activity?	✓		
5.	Conflict	Tensions	7. What strategies do you use to manage tension so students will stay engaged during the learning process?	✓		
6.	Dependency	Attachment	8. How do you build trust with your students to encourage them to participate more in class?	✓		

RQ 2: Open-Ended Questionnaires | For Students

A) Teacher-Students Relationship

Table 5. Instrument Blueprint: Students' Perception of the Teacher-Student Relationship

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Attitudes	12. How do you feel about your teacher's behavior during class?	✓		
			13. Do you think teacher's behavior influence your relationship with teachers?	✓		
		Motives	14. What motivates you to communicate with your teacher?	✓		
		Interests	15. What lesson activities that make you most interest in learning English?	✓		
2.	Situation	Time	16. How does schedule of class influence your focus in the class?	✓		
		Social setting	17. How does your teacher influence your learning process in the classroom?	✓		
3.	Target	Voice Tone	18. How does your teacher's tone of voice influence	✓		

			your attention in classroom?			
4.	Closeness	Positive Connection	19. How would you describe your emotional connection with your English teacher?	✓		
5.	Conflict	Tensions	20. Have you ever experienced negative interaction with teacher?	✓		
6.	Dependency	Seeking help	21. How often do you ask your teacher for help?	✓		
			22. How does your teacher respond when you ask for help?	✓		

B) Relationship between Teacher-Students Relationship and Enjoyment

Table 6. Instrument Blueprint: Students' Perception of Enjoyment

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Experience	8. Can you tell me about your good experience with your teacher that influenced your enjoyment in the class?	✓		

			9. Can you tell me your bad experience with your teacher that influenced your enjoyment in the class?	✓		
2.	Situation	Place Setting	10. How does your classroom setting influence your comfort in learning? Do you feel more comfortable after the teacher re-arrange the table set up or try a new set up?	✓		
3.	Closeness	Positive connection	11. In what ways do you feel your teacher shows care toward you?	✓		
		Warm Atmosphere	12. What do you think makes the classroom feel like a safe place for you to express your ideas or opinions?	✓		
4.	Conflict	Tensions	13. How do you feel after that negative interaction?	✓		
5.	Dependency	Attachment	14. Do you feel emotionally attached with your teacher?	✓		

C) Relationship between Teacher-Students Relationship and Engagement

Table 7. Instrument Blueprint: Students' Perception of Engagement

No	Component	Indicators	Items	Validation Option		Notes
				Relevant	Irrelevant	
1.	Perceiver	Experience	8. What do you expect from the teacher to make you more engaged in the class?	✓		
			9. What kind of teaching strategies make you more participate in class?	✓		
2.	Target	Voice tone	10. How does your teacher's tone of voice influence your participation in the classroom?	✓		
			11. How does your teacher enthusiasm or energy influence your engagement in the class?	✓		
3	Closeness	Positive Interaction	12. How do small gestures from the teacher, such as greeting you or asking about your condition, influence your participation in the classroom? Please explain.	✓		
4.	Conflict	Tensions	13. How do teachers' negative reactions toward you influence your	✓		

			engagement in the class?			
5.	Dependency	Attachment	14. Can you describe how your relationship with the teacher influences your engagement in the class?	✓		

Singaraja, 28 Januari 2026

Expert Judge 1



Luh Indrayani, S.Pd., M.Pd.

NIP. 199305162023212040

EXPERT EVALUATION SHEET FOR OBSERVATION SHEET

Expert Judge 1 : Luh Indrayani, S.Pd., M.Pd.
NIP : 199305162023212040
Position : Lecturer of English Language Education
Institution : Ganesha University of Education (Undiksha)

INTRODUCTION

Please allow me to take your time in assessing or validating the observation sheet for 8th-grade students in English class. The observation aims to explore teacher–student interactions in the classroom and to verify whether the responses provided in the questionnaires are consistent with the actual interactions observed during the learning process. Your willingness to validate this guide is essential for the success of the research entitled “Teacher-Student Relationship in English Classes and Its Relation to Learning Engagement and Enjoyment: An Analysis of Teachers’ and Students’ Perceptions”. I highly appreciate your guidance and support in this process. Lastly, I would like to thank you for your time and consideration.

INSTRUCTION

The following section presents several observation sheets designed to identify the components of the teacher-student relationship, learning enjoyment, and behavioral engagement in the classroom. The observation instrument consists of three sections: (1) Teacher-Student Relationship, (2) Teacher-Student Relationship and Learning Enjoyment, (3) Teacher-Student Relationship and Behavioral Engagement. Each section contains observable behaviors that can be directly identified during the teaching and learning process.

The assessments consist of two alternatives:

- Relevant: If the item is relevant to the aspect being assessed.
- Not Relevant: If the item is not relevant to the aspect being assessed.

Please put a check mark (✓) in the answer column provided according to your

judgment, and provide feedback or suggestions in the comment column.

Observation Sheet: Teacher-Student Relationship

Table 1. Teacher-Student Relationship

No.	Component	Observable Behaviors	Yes	No	Notes	Validation Option		Comments
						Relevant	Irrelevant	
1.	Closeness	Teacher greets students warmly: • Smile • Calls students by name • Show personal concern				✓		
		Teacher shows a positive response: • Listens to students' opinions • Encourages questions • Replying to students gently				✓		
		Classroom feels relaxed • Students appeared comfortable interacting with teacher • Students willing to discuss in the class				✓		
2.	Conflict	The class feels tense • Teacher raises voice • Students become silent after interaction				✓		

		Miscommunication Students appear confused in the class				✓		
3.	Dependency	Seeking help Student asking for help or clarification from teacher regarding learning material				✓		
		Teacher provides guidance patiently and clearly				✓		
		Students approach teacher during class without hesitation				✓		

Observation Sheet: Teacher-Student Relationship and Learning Enjoyment

Table 2 Teacher-Student Relationship and Learning Enjoyment

No.	Component	Observable Behaviors	Yes	No	Notes	Validation Option		Comments
						Relevant	Irrelevant	
1.	Enjoyment	Students show curiosity in the class - Asking follow-up questions - Asking questions without hesitation				✓		
		Students express excitement during class activities Smile				✓		

		Laugh appropriately						
		Students show energetic participation during learning process				✓		
2.	Classroom Atmosphere	Students appeared relaxed during the learning process Less anxiety or tension observed				✓		
		Students express opinions without fear of being mocked				✓		
3.	Teacher Behavior	Teacher gives positive feedback				✓		
		Teacher motivates students verbally or non-verbally				✓		
		Teacher notices students' emotional states				✓		
4	Conflict Impact	Students show boredom, silence, or discomfort after negative interaction (e.g. being yelled)				✓		

Observation Sheet: Teacher-Student Relationship and Behavioral Engagement

Table 3. Observation Sheet: Teacher-Student Relationship and Engagement

No.	Component	Observable Behaviors	Yes	No	Notes	Validation Option		Comments
						Relevant	Irrelevant	
1.	Behavioral Engagement	Students answer questions from the teacher				✓		

		Students join discussions in the class				✓		
		Students respond to the teacher				✓		
		Students focus on following the instructions				✓		
		Students complete an individual or group task as instructed				✓		
2.	Teacher Influence	Teacher explains tasks clearly and gives step-by-step guidance				✓		
		Teacher provides feedback				✓		
3.	Conflict Impact	Students stop participating or become silent after negative interaction (e.g. being yelled at, or mocked)				✓		

Singaraja, 28 Januari 2026

Expert Judge 1



Luh Indrayani, S.Pd., M.Pd.

NIP. 199305162023212040