

CHAPTER VI

CONCLUSION AND SUGGESTION

A. CONCLUSION

Why people respond negatively in learning is a puzzlingly complex question, particularly when such negative response appears to come out of nowhere. This study found students' negative responses was done in five factors, namely poor self-image as learner, fear of looked foolish in front of public, student is more threatened, poor interaction with peers, and instructor misbehavior. Negative responses which caused from the students themselves are due to physical and psychic illness and negative experience toward learning. Peers also affects students responding negatively in classroom learning. Students ever experienced getting unfairness and sarcasm from the peers especially when works in group. The class which is inadequate equipment such as the chair that is not available or the projector which is not work, and the class which is crowded is responded negatively by the students. While teacher is also to be the main character why students respond negatively in the classroom. Students will resist during learning if the teacher doesn't figure what the students' wants. Unfairness, teacher-dominance, lack of commitment, and distributing excessive works are the usual behaviors that students' response negatively. Those factors are appeared in the form of lack of self-confidence even frustrating and anxiety. While in the classroom instruction, students usually show their negative responses by avoiding classroom interaction or ignoring the teacher such as discussing with peers, playing mobile phone, sleeping, dressing up, listening music, reading a book which not related to the topic.

B. SUGGESTION

This study can be a catalyst for future researchers to conduct studies to advance the understanding of why students respond negatively in English classroom instruction. Some recommendations for further research are proposed as follows.

First, as the student subjects of the study were in the English Education Department program which was operated in fourth and second semester, the results of the study can be important baseline descriptive data of classroom activities in order to decrease or even reduce students' negative responses. So, it is worth for conducting a reduplicative study with focusing the same groups of students when they are in the second, fourth, sixth, or eighth semester to investigate the continuum of their negative responses and the factors contributed.

Second, since this study was conducted at one State Islamic Institute of Tulungagung, and with certain groups of students, the findings may not be transferred to the entire country. Thus, replications of the present study should be done with students who are in different educational levels in Indonesia. The results of such study will provide teachers with better understanding of the causes of students' negative responses. This will help them better encourage students to engage in the classroom and of course try to reduce students' negative responses. A similar replication of the study should be conducted with students in other subject areas such as English in economic, business, sciences, and so on. It would be interesting to examine and compare the differences and similarities the factors of students' negative responses happen in different subject areas.

Third, in the present study, the student as subjects were arranged into groups by mixing their English proficiency. Thus, it would be interesting to explore factors contributing students' negative responses from a group of students with low language ability and another group of students with high language ability. The results of such study will raise teachers' awareness of reducing students' negative responses and creating classroom environment which is interesting and of course conducive.