

# **CHAPTER I**

## **INTRODUCTION**

This chapter provides the background of study related to the factors contributing student negative responses in English classroom instructional practices which will be conducted at State Islamic Institute of Tulungagung. It begins with the issues related this study and explain what prompted the researcher to conduct the research in which accumulated in background of the study. It then moves to identify the reasearch questions which the researcher wants to discuss and clarifies the objectives and the significances of doing this study. Scope and limitation provides to know how far this study will be done. It ends the definition of keyterms used in this study.

### **A. Background of Study**

Until now, English language teaching in Indonesia has been criticized for not equipping Indonesian students with sufficient language ability. According to a global survey of English Proficiency Index 2016, the level of English proficiency in Indonesia is still behind the neighboring countries in Southeast Asia. Indonesia got a score of 52.91, ie the 32nd position of a total of 72 countries surveyed globally (thepost.com, 02/08/18). Moreover, a common problem that EFL (English as a Foreign Language) teachers who are facing is to deal with a passive class, where students are unresponsive and avoid interaction with the teacher (Ma, 2008 : 42).

It is necessary for students to get involved in classroom activities. Ma (2008 : 92) posits that it may enable them to monitor and adjust the patterns of

classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition. Student engagement in classroom instruction ultimately determines efficiency of the target language acquisition (Giacomozzi, 2007).

These calls for reform many innovations studying related in the classroom instruction intended to require student responses positively. Many of these studies fall under requiring students to participate in classroom instruction beyond watching and listening an instructor lecture (Bonwell & Eison, 1991: 1-4; Michael & Modell, 2003: 63; Tesfaye & Berhanu, 2015: 29-32). Prior studies judge active learning can resolve the problem on student's negative responses.

Nevertheless, active learning has been applied during instructional practices, Felder (2011: 131) conveys all college instructors who have tried student centered learning method like active, cooperative or problem based learning methods have experienced student negative response. Students may respond negatively the introduction of active learning methods because these methods tend to: require more work on the part of the student, cause anxiety about students' ability to succeed in a new environment, and set expectations that students are not yet prepared to meet (Keeley, 1995: 140).

Worries about such negative responses can discourage instructors from adopting new and different activities in the classroom (DeMonburn et.all, 2017: 274). Shekhar et.all. (2015: 597) points the term student negative response as student resistance. They claim that student resistance is often cited as a major barrier to instructors in conducting classroom learning.

Student negative response or student resistance is likely to appear in classrooms where academic subject-matter knowledge is emphasized by the teacher and a recitation style is typical of classroom language interactions. Acceptance and compliance will be dominant in classrooms where the teacher incorporates students' personal knowledge in the instruction and facilitates a responsive style of classroom discourse (Alpert, 1991: 351). The origins of student negative response is due to inside students themselves or the factors outside.

Students often are reluctant to made positive response even if the teacher has tried fully to engage the student in classroom interaction. Shen and Yodkhlumlue (2012 : 199) posit the students, as a whole, don't respond positively to the teacher instruction and don't participate in class discussions. Most of the class members sit looking straight ahead using minimal facial expressions, gestures and verbal utterances. Hence, the teacher receives little oral feedback. What the teacher actually wants is the students to be more positive and overtly communicative in the classroom learning process (Felder, 2011: 132).

Naturally, student response in classroom instruction can be positive if the instructor recognizes the factors contributing student negative response (Gauci, Dantas, Williams, & Kemm, 2009: 60-71). Wu (1992: 65) claims, in the classroom language learning, teacher apprehending toward student negative response is the key element for engaging all of student in classroom activities. Therefore, pay attention to student negative responses in classroom instructional process is worthwhile in order to create English learning atmosphere better.

In Indonesian context, studying student negative response in the scope of English classroom instruction might be necessitated in order to overcome the classic problem of English learning in which has not broken down into solution. Nur & Madkur (2014: 120-134) conveys nothing significant progress of Indonesian-student English proficiency even though the curriculum has almost been changed decade by decade. Students join in the classroom activities with lack of enthusiasm, furthermore, student reject or resist by giving minimal effort in finishing classroom activities. Megawati (2016: 147-156) puts across most of Indonesian students especially from vocational high school avoid English learning. They also blame English subject is the hardest to be learned. Consequently, Ridho (2017: 193-211) justified good understanding on students' negative response is urgently behoove for teacher to eliminate classroom resistance and determine the strategies used in the classroom instruction.

Study that characterizes the types of student negative response to various types of instruction could help eliminate a key barrier to faculty conducting instructional practices (DeMonburn et.all, 2017: 274). Even though literature offers a variety of tips for instructors minimizing negative reactions in classroom practices (Michael, 2007: 42–47; Felder, 2011: 132; Prince et.all., 2013:27–37), these suggestions base on personal experience and have yet to be empirically observed. Such study the student negative response in classroom instruction merely falls under the types of student negative response (passive, non-verbal, partial compliance, and open resistance) (Ertmer & Newby, 1996: 8-12; Prince et.all., 2013 1-18) while investigating the factors contributing student negative response has just finished a lack. These limitations show the need for further

research in this field. Here, the researcher investigate the reason why students prefer to come to the classroom with negative responses (student resistance during classroom instructional process).

### **B. Research Questions**

This study intends to know student negative responses in English classroom instructional practices. To be specific: *What are the factors contributing student response negatively or student resistance in English classroom instruction?*

### **C. Reserch Objectives**

This study aims to investigate and describe the factors contributing students' resistance or students' negative response in English classroom instruction.

### **D. Significance of the Study**

This study would serve as a guide or insight for teachers and learners regarding the factors contributing student negative response or student resistance English classroom instruction. Teachers must have a great communication and close contact to students to elicit more information, so that, the existence of factors student response negatively in classroom instruction would assist teachers and learners to take into the strategies to overcome the students with negative responses. This will encourage the students to be more interactive and more engaged in English classroom instructional process.

Moreover, this is hoped that by considering at the present situation of some of the student negative responses English classroom instruction in

Indonesia, it will create some contributions among teachers and students particularly in minimizing student negative response. As well this can generate students' awareness and self-confidence joining and participating in the classroom. Accordingly, the effort of the government purpose on education to encourage learners to communicate effectively and efficiently in English, social and professional situation might be achieved.

### **E. Scope and Limitation**

This study focuses on student negative responses evidenced in English classroom instruction in college level. Responses which conveyed orally by the students limits within the scope of factors contributing student resistance or student negative responses.

### **F. Definition of Key Terms**

There are some keyterms that have specific definitions used in this study. This definitions are the accumulation of several theories tailored to the needs of this study. As for the word is as follows :

1. Student negative response deals with student resistance. Student negative response in this case is a form of response, action, or attitude conveyed by the student that indicates or shows rejection or disapproval of learning process situated in the classroom. Student tends to engage passively in the classroom, participate less in class activities; for example, they may sit quietly when asked to discuss with nearby students. In addition, students complete activities without enthusiasm. Students actively complain about the teaching methods, often in front of—and with the intent of rallying—their classmates.

2. Classroom instruction defines as the class activities with purposeful direction, and management situated in college level with English education department. There are a lot of classroom management, however, this focuses on active learning. During learning process the student are engaged actively in the activities. This performs student presentation, group discussion, problem solving, question-answer, game, and group work. The role of teacher is minimum, merely opening the class, reviewing previous material, giving clarification, and closing learning process.

