

CHAPTER IV

FINDING

In this chapter, I present the data from classroom observations and interviews. After descriptions of classroom happenings focusing on the form of students' negative-response in the classroom, I present the data concerning factors contributing students' negative responses.

A. The Forms of Students' Negative Responses in Classroom Instruction

This research investigates the factors contributing to students' negative responses in the classroom instruction. Therefore, it is important to provide classroom happening and/or classroom learning activities in order to know the forms of students' negative responses. In this study, it was observed that the lecturer divided their lessons into three phases of learning. The first phase was group presentation which required question answer. The second phase was discussing previous assignments. The third was teacher clarification/confirmation toward student presentation and also provided question answer.

In group presentation, the members of the group had divided in the first meeting when describing course outline. The material for presentation had listed by the teacher in course outline. The students should develop the material which were available in student handbook or the book given or search in another references both online or offline. Here, students sometime got difficulties when developing the materials and it was responded negatively. Student A proposed,

I often had difficulty when I tried to search some references. Sometime, if I found the references, I was confused to comprehend the material. In addition, many times, I got nothing. (Excerpt A080).

The group-member that had divided were required to sum the material and made the power point presentation then presenting it in front of the classroom with all of the group members. The sum and power point presentation file were submitted earlier, while the presenter should distribute the material both hard file or soft file to the audiences (all students who didn't present).

There were a lot of students who hadn't completed the work when the presentation would be conducted. Consequently, the material learned at that time hadn't been distributed yet. Here, student A responded negatively,

How I could learn and prepare for classroom discussion if the material was not available (annoyed). I would rather pay attention nothing and search the material in the internet through my hand phone when classroom learning happened (Excerpt A082).

The group discussion were regulated to give more in question answer. In one of the classroom observed, the questions had to be at least from five students. If the questioner was less than five, the presenter should appoint the audiences to ask. This was confirmed by student A,

My teacher required in every classroom presentation, there were at least five questioners. If not completing five questioners, the presenters should pointed the students to ask (Excerpt A097).

This way was responded negatively by student C by proposing,

I disagree with this method (Excerpt C048). This is very interrupted me. I could produce the question if the presenters didn't give enough explanation for the material (Excerpt C050). Usually, I kept silent when pointed by the presenters. Or I conveyed the questions that not really I asked (Excerpt C052). For example, "please re-explain the material that you present. I haven't understood yet" (Excerpt C054).

With the different case, student A reacted negatively to this method. She pointed,

I don't like the presenters who just finished the presentations by reading a book and do not explain clearly. Because it makes me very

intricate to develop questions to propose in classroom discussion (Excerpt A128).

The audience who asked to the presenter was marked, it was belonged to point of active participation. Furthermore, the audiences who gave opinions or helped the presenter or clarified the objection, their participation scores were also increased. This was aimed to engage student actively in classroom discussion.

Student B approved this aim by saying,

By giving the point for the one who proposed questions, I was challenged to always ask when classroom discussion started (Excerpt B056). When I felt nothing problem with the material or I had comprehended the material, I developed the question from the material that I had understood (Excerpt B054). It aimed to get good point from participation (Excerpt B050).

Nevertheless not all students responded positively, student D resisted to this way.

He preferred to keep silent because the one who got the point was the same person. He stated,

When the question-answer had started, I could predict that she definitely rose the hand and proposed the questions. I had never faced her didn't ask questions when classroom discussion. She was too excessive achieving the points (Excerpt D066). Hence, I feel as no opportunity (Excerpt D068). I ever rose my hand intended asking question but I was not pointed. After that I was not good willing to contribute in classroom discussion (Excerpt D070).

The presentation had started earlier sometimes before the lecture came to the class. Student A said,

My class actually started from 7 am, but the teacher usually came around 7 to 7.30 am. The teacher ordered to start the presentation earlier (Excerpt A071).

This was also occurred in student B. She said,

My class should conduct the presentation without the teacher if the time for the subject had started. Despite of that, the teacher frequently gave information earlier (Excerpt B064).

The presence of the teacher is important for students. In case, students would be more motivated and participated in the discussion. Student A proposed,

When conducting presentation and classroom discussion with the teacher, I was more spirit. Because when I had different perspective with my friends, the teacher could mediate it. In addition, the presence of the teacher in the classroom could explain more detail the problem discussed (Excerpt A112).

Nevertheless, the presence of the teacher in the classroom doesn't guarantee student negative response disappeared. There were a lot of student negative-response behaviors even though learning process had been accompanied by the teacher. Such as, not paying attention to the discussion, discussing out of topic with their peers, playing mobile phone, sleeping, disturbing their peers by whispering or tapping parts of the body, mumbling, fanning with the textbook, sleepy (yawning), and laughing with their peers. Student D proposed

I often sleep over night or even I don't sleep. So that, when classroom learning, I feel so tired. I don't care teacher attend or not, I usually sleep during classroom learning. Because I am not strong enough to sleep (Excerpt D188).

Student A proposed that even though the teacher presents in the classroom, it doesn't guarantee negative response disappeared. She proposed,

My teacher was busy to play mobile phone, whereas, the classroom was out of control. The presenter explained while another did not pay attention. I was prejudiced that my teacher was not really willing to teach (Excerpt A276). So that, I was not really interesting to participate in classroom discussion. In addition, because of that, I joined my friends talking other classroom topic (Excerpt A278).

Students would respond more negative concerning the teacher absent.

Student B proposed,

I see that undergraduate students have to be autonomous learner, however the teacher is the significant figure that usually to be the role model for students. If the teacher can be an example in learning,

student will be more powerful engaging in learning process. But the teacher absent many times and without information doesn't show she/he can't be emulated (Excerpt B070).

Students were less controlled when the teacher was absent. The student negative-response behaviors appeared were greater than the teacher attended in the classroom. For instances, not paying attention to the discussion, discussing out of topic with their peers, playing mobile phone, listening music using earphone, sleeping, always looking the watch or gazing the windows, busy to make up her appearance, cutting the nails, doing the works which are not related to the subject, eating in the classroom, disturbing their peers by whispering or tapping parts of the body, mumbling, fanning her/himself with the textbook, reading novel, daydreaming, sleepy (yawning), often getting in and out class, and laughing with their peers. Student C pointed,

Usually, I tried to participate actively to the discussion if the teacher attended in the classroom. I also produced the questions to the presenter. But I was not willful enough to engage classroom discussion when the teacher didn't come in the classroom (Excerpt C062). I preferred to have fun with my friends especially when the presenters didn't really conduct the presentation seriously (Excerpt C064).

Student B also agreed that the teacher absent in the classroom made students participated passively. She proposed,

Whether I was active or passive, my teacher didn't really know. If my teacher came to the class, probably I would be more participative in the discussion (Excerpt B088).

The next process in the classroom happening after holding the presentation was discussing the assignment. In the classroom observed, every meeting, the teacher always gave group assignment. It should be finished with the members of group presentation and submitted in the next meeting. This assignment made the

students bored. They were not enthusiasm when the time for discussing group assignments. Some students just kept silent. Student A proposed,

In the first assignment, my friends were enthusiasm doing the assignment and we frequently conducted study club to discuss and finish it. Unfortunately, after the middle of the semester we divided the task and completed the task one by one or not doing in the group. Consequently, I was as the leader of the group, I had to do my members' work when they didn't do it. When it was occurred (the members didn't complete the works), they didn't participate when discussing the works with the teacher. They just sat quietly when the teacher clarified the reason for the answer (Excerpt A041). This made me exhausted. Because in the end, I was blamed that I could manage the group well (Excerpt A042).

Group assignments would be discussed in the next meeting after conducting presentations. The teacher reviewed with the students what they had done for the assignment. In reviewing the assignment, the teachers frequently used a power point presentation to recall the contents of the previous lessons for the students. Sometimes the teacher reviewed the assignment by conducting the quizzes, or asked the students' questions to test their project and called the students by seeing the date and correlated to the student number in the attendance list, then called student's nickname to answer the questions. This procedure kept the students alert and the instructors kept their attention. Some of the student respond this way negatively. Student D proposed,

I was threatened when the teacher gave me questions suddenly. When I felt surprised, I couldn't perform the answer that actually I could produce it. Because I felt nervous and I feared to do incorrect (Excerpt D096).

In sum, the forms of students' negative responses are not paying attention to the discussion, discussing out of topic with their peers, playing mobile phone, listening music using earphone, sleeping, looking the watch or gazing the windows, busy to make up her appearance, cutting the nails,

doing the works which are not related to the subject, eating in the classroom, disturbing their peers by whispering or tapping parts of the body, mumbling, fanning with the textbook, reading novel, daydreaming, sleepy (yawning), often getting in and out class, and laughing with their peers. Those were occurred both teacher attending the classroom or not, But the quantities of student negative-response behaviors decrease when the teacher attend the classroom.

B. Factors Contributing Student Negative Response

Based on the interview with five students, I found the factors contributing student negative response both related with the previous and reviewed studies or beyond them. The previous study reviewed conveys five factors that might to be the origins why student respond negatively (Weimer, 2002: 150-153; Brookfield, 2006: 218-224; Seidel 2013: 586-595). Those are poor self-image as learner, fear of foolish image in public, student is more threatened, poor interaction with peers, and instructor misbehavior. Those factors were confirmed in this study.

1. Poor Self-Image as Learner

Legitimizing in lack of competence on English learning made student frustrating. Student B suffered negative stigma from her peers when doing group assignment. She proposed,

I experienced sarcasm from my group member (Excerpt B074). It happened when I could not finish my group assignment. My friend did not accept my group work and said “if you can’t do it, you can invite me to do that. It is better than you finish carelessly” (Excerpt B076). This makes me unwilling to join group work (Excerpt B078).

Sarcasm was also underwent by Student C,

I had ever heard my teacher conveyed that English was the difficult subject and I was not capable in studying English . My teacher said “you will never master English if you make it your studying in fun. Studying English required you in straight way. You have to memorize many vocabularies and know well the regulations.” (Excerpt C076).

This statement is recorded in student C memory. She views that English is really hard to study, moreover, the studying should be very straight (no fun studying). It would be recalled when she got difficulties doing assignment. Consequently student C was low spirit when studying hard material. She said,

I always remember my teacher justification that English is indeed difficult and I am slow learner (Excerpt C084). It occurred when I couldn't really do some work. When this memory recalled, I couldn't continue the project. Furthermore, I didn't enthusiasm participate in classroom discussion which the subject was too difficult. I used my phone to entertain or talked softly with my peers (Excerpt C086). In case, I sometime came in the classroom without preparation (Excerpt C088).

Actually this sarcasm had done when student C in junior high school, however, the effect is felt until she is in academic level, especially when running into the hardest subject. Student C proposed,

Even though I had suffered negative legitimizing in junior high school, it still recalls until now exactly when I study the hardest material such as functional grammar. I found the term that straight different in studying grammar previously. So that, I always thought that functional grammar was really hard (Excerpt C090). Apparently, all of about functional grammar seemed difficult and not easy to break it down. When functional grammar class was started, I just waited the teacher or presenters ended the discussion (Excerpt C092).

Student B actually owns good competence in English. It can be proved from the academic report in which showed that she acquired good score in almost subjects. Nevertheless, she ever suffered humiliation which governed her learning activities in full of doubt regarding her abilities. Student B proposed,

Naturally, I am not really difficult to study English, however, I frequently feel self-doubt concerning my competence that I couldn't finish well (Excerpt B092). It was caused my teacher in senior high school (Excerpt

B086) commended me that I was lack of intelligence in English. After that, I hated with English but I had to show to my teacher that I am not apparent as my teacher view (Excerpt B088). But when I faced boredom in learning English, I admitted that voicing myself in lack of competence is already correct (Excerpt B090).

Negative legitimation also comes from cultural environment. Student B who graduated from Islamic boarding school experienced suffering on unimportant of studying English. She said,

My instructor and also my friends stigmatized that English is not important. It doesn't guide to success in the hereafter (Excerpt B108).

This view makes student D spiritless learning English. He proposed,

I agree with my instructor and my friend perspective that English should be studied after I am fully know the religious sect. I do not want to learn English beat my top priority. Hence, English is my additional learning activities after I have finished learning religious teachings (Excerpt D108).

Students behave negatively during classroom discussion in the form of reaction caused from poor self-image as learner such as lack of enthusiasm participate in classroom discussion, avoiding the group, just focusing to the end of learning, playing mobile phone, and discussing with a peers. Needless to say, poor self-image as learner caused by sarcasm and negative legitimate comes from three factors. First comes from the peers. Second appears from teacher. Third emerges from the environment.

2. Fear of Looked Foolish Image in front of Public

Some students have a perverse wish only to learn things they know and/or they already can do well. They were not confident when they had to finish the work that probably they complete incorrect. Student B said,

I do like to perform or finish classroom work/instruction that I am really the win of this condition. On the contrary, I am not willing to do

the work that I am not in capable with it or I am less competence (Excerpt B124).

Apparently, they will only try to learn something new and difficult if they know this can be done in private. Student C proposed,

I am okay learn new material if I have enough background knowledge on it. Or the material can be finished by myself or no one knows if I have done incorrect (Excerpt C100).

Students wish public legitimacy that they can do the best. They fear in making mistake for doing some new projects. This was done by Student B,

I do not want to be lose (Excerpt B122). I have to be looked superior in front of my friends and my teacher. I really disapprove if I fail to finish correctly on my work. So that, I have to perform with the work that I really master it. And I would rather to not doing the project if I can't finish well. (Excerpt B1124).

With the result of students don't want to be stigmatized negatively or to catch good public stigma, student might do something immoral. For example Student D proposed,

I am very glad acquired good point even though it doesn't come from my effort (Excerpt D120). I am fine asking or cheating my friends work as long as my teacher doesn't know it. The main important, I have good score and I am not looked foolish in front of my teacher. (Excerpt D116).

In addition, student actually can do the work but because of she/he doubts on his/her competencies and avoids public negative stigma, she/he prefers to ask his/her friend work that is really capable to accomplish the project correctly. Student B conveyed,

I am afraid my work will be incorrect (Excerpt B130), hence, I wait my friend finishing the work then I just copy it. Even though the answer is not correct, it makes me more comfortable than I have to finish by myself (Excerpt B128).

Student C proposed that she also would rather copy her friend work than finishing by herself,

When I get incorrect answer and no one do as like me, I feel so shy. Therefore, I like better copy my friend work (Excerpt C110).

Another case also occurs when the students do not understand the subject matter discussed in the classroom. They prefer to keep silent. This intends to hide their deficiency or they do not want their friends or teacher know their lack of understanding. Student B proposed,

I often underwent miss comprehending in the classroom discussion, moreover, I didn't know what the discussion about. Yet, I was not willing to ask question. I was afraid my question would be very easy or out of the topic. I was worried that my teacher and friend legitimated me that I do not pay attention to the classroom discussion (Excerpt B134).

To cover deficiencies or aim to appear superior in the face of teacher and friends, students pretend to ask the material that has been understood. Student A pointed,

I have understood the material but I ask to my teacher or the presenters in the classroom discussion. It tends to own point from my teacher (Excerpt A328).

In the same scenario, student pretends to respond classroom instruction by answering classroom question carelessly. Student B expressed,

I do not care whether my answer is correct or incorrect, the matters, I could answer the question and get the point from my teacher (Excerpt B132).

Fear of looked foolish in front of public usually cultivates the students in lack of confident. Students avoidance toward classroom discussion by staying quietly is the usual behavior that done by the students. The only students' want is public legitimacy that they are capable. They will only engage in learning that they stand a good chance of winning, and they will

only try to learn something new and difficult if they know this can be done in private.

3. Student Is More Threatened

Feel of threatened in learning process causes the student respond negatively. The feel shows a fear which becomes an anxiety for students who face learning tasks without confidence in themselves as learners. In case, students can be faced in the classroom in the form of sitting quietly or little contribution in learning process. Student C delivered,

I feel threatened when I fall under incomprehension what the presenters explain (Excerpt C116). Therefore, I can not produce questions, give opinions, or engage in classroom discussion. When the teacher give me questions, I am only mute while pretend to find an answer in the book (Excerpt C118).

The case above was also encountered by student B. She stated,

In functional grammar class, the students had to ask to the presenter or gave clarification (Excerpt B140). One of the biggest point carried out from that. I got like a big trouble when I couldn't succeed to grasp the material discussed, accordingly, I couldn't perform what I should ask or give clarification (Excerpt B142). I just kept myself in silent (Excerpt B144).

Student who feel threatened was also done in the form of insecure with his/her competencies. In the classroom, she/he was worried so that she/he fall silent and often bowed his/her head in order to avoid classroom interaction.

Student D conveyed,

I am very hard to memorize the terms in functional grammar while my friends are easy to catch it. I felt all of the time used in the classroom like in the tiger cage. I felt there is nothing I can do. I just fall silent and tried to avoid classroom interaction (Excerpt D120).

Feeling insecure was also happened by student A which came from group work.

Student A said,

I frequently finished the group work by myself. My friends often overburden me on group work. They supposed even if they do not do the group work, it will be finished. I am inconvenience in this situation. It is impossible for me not finishing the work, because I am as the leader of the group has to responsible all of the work in the group. So that, I inevitably finish all of the group work by myself even though I actually do not want (Excerpt A140).

Students' obscurity toward teacher wish produced negative response. The students was not being able to figure out what the teacher really wants in an environment where so many of the learning parameters had been required and the complexities of the material. Student B put across,

I ever got the work which was very intricate (Excerpt B152). I did not know the instruction of the task. Then, I tried to ask the teacher, unfortunately, I got nothing comprehension. I then finished without clear direction (Excerpt B144). Surely, the result was far from my teacher expectation (Excerpt B146).

Student C also pointed,

I had interrupted to my teacher that I hadn't understood the material. But my teacher didn't hear me. She consistently ordered to finish the work. Consequently, I sometime completed the work carelessly or avoided the work (Excerpt C126).

Feeling threatened is even caused from teacher less smiling and do not like to joke. This makes the student feeling frightened and anxiety. The students cannot explore what they want and feel afraid to share opinion. Student C proposed,

When I face the teacher who do not like joking, I merely sit paying attention to the lecturing. I don't dare to give my opinion, interruption, or objection. I don't also courageous to ask some misunderstanding explanation. I prefer to keep my question then asking my friend out of classroom (Excerpt C130).

The students are also threatened in the classroom to the teacher who required punishment for the students who do not fill the objective and teacher wants. Student B proposed,

I think nothing students who want to be punished (Excerpt B162). I really disagree when the teacher requires punishment in learning process whatever the reasons (Excerpt B164). I had ever felt to be punished because I answered incorrect toward the teacher asked (Excerpt B166). After that, I prefer to keep silent (if I doubt toward the answer) when my teacher asked (Excerpt B168).

There are a lot of students who come in the classroom with lack of or without preparation. Student in case will respond negatively in the classroom even more the teacher holds quiz without any information earlier. Student B proposed,

My teacher often gives quiz without information earlier. I do not like it much less if I have no preparation before (Excerpt B186).

This condition was also situated by student C. She delivered,

It is truism that quiz sometime makes the students feel competitive in the classroom by answering sooner but if nothing preparation everyone will reject it (Excerpt C142).

Homework is a commonplace but that makes strange when it is too excessive and it should be submitted in the same day. Students allay that they should also need time for doing another assignment. Sometime, it makes the students avoiding or not doing the work. Student B proposed,

I have 12 courses that sometimes require some assignment which should submit in a close-up time. When it occurs I feel frustrated what subject I should do earlier. I prefer to finish carelessly or even not submitting the work (Excerpt B1192).

The cause of students feel threatened also came from the duration of learning process. Students would be bored and not enthusiastic facing the courses which due was too long. They reacted in the classroom such as sleeping in learning process. Student A proposed,

Actually I like this subject but because of on that day there are four courses, I am not really interesting joining the classroom enthusiastically. Probably for the course which hold in the first period, I still spirit to engage in the classroom but after the third period, I am

very tired and I need to have a rest. Feeling sleepy and avoid classroom discussion sometime is the condition which I encounter (Excerpt A322).

Long duration of the courses and the due that comes in sequence was also encountered by student C,

I cannot concentrate when I have to meet the course in the last session with the schedule which requires more than three courses in a day (Excerpt C148). I feel sleepy and ever sleep in the classroom activities because of this tight due (Excerpt C150).

Overly high demands from parents make the students depressed in learning process. Students C stated,

My mom is obsessed for me to be the lecturer. She sets my objective and always limit my activities which not related to her objectives. She always requires me acquiring good score. She also ever threat me if I fail to get good score, my pocket money will be decreased (Excerpt C156).

The same but oppositely case is underwent by student C. The student wants to be English lecturer but her parent is not supported. She conveyed,

I do like English subject. I intend to be English teacher. Unluckily, my parent expects for me to be Religion teacher to continue my father dedication. I persistently followed my wish (Excerpt C162). Consequently, even though my parent don't restrain me but I am as like learning without my parent support (Excerpt C164).

In every learning situation, students psychic and physical plays a significant role. Psychic and physical factors of students determine whether they come to the classroom respond negatively or positively. Student responded negatively to learning process when the psychic and physical were not fit. She/he just came in the classroom with minimal effort and enthusiasm. This condition made the student feels threatened. Student A stated,

When I had problem with my family, I could not focus in learning. I just imagine the solution of my problem (Excerpt A84).

Student C delivered,

I ever came in the classroom while I sustained headache. Of course, I couldn't concentrate to learn. I just wanted to sleep during classroom learning (Excerpt C214).

Feeling of threatened in the classroom was faced by student when she/he had a lot of activities out of classroom. As we know that undergraduate students require a bunch of activities outside either joining organization or working to suffice the needs. Hence student who had felt enjoyable in his/her organization blames that classroom learning is not as important as joining activities in the organization. Hence, he/she rarely came to the class if she/he had agenda in his/her organization. In addition, because of there were a lot of activities outside classroom, she/he frequently came in the classroom late or even slept in learning process. Student D proposed,

My focus is divided into two parts, classroom learning and my organization. Ideally, I have to balance both. But, I often face the decision that I have to stand in one of them (Excerpt D198). Oftentimes, I determine to position my classroom learning in number two (Excerpt D200). In addition, it is usual if I came late or I slept during classroom learning (Excerpt D202). Because at the night I often slept over night or even no sleeping anymore. I tried to find the seat in the back side in order to have more relax (Excerpt D204).

Student C also stated,

In the space of my learning schedule, I work in a shop. I often feel too tired (Excerpt C216). I join the class with minimal effort. I am not interesting enough to active in classroom discussion. I just hear my teacher and the presenters explain the material (Excerpt C218).

Students are threatened in the classroom learning done in eleven factors. First fails to grasp the material. Second feels insecure toward the competencies. Third cannot figure the teacher wants. Fourth is teacher less smiling. Fifth is classroom punishment. Sixth is unexpected quiz. Seventh is excessive work.

Eighth requires more than four subjects meeting in a day or the due is too long. Ninth is high demand from parent. Tenth, student got problem in his/her psychic and physic. Eleventh, student owns many activities out of classroom. Usually students react this causes by keeping themselves silent, little participation, feeling sleepy, and/or sleeping.

4. Poor Interaction with Peers

In a variety of active-learning strategies, ranging from simple pair discussions to more complex cooperative learning groups and class projects require students to interact with peers in classrooms. Student A proposed,

In active learning strategies applied entails me to have more interaction with my peers (Excerpt A302). There were a lot of projects that have to be done in a group (Excerpt A300).

With increased student interaction comes the possibility of poor interactions that could cultivate student negative response which required a lot of causes. Student C proposed,

I am typically quiet person or introvert. I do not like to talk much in front of public. I would rather keep myself alone while playing what I like as mobile game (Excerpt C170).

This student character makes the student respond negatively when the student should perform by team work. She resists a whole of learning process and/or even judges that group work is not important. She stated,

I can't find what the important of group work is. If my teacher allows me to finish the work individually, I would rather select doing the work by myself . But the instruction obliges me to do in group (Excerpt C172). In case, I usually ask the part or portion that I have to do and accomplish it in my home or wherever the place, the most important I can bring a task to an end personally (Excerpt C174).

Student D actually own good interaction. They like to interact, communicate, or do some works in a group. But after he had got sarcasm from his peer, his interaction despaired. He had a strong feeling of displeasure to the group work especially if the member of the group was leaded by the one who harassed her.

I really displeasure with her (someone who had delivered sarcasm to her) in doing anything whether interacting, discussing, or doing some projects. I don't want to cooperate with her. She has broken my heart by her saying. I see that I am in low proficiency on English but it doesn't mean that she harasses me at will. I need to be honor as her friend (Excerpt D130). Nevertheless, I basically like to work in group (Excerpt D134).

Student C also experienced as like student D. She was harassed by her peer and it makes her heartache. She voices,

Because of my last experience that I had been insulted by my peers when doing group assignment, I feel distress and annoyance especially when finishing work with her (Excerpt C178).

It impacts to the whole of classroom learning in all subjects. She felt inconvenient when classroom discussion is presented by her. Moreover she wants to avoid her even though it was failed by her friend. She said,

I was almost decided to move in another class but my friend still prevented me to keep stay with her in the same class. Finally, I follow my friend recommendation (Excerpt C180). But during learning process, I do not want to sit behind her and I always keep on the opposite her deed (Excerpt C182). For example, if in the classroom discussion, she had given opinion, I had to try produce another opinion which contradict with her or I kept silent (Excerpt C184).

The next factor contributing to negative response caused from poor interaction is social loafing. Social loafing means a term used to describe when individuals working in a group do not participate equitably. Those students who are contributing less are considered social loafers. Social loafing, and the

perceived unfairness of workload distribution within a group that it implies, can have a strong negative impact on student attitudes toward teamwork.

Student A proposed,

Surely, I feel burdened because one of the member in my group participated or contributed little or even didn't contribute to do the work. But he got the same score with me that had done the work very hard. This is not fair (Excerpt A290). But I can do nothing because it is impossible I have to say to my teacher that my peer doesn't contribute to finish the work. It will destroy my relationship. But I honestly object in this situation and pretend nothing problem in front of others (Excerpt A292). But, sometime I can't manage this problem. I just want to cooperate with the one who want to contribute finishing the work together (Excerpt A294).

Poor interaction which cultivated negative response also caused student alienation in the classroom discussion. Student feels that her/his present is not important. Furthermore, she think that she can't do nothing in the group. Student

D proposed,

I do want to be involved greater in the group work, however, I frequently had no longer opportunity. I was usually given the easier section in the group discussion. My group member often taught that I couldn't finish the hardest task (Excerpt D138). I feel alienated from my group (Excerpt D140).

Student feels excluded or alienated when she/he didn't have sufficient roles in finishing the work. Student D proposed,

I experienced unfairness doing group work. It happened when I was not invited to discuss group work while my friends were informed to join the discussion (Excerpt D146). After that event, I feel my present is not expected and I decided to move in another group. Moreover, I avoid to interact to the one who had been alienated me (Excerpt D148).

The other case was underwent by student C,

I had joint group discussion and also completed my group work, yet when the presentation came and the question answer had started, I did not allow to answer the questions (Excerpt C188). At the moment, I

thought that my studying and my work was useless (Excerpt C190). Moreover I do not like her who dominates the discussion and feels that she is the best one (Excerpt C192).

Student who is too idealistic usually tend to be stingy sharing what knew.

She/he doesn't want another people beat her/him. She/he considers his/her friend is enemy to be defeated, not as a partner in achieving her/his goals. Student D encountered this event. He proposed,

I ever asked my friend concerning some problem in my work. She didn't give me explanation instead telling me to ask another. I knew that she can explain it but she was unwilling to share her comprehension (Excerpt D154).

Student D also experienced the same case in another problem. He proposed,

When I had test, I couldn't answer the question. I then asked my friend. She didn't give her answer but shared me another answer that incorrect (Excerpt D5156). I hate enough with her and I promise to not ask again with her (Excerpt D158).

Shortly, the data obtained that the factors of student negative response caused from poor interaction with peers was done in five rationales. First, student character is introvert. Second, student experienced harasses. Third, student is loafer. Fourth, student is alienated. Fifth, student is lied to her/his peer. The form of students' negative responses appeared form this factors is avoiding to do group assignment.

5. Teacher Miss-behaviors

Instructor or teacher misbehavior might reflect students' negative response. They usually responded negatively the classroom by avoiding the class, ignoring the teacher, disturbing the peers, or even rebuttal. The reported instructor misbehaviors seemed to reflect an unwillingness or inability of the instructor to engage with students such as apathetic to students, inaccessible to students outside

of class, and unresponsive to students' questions. And it is caused student dislike to teacher. Student B experienced teacher apathetic to the class. She proposed,

I actually do not want to blame the teacher but anyone knows that teacher is central figure in the classroom. Teacher spirit and enthusiasm impact on students (Excerpt B204). To be honest, I am not excited to participate in the classroom when facing a teacher who is not enthusiastic in the classroom (Excerpt B206). I usually counter by doing another activities such as playing game in my mobile phone, browsing, chatting, or talking with my peers (Excerpt B208).

Student A was also experienced the teacher was apathetic during classroom presentation,

My teacher was busy to play mobile phone, whereas, the classroom was out of control. The presenter explained while another did not pay attention. I was prejudiced that my teacher was not really willing to teach (Excerpt A276). So that, I was not really interesting to participate in classroom discussion. In addition, because of that, I joined my friends talking other classroom topic (Excerpt A278).

Student D who joins the activities out of class or an activist in one of student organization in IAIN Tulungagung required a lot of activities out of the classroom and he sometime needed to ask permission for several meeting. But the teacher didn't permit it. He responded negatively to the teacher,

I agree that classroom learning is important, however, the activities out of classroom is equally significant. But my teacher is inaccessible more for the students to do the activities outside (Excerpt D170). Sometime even though my teacher don't allow it, I rebut it. I don't attend the classroom without permission (Excerpt D172).

While student C run into teacher unresponsive toward students' questions in student presentation. She stated,

In classroom presentation usually required some questions from the audiences or even more from presenter. Yet, the teacher seldom confirmed the questions or little feedback, instead, the teacher told another topic after the presentation finished (Excerpt C202).

Other suggested that the teacher did not treat students collegially and respectfully. This was done in the form of teasing abusive the students. Student B proposed,

My teacher said to my group members when the session of presentation, “You explain by bahasa Indonesia, how could your student respect you? It is nothing. Close your presentation and repeat next week.” Those suggestion didn’t motivate me but made me less confident to speak English in front of public (Excerpt B212).

Questions about the instructors’ level of commitment to the course were evident from behaviors such as: absent, tardy, keeps students overtime, and reschedule the class. Student B proposed:

If the teacher attended the classroom regularly, probably the class would be more conducive (Excerpt B218). Furthermore, I could acquire more additional information from the teacher or I could ask what I hadn’t understood yet. But my teacher seldom came the class. So that, the classroom was not conducive (Excerpt B220). Sometime I did inappropriate activities in learning process such as sleeping, playing mobile phone, joking, reading newspaper, or discussing with my peers (Excerpt B222).

While student A frequently faced the present of the teacher in the classroom late.

Hence makes the classroom done overtime. She proposed,

The class would probably be finish on time if the teacher came in the classroom in accordance with the schedule (Excerpt A258). My teacher frequently came late and keep the class overtime. I am as the leader of the class always demanded by my friend to remind the teacher that the class had been so overtime (Excerpt A260).

Issues of teacher misbehavior impacted student negative response performed a perceived lack of teacher fairness. Those were present unfair testing, unfair grading, and shows favoritism. Student A encountered unfair testing after finishing group work. She proposed,

I had completed the work and my friend just offered the name. But my friend got score as what I owned (Excerpt A278).

Student D felt in the classroom as like alienated. The teacher just recognizes and closes to the active student. He proposed,

The teacher showed favoritism. The teacher interacted closely in the classroom just for the student who was always active (Excerpt D174). I had seldom invited to make decision when (for example) dividing the member of group work (Excerpt D176).

Teacher often gives the excessive work that do not consider to the other assignment. Student would refused or rebutted out of the classroom by compromising with their peers to not complete. Student D proposed,

I had a lot of works. I had to engage in my organization and also doing assignment for another subjects. The teacher sometime distributed a lot of assignments that should be completed and submitted quickly and simultaneously (Excerpt D180). If it occurred, I compromising with my friend to not submitting or doing carelessly (Excerpt D182).

Accordingly, instructor misbehavior appeared in this study in which responded negatively by the students is done in five categories. First is an unwillingness or inability of the instructor to engage with students. Second is the instructors did not treat students collegially and respectfully. Third is the instructors' level of commitment to the course. Fourth is lack of instructor fairness. Fifth is distributing excessive work which required to complete sooner and simultaneously. This response appears in the form of avoiding the class, ignoring the teacher, disturbing the peers, or even rebuttal.

6. Another Factors

Besides the factors mention above the students respond negatively is caused in adequate class a equipment. For example, the projector doesn't work, classroom atmosphere is hot, and noisy classroom. Student D proposed,

The atmosphere in my class is too hot especially when my class is on the fourth to tenth period (Excerpt D210). I cannot concentrate in learning process. During classroom learning, I just tried to make myself convenient such as fanning myself with a book (Excerpt D212).

Student D pointed,

There are big number of students in my classroom and no air conditioner. Those were more than 30 students. The atmosphere is definitely hot, moreover, the noise from outside makes me difficult to concentrate (Excerpt D216). Accordingly, sometimes I did not deliberately pay attention to the class and I just waited the class end sooner (Excerpt D218).

Student B even experienced no seat available in the classroom, so she had to find the seat in another class. She conveyed,

I ever came late. When I was in the classroom, I got no seat. I had to walk to another class to take the seat and brought it to my class. It was so incommode (Excerpt B238).

Another factors gaining in this study beside the five factors mentioned above are done in classroom environment which unsupported.