

CHAPTER V

DISCUSSION

In college education, encouraging factors contributing to students' negative responses is a valuable aspect of teaching process and learning environment. Brookfield (2006: 217) states one of the most frequent complaints heard on campuses around the country is that students aren't what they are, that they want an easy grade for no work, that they have no attention span, and that they are lack any intrinsic interest in learning. It is important to remember that in many situations where students are responding negatively in learning the best we can hope for is to contain the resistance displayed by some so that it does not completely take over the classroom.

The truth is that student's negative responses is a multilayered and complex phenomenon in which several factors intersect. Trying to understand why students respond negatively in learning is something I have spent for this study. Hendrickson (2012: 37-49) proposes three themes that might be students' factors responding negatively: family values and expectations, quality and relevance of education, and misunderstandings between teachers and students. This study is resulted a lot of factors might be the causes why student resists in classroom instruction especially in English class which required active learning instruction and this also confirmed the previous study toward factors contributing students' negative response.

I tried to confirm and investigate further concerning to why students respond negatively in classroom instruction. Brookfield (2006: 217-221) points that poor self-image as learner and fear of looked foolish in front of public are to be the factors of students' negative response which come from personal students. While student is more threatened, poor interaction with peers, and instructor misbehaviors are the causes which appeared outside of the students (Weimer, 2002: 150-153; Seidel 2013: 586-595). Those factors have been confirmed and founded in this study.

A. Poor Self-Image as Learner

Many undergraduate students have undergone being stigmatized in their previous school or learning environment as being not competence or lack of commitment. Here, students behave negatively 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. Brookfield (2006: 217) as the teacher investigates in his classroom teaching. The students may well have suffered persistent sarcasm, systematic humiliation, and peer ridicule for their apparent lack of intelligence or commitment. Others might have a command of academic skills but be full of self-doubt regarding their abilities. For all these learners the smallest disappointment, the least bump in the road, will quickly be taken as incontrovertible evidence of their unsuitability for college and lead to them either dropping out (at worst) or struggling unconvincingly through a course (at best).

Legitimizing on English learning which make student in lack of self-confidence even more frustrating was found in this study. Student suffered when

group assignment was required. She was legitimated negatively by her peers that she was lack of commitment which resulted the work completed was not appropriate. Negative stigma also happened from the teacher who had underestimated by stating the material is hard and the student could not complete it. Even though the stigma had done in the junior high school, this affects until in the college level. Martinezz (in huffingtonpost.com, 01/08/18) proposes that students who are stigmatized negatively, bullied, teased, and put down, develop a negative self-image that can carry over into their whole of learning process.

Environment which doesn't support in learning contributes the emerging of negative stigma which influencing to the factors of student negative response. Even though English is the largest language that learned in almost every country in the world (englishfirst.com, 01/08/18) but not all education institutions in Indonesia respond positively in learning English. Usually Islamic boarding school which implemented salafiyah (Traditional method for teaching Islamic studies. This school is usually only taught Islamic material (nuonline.org, 01/08/18)) method is not really support English learning. This had been underwent by the subject of this study. Most perspectives from this school environment say English is not important. It doesn't guide for Moslem people to achieve the successful in hereafter. This perspective is embedded in the student investigated who comes from Islamic boarding school.

Those three causes of poor self-image as learner found in this study that resulted student negative responses is appropriate with what Martinezz proposed in [huffington post](http://huffingtonpost.com) (01/08/18). Students who do have a hard time in school in general, or even in a particular subject, who do not receive the help and support

they need at school, or at home, are a greatly increased risk of suffering of poor self-image as learner. They feel “stupid,” and ill-equipped. They have no way of knowing if others are struggling as well, but they often feel like they are the only person who does not understand. This makes them feel like they cannot be successful, and that they are not smart or good at school.

B. Fear of Looked Foolish in Front of Public

College students have convenience only to learn things they know they already can do well. They just perform something that they stand a good chance of winning. Brookfield (2006: 221) proposes students’ egos are fragile creations and, this fragility is as characteristic of those who appear confident and successful as it is of those who have struggled with previous learning. So students’ negative response to a particular learning activity may simply reflect their feeling that it is taking place in an overly public forum, rather than their dislike of the focus of the learning itself.

Scared of looked stupid in front of public is confirmed in this study. Students do not want to be stigmatized foolish. They eagerly try to perform better and the best and reject all of the activities that implicated they will do incorrect. Sometimes some student doesn’t care the way to get better. For example, student doesn’t consider that cheating is prohibited. They just think the most important is looked cleverest, owning good score, and being appreciated by public. In addition 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.

Every student just wants to look like a perfectionist. Many perfectionists fear challenging tasks, take fewer risks and are less creative than nonperfectionists. Tartakovsky (2018) found that perfectionists performed more poorly than their counterparts in a writing task. It may be that perfectionists so dread receiving feedback that they don't develop the same writing skills as nonperfectionists (psychcentral.com, 01/08/18). When students fail at something the first time they attempt it, they may not want to try a second time. If their self-confidence has taken a beating, the fear of failure can also keep them from trying new things. It can be a vicious circle—students don't take risks because they don't want to fail. But without trying, they can't succeed, either (understood.org, 01/08/18).

Students who fear or doubt their competencies resulted in low confidence in doing anything. One of the instances pointed out by the subjects of this study is they don't convince with their work. They feel shy finishing the work incorrectly while no one performs like that. Hence, when facing the work which they doubt, they prefer to copy their peers' work. Schintu (2017) states being scared of looking stupid is the foundation for every category of social anxiety. Most of the time just think looking stupid but actually don't really look stupid at all. This makes everyone reject the activities which she/he deems less able to do (linkedin.com, 01/08/18).

C. Feel of More Threatened

Success in language learning depends mainly on students' ability to engage in learning. Students who just come in the classroom keeping in silent or effortless to join in classroom discussion will not acquire more meaningful learning. Abebe & Deneke (2015: 74) state in the context of English as a Foreign/Second

Language (EF/SL) teaching and learning, students' verbal participation or engagement is essentially important in the classrooms. It is believed that when students engage in the classrooms with their teachers or among peers, they are compelled to be involved in the 'negotiation of meaning', that is to express and clarify their intentions, thoughts and opinions.

Nevertheless, engaging students in the classroom discussion is one of the most problematic areas for students. Second/Foreign-language learners, especially Asian learners often seem passive and reticent in language classrooms. Students often do not respond to teachers' questions and they do not volunteer answers or initiate questions. Students tend to speak their L1 whenever the teacher is out of earshot. Teachers also recognize the fact that students will not produce answers unless they are called on (Abebe & Deneke, 2015: 75). It is not surprising to find out that students often know the answers, but just do not want to volunteer to say them. They are reluctant to participate in classroom discussions. Some rarely respond to their teachers or actively participate in discussions.

Students who attend in the classroom with less participation in classroom activities are frequently caused students who felt threatened (Weimer, 2002: 151-152). In this study, the feel of threatened in the classroom which encountered by the students is done in eleven factors in which they react this causes in the form of keeping themselves silent, little participation, feeling sleepy, and/or sleeping. 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..

This finding is almost similar to that reached by Abebe & Deneke, (2015: 72-89). They proposes student feel threatened in the classroom which resulted low participation tends to be caused lack comprehension on the material discussed, less preparation, fear of making mistakes or being laughed at, fear of negative teacher trait, fear of negative teacher evaluation/correction, lack of confidence, low proficiency on English, feeling of foolish in class, and shyness.

D. Poor Interaction with Peers

Poor interaction with peers in the classroom makes difficult for students to get the most out of their education. The demand of active learning which requires more interaction will be the big trouble for students who encountered not good communication with their classmate. With increased student interaction comes the possibility of poor interactions that could cultivate student negative response which required a lot of causes. This response usually appeared in the form of not willing to do group work. Student tries to avoid interaction with the one who offended or hurt him/her.

Students whose character are introvert might be the basic factors why they tend to come in the classroom keeping in silent. This precisely found in this study. Student avoids classroom communication due to she doesn't like to speak much in front of public. She also doesn't like work in group. She prefers to keep herself quietly and individually. The previous study found that 53 % of students are afraid of speaking in front of others in class. More than sixty-eight percent of her

subjects reported feeling more comfortable when they did not have to get in front of the class to speak. To speak in front of the whole class is a potentially risky business in many students' eyes. However, students feel a lot better when they are not required to face the whole class (Abebe & Deneke, 2015: 79).

Not only introvert students but also students who is likely easy to communicate face interaction which is not good with peers. This study exhibits poor interaction also comes from student who actually owns 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 has a strong feeling of displeasure to the group work especially if the member of the group is leaded by the one who harasses him. In other hand, students who experienced being alienated and lied from their peers is the causes of poor interaction.

This study is similar with the research by Seidel (2013: 586-595). He found that poor interaction was also practices by the students who is basically easy to interact to others. However at the special cases, the interaction is destroyed by social loafing, being affronted by peers, or getting unfairness. Poor interaction with peers surely disturbs learning process. The teacher should recognize and try to resolve this problem in order to create learning environment more convenient.

E. Instructor Misbehaviors

It is determined that the misbehaviors of the teachers according to the perceptions of the students are more towards “relations and learning process”. The misbehaviors of the teachers related to relations are related to injustice, violence and negative communication

perception, characteristics of the teacher. The misbehaviors of the teachers related to learning process are more related to boring classes, assessing and evaluation and classroom management (Yildirim, Akan, & Yalcin, 2016: 1-12).

In this study, the misbehaviors of the teachers which emphasizes the boredom of the classes show that traditional training methods in which the teachers is more active are still in use, and the contemporary training methods in which the students are more active have been adopted completely but not maximum. In this theme, the misbehaviors of the teachers such as did not treat students collegially and respectfully is responded negatively. In addition, there are several misbehaviors of the teachers in the classroom management and evaluation process of the course. It can be said that the teachers' level of commitment to the course is low such as attending the classroom late, the teachers are lack of fairness, and they assume that distributing excessive work which required to complete sooner and simultaneously. This response appears in the form of avoiding the class such as keeping silent and not coming in the classroom, ignoring the teacher, disturbing the peers, or even rebuttal.

There are big number studies related to teacher misbehavior which affected students' learning. The behaviors of the teachers as keeping distance, their indifferent and cold behaviors and lecturing fast and discouraging the students from attending the course are the most important two factors in the disorder of the classroom (Yildirim, Akan, & Yalcin, 2016: 1-12). Bolkan (2017) learned what some of detrimental behaviors are

defined as teacher misbehaviors. These include 31 specific misbehaviors organized into six categories including punctuality and absenteeism, the organization and structure of course material, insensitivity to students, being unavailable, unfair evaluation, and poor presentation. Seidel (2013: 586-595) proposes that a busy teacher may contribute to the cause of teacher misbehavior. Teacher who also work in out of classroom should give greater attention before judging teacher misbehavior.

The other factors besides five factors mentioned above, this study also found students' negative response is caused from the classroom which is inadequate equipment like no fan (air conditioner), the projector can't work, or the class is too crowded. In website of teacher post, Lynch (2016) proposes that teachers should understand that classroom environment especially from physical support is a major factor which dictates a student's academic response. Research has also indicated that students need to have a comfortable class in order to students will be more focused and feel enjoyable during learning in the classroom. At least air conditioner, television or projector, and loudspeaker should be available in language class (theedadvocate.org, 03/08/18).