THE STUDENTS' ATTITUDE IN EFL CLASSROOM AT MUHAMMADIYAH UNIVERSITY OF MAKASSAR

Sikap Mahasiswa di Kelas EFL pada Universitas Muhammadiyah Makassar

[1]Abd. Rajab, [2]A. Qashas Rahman, [3]Syarifuddin Dollah

[1] English Education Department, Muhammadiyah University of Makassar

rajabchoro@gmail.com

[2,3] English Language Program, State University of Makassar, Indonesia

ABSTRACT

Successful learners are enthusiastic, exhibit confident attitudes toward learning have positive expectations from it and do not experience anxiety about learning. Because the attitude toward learning one has inevitably in fluency the outcomes, the more positive attitudes one has, the better he or she performs in learning. The objectives of this research was to find out the students' attitude toward lecturer's explanation at Muhammadiyah University of Makassar. This research employed descriptive Quantitative. The participants of this research were 38 students in F class and 2 Lecturers at Muhammadiyah University of Makassar. The result of the research were collected through the use of Questionnaires and audio-video camera, and then it was calculated and transcribed to be analyzed.

The result of research from the questionnaire that was distributed to the 38 students consists of 20 items and open ended question show The Students' attitudes toward lectures explanation at Muhammadiyah University of Makassar were good attitude (82).It was the students' students' attitude toward lecturer's explanation in EFL classroom at University Muhammadiyah of Makassar is positive. The Students have positive attitude toward lecturer in presenting the material in the classroom. Besides that, they perceive that teacher's explanation that showed by the lecturer are prepare, enthusiasm, summarizing, good explanation, sympathy, friendly. Good characteristics of lecturers' explanation in EFL classroom at University Muhammadiyah of Makassar. The lecturers always make a good explanation in presenting the materials, namely; prepare before teaching, giving the example from simple to complicated, the lecturers always checking understanding of the students, explaining the material more than one if the material is difficult, and making summarizing of the end in teaching process.

Keywords: *The Students' attitude, Lecturers' Explanation, EFL Classroom*

INTRODUCTION

Language has a main role in student's intellectual, social and emotional development beside it supports the success of learning in all subjects especially in English subject. Improving the teaching of a foreign language is based on an understanding of the process of language learning and a good background for an understanding of the successful language learner. Some people learn languages

very quickly. The language learning is expected to help the students to know themselves, their culture, their attitude and another culture.

Language learning also helps students to express their ideas, and to participate in their society and especially in the learning process. To success in language learning process, there are some factors can affect the students. According to Mondal (2012), there are some factors that can affect the students' success in learning process, such as: intellectual factor, learning factors, physical factors, mental factors, emotional and social factors, teacher's personality factors, environmental factors.

Related to Mondal's statement, the researcher focuses on the fourth point that is a mental factor. In this research, the mental factor can show the attitude. The researcher believes that the mental factor is attitude can affect the students' success in learning process. Based on the researcher's experience, when the researcher was an undergraduate student at Muhammadiyah University of Makassar, the researcher found that the lectures have an important role in the teaching process. The lecturers carry out a big responsibility in the classroom, especially to motivate the students in the learning process.

One of the important factors which can motivate the students in the learning process is the way or performance of the lecturers in presenting the teaching materials. Therefore, it can be indicated by the good and effective explanation in presenting the teaching materials. The good and effective explanation reflects the crucial indicator of the students' attitudes.

RESEARCH METHODOLOGY

In this research, the researcher used Descriptive Quantitative model. This model knew as the triangulation mixed method design, quantitative data were equally weighted and were collected concurrently throughout the same study-the data were collected in separate studies or district phases, as in the other methods (Gay et al. 2006: 491).

Quantitative descriptive research was also referred to as survey research, determines and describes the way things were (Gay et al. 2006: 159). In this case, it aims at giving a description and assessing the students' attitude towards the lecturer's explanation. It also determines and describes the good characteristics of lecturer's explanation. The population of this research was the fourth semester of students and lecturers at University Muhammadiyah of Makassar in academic year 2013/2014. It consists of 7 classes and each class consists of 40 students, therefore, the total number of population is 280 students.

The researcher chose one class as a sample of the research. In this case, the researcher used cluster random sampling, which will be applied lottery technique. It means that the classes were randomly selected from all the members of selected groups have similar characteristics and not for randomly individual. The first step was the researcher assigns and gives labeling of 7 classes (Class A, B, C, D, E, F

and, G). Then, these classes are randomly selected by lottery technique. Therefore, the selected class has taken as sample which is consists of 40 students.

The questionnaire was constructed based on the theory or opinion which was proposed by Ur (1991) and Barnes (2006). It consists of 21 items which are divided to 20 items for close-ended statements and 1 item for open-ended statements. Close-ended statements were used to find out the students' attitude toward lecturer's explanation. These statements used the Likert Scale which was divided into ten items are positive or favorable statements and ten items are negative or unfavorable statements.

The researcher prepared the questionnaire to the students and distributed it to the whole students. Before giving the questionnaire, the researcher spent about 5 minutes to give explanation about the purpose of the questionnaire and how to carry it out. The last step was the questionnaire was completed by the students and was submitted by the researcher to analyze and interpret.

To determine the level or category of the students' attitude toward teacher's explanation from the data which was collected through a questionnaire, the researcher used the following categories based on the Likert Scale.

Table 1. *Questionnaire Score of Likert Scale*

Statements	Strongly Agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly disagree (SD)
Positive (+)	5	4	3	2	1
Negative (-)	1	2	3	4	5

Table 2. *The category of the students' attitude toward lecturers' explanation*

No	Category of Attitude	Score
1	Very Good	85 – 100
2	Good	69 – 84
3	Slightly Good	53 – 68
4	Poor	37 – 52
5	Very Poor	20 – 36

FINDINGS AND DISCUSSION

1. **Students' attitude toward lecturer's explanation at Muhammadiyah Makassar**
   a) Findings from close ended question

Table 3. *The category of the students' attitude toward lecturers' explanation*

Category	Interval score	Frequency	Percentage (%)
Very Good attitude	85 – 100	11	28.95
Good attitude	69 – 84	27	71.05
slightly good attitude	53 – 68	0	0
poor attitude	37 – 52	0	0
very poor attitude	20 – 36	0	0
Total		38	100.00
Mean score		82	

Source: Questionnaire of students

Table shows that from 38 students' responding. There were 11 (28.95%) students had very good attitude toward lecturers' explanation, and 27 (71.05%) students had good attitude toward lecturers' explanation. The researcher found that the mean score of the students' attitude toward lecturers' explanation was 82.

   b) Findings from open ended question

   Write down your answer of the questions is "how do you think about the good lecturers' explanation of the learning material.

a. Explanation
   1. Menjelaskan dari awal materi dan yang penting sampai akhir Penjelasan yang baik adalah penjelasan yang sederhana dan muadah dipahami oleh mahasiswa
   Explaining from the initial materials until the last materials, also the lecturers do not change the schedule.

b. Discipline
   1. Menjelaskan dari awal materi dan yang penting sampai akhir serta jangan merubah-rubah jadwal yang telah disepakati.
   The good way of explanation is to explain the materials from the initial to the end of materials, the lecturer should not change the schedule.
   2. komitmen dengan waktu
   consistent with the time.

c. Responsibility
   1. Dosen yang bertanggung jawab
   The lecturer should be responsibility.

   d. Confidence
      1. dosen yang masuk mengajar dan tidak kaku tampil di depan kelas, dosen yang tidak hanya menggunakan metode belajar diskusi atau ceramah, karena hal itu tidak meningkatkan kualitas seorang mahasiswa.
        The lecturer should enjoy in teaching, not only using discussion method but also using other methods.

   e. Knowledge
      1. Dosen yang cerdas bukan hanya ilmu dunia tapi juga spiritualnya
        The smart lecturer has educational knowledge and religion knowledge.

   f. Motivator
      1. Dosen yang motivasinya segudang
        The lecturer has much motivation.

   g. Society
      1. Mau membantu peserta didik dari yang tidak tahu menjadi tahu dan dari yang tahu menjadi paham atau mengerti.
        The lecturer should help the students from not knowing to knowing, from knowing to comprehending.
      2. Dosen yang baik dalam menjelaskan materi adalah yang selalu memperhatikan apakah siswanya sudah paham atau belum mengenai materi yang telah diajarkan.
        The good lecturer should care to the students (the students understand or no
      3. Menurut saya, dosen yang baik itu adalah dosen yang ketika menjelaskan sebuah materi harus dengan contoh serta harus juga melibatkan pendapat para mahasiswa.
        According to me, the lecturer should explain the materials by using example, and taking the students' idea.

   h. Give the students chance.
      1. Ada baiknya ketika dosen memberikan kesempatan kepada mahasiswanya untuk mengungkapkannya idea.
        The lecturer should give to chance the student showing their idea.
      2. Sangat baik jika dosen menjelaskan dengan sangat lengkap.
        The lecturer should explain completely.

This part discussed such us: the students' attitude toward lecturers' explanation in EFL classroom. The Students' attitude toward lecturers' explanation at Muhammadiyah University of Makassar.

The first is close ended question, based on the findings the researcher showed the students' attitude toward lecturers, explanation in EFL classroom was good, because the mean score of the students' attitude toward lecturers' explanation was 82. The researcher takes the statement based on the category of the students' attitude (69-84 = Good). It means that students' attitude toward lecturers' explanation categorize good attitude.

CLOSING

There are some conclusions related to the findings and discussions in the previous part. The students' attitude toward lecturer's explanation in EFL classroom at University Muhammadiyah of Makassar is good attitude. The Students have a good attitude toward lecturers in presenting the material in the classroom. Besides that, they perceive that teacher's explanation that showed by the lecturers are discipline, enthusiasm, responsibility, confidence, knowledge, motivator, society, summarizing, and give the students chance.

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