

Chapter Four

Finding and Discussion

This chapter presents the findings to answer the research questions proposed in this study based on the interview data. This chapter also provides further discussion of findings and relates some references which have been reviewed in chapter two. This chapter explains about the finding of students' perception on teachers' attitude in teaching English at PBI UMY based on the data that have been collected. There are two major findings revealed from this study based on the formulation of the problem. Firstly, the findings are report students' perceptions on teachers' attitude in Teaching English at PBI UMY and the influence of teachers' attitude toward students' learning. The Second finding was the influence of teachers' attitude toward students' learning. In the finding, it is strengthened by the quotation from interview. The identities of the participants are shown as R1, R2, R3, R4, R5, and R6.

Students' Perceptions on Teachers' Attitude in Teaching English at PBI UMY

According to Lord in Rani and Tyagi (2013), there are three components of attitude namely cognitive, affective, and behavioral. Cognitive component involves a person's belief or knowledge about an attitude object. Affective component involves a person's feelings or emotions about the attitude object. Behavioral component consists of the tendency to act or react to the object in certain ways.

The same assumption also comes from Sarason in Okon and Archibong (2014) who identified three constituents of attitude: cognitive (beliefs), emotional (feeling) and behavioral (action). Based on these references, this research focused on affective and behavior aspect.

To begin with, in the beginning of interview the researcher asked the participants about their opinion about teachers' attitude in PBI UMY when they were teaching. These questions were aimed to know the teachers' attitude based on students' perception. Mainly, the finding of this research could be categorized in two points. They were affective attitude and behavior attitude. . The affective or emotional component collects all those emotions and feelings that stimulate statistics, for example; those subjective reactions of trust and distrust, like and dislike, among others. The finding about affective attitude is such as kind, friendly, and also good. There were also negative attitude from the teachers, like the teachers sometimes being angry in the class and also sometimes the teachers feels like moody.

Meanwhile, behavior attitude was defined as the attitude from the teachers that have correlation with the action from the teachers in the classroom. The behavioral component is related to expressions of behavioral intention or action, behavior that represents the tendency to act or resolve in a specific way. The finding of behavior attitude is like easy to commune, using polite language and also polite in using clothes. Further, the explanation of both terms will be discussed in detail in the following section.

Affective attitude. This research finding revealed that the PBI UMY teachers' affective attitude was good. In fact, the finding was collected based on the interview answers that had been given by all participants about their opinion about teachers' affective attitude. The majority of their answers were saying that the attitude of the teachers' in PBI UMY was good. Here is the statement of the participants.

The first statement that said that the teachers' attitude was good came from the second respondent who said, "For the teachers, when they teach the attitude was good. Good in terms of knowledge, delivery, and also can facilitating the student in the classroom" (R2.1). That statement also have the same ideas with the third respondent, he said "I think they are good enough. They can make the students speak in the class" (R3.2). Basically, most of the participants had the same argument that said the attitude from the teachers was good.

On the other hand, some respondents had the different ideas about the attitude of the teachers. Although it was almost as same as the majority of respondent, some students argued that the teachers have the different attitude. By the different of attitude mean the attitude was not as the expected one. The different attitude was also defined as different manner of the teachers when facing or teaching students at PBI UMY.

In accordance with this, respondent 5 said, "so far, I feel different. Every teacher have different attitude. There is teacher that have good attitude, and also some teacher have not good attitude" (R5.1). The same idea also came from the

respondent 6 who said, “in my opinion, I think every teacher have different attitude. There is teacher have good attitude like, kind, and friendly. Therefore, there is a teacher who has not good attitude” (R6.1). That is in line with Forgas’ (2006) argument, every people have different attitude. How they face, react, and feel something it will be different with other.

In a further analysis, based on the data from interview, the participants of this research also mentioned some attitudes from the teachers related with the affective attitude. They also mentioned some positive and negative attitudes. Here is some statement from the participants. “...The teacher has good attitude in the classroom, they can make me active, and I like the subject because the teacher has good attitude” (R3.3). The fourth participants also said, “...when they teach, they are friendly, patient, and can guiding students patiently” (R4.2). That findings have accordance with Rush (2007) who said that good teachers’ attitude will be have the good outcome in teaching. Good teachers could be guided for the students. How they teach in the classroom should made the students felt enjoy, comfort, and have a good relation with the students.

Based on Forgas (2006), the affective attitude has always been a key feature of the attitude concept, relatively little work has been done exploring the dynamic role that fluctuating affective states and moods play in the way attitudes are generated, maintained, cognitively represented, organized and expressed in social situations.

From those statements that came from the respondent, we know that the attitudes from the teachers were different. Basically, every teacher had different attitude. Some respondents felt that teachers' attitude in PBI UMY was good, such as kind, friendly, and also good. Teachers at PBI UMY were believed to be able to make students being active in the class. The teachers were able to patiently guide the students. Contrary, some respondents also said there were also negative attitude from the teachers, like the teachers sometimes being angry in the class and also sometimes the teachers feels like moody.

Behavior attitude. The second finding that has been found in this study was about the behavior attitude. Behavior attitude means the attitude from the teachers that have correlation with the action from the teachers in the classroom.

This research revealed that the behavioral attitudes of the teachers at PBI UMY were various. There was various students' perception on teachers' attitude. Almost the same with the previous finding, the participants also have given their opinion related with this topic. Here is the statement "in my opinion, some of the teachers are relaxed in teaching but some teachers also strict in teaching" (R1.1). That is also the same with the other respondents' opinion "attitudes of the teacher are having variation. There is a teacher who is attractive. The teachers can make the students active in the class discussion."(R3.1)

Further, the respondents also have mentioned positive and negative attitude based on what they have felt. Positive and negative behavior attitudes are

mentioned such as, easy to commune, attractive, moody, and many more. Here are the statements.

“Positive attitude, maybe, the teacher is easy to commune with the student.

Even though the age is also different but the teachers can have good relation with the students. It is like there is no distance between the students and the teachers” (R1.2)

“Positive attitude, for example, the teachers come on time, and also they use polite clothes. That can be the example for the students. Another example is that the teachers use polite language. It also can be good example for the student.”(R6.2)

These arguments are in line with the finding of teachers’ attitude. Eggen and Kauchak (2001) identified

“A number of positive teachers’ attitudes that teachers will facilitate a caring and supportive classroom environment. Such as: make students enthusiasm, caring, firm, democratic practices to promote students responsibility, use time for lesson effectively, have established efficient routines, and interact freely with students and providing motivation for them.”

On the other side, the respondent also mentioned the negative behavior attitude form the teacher. The negative behavior was defined as an action of the teacher that influenced the students. For example, sometimes the teacher was angry to some students. Also, some teachers were really hard to find. Mostly,

students also had negative perception on the negative behavior of the teacher. The students did not like the way teachers behave. Here is the respondent's answer:

“Negative attitude that I found from the teachers is such as, sometimes the teacher toward the class. Besides that, there is also teacher that is hard to be met with their own reason. In addition, sometimes there are teachers that getting angry to the class without any reason” (R2.3)

From those findings about behavior attitude of the teachers, we can conclude that the attitudes from the teachers are different. Basically, every teacher had different attitude. Some respondents felt that teachers' attitudes in PBI UMY when they were teaching were good. In fact, the teachers at PBI UMY were easy to commune, using polite language and also polite in using clothes. In the other hand, some respondents also said there were also negative attitudes from the teachers.

The Influence of Teachers' Attitude toward Students' Learning

This part also is to find the influence of teachers' attitude toward the students' learning. In fact, this research also had revealed that the teachers' attitude had several influences towards students' learning. Then, the influences of teachers had been divided into two parts, namely the influence of positive attitude toward students' learning and the influence of negative attitude toward students' learning. Teacher attitude can give a good effect for the student, but also teacher attitude can give bad effect for the students. The finding of positive influence of teachers' attitude is like more enthusiasts, interest, and also has high motivation to

come and learn. The negative influence of teachers' attitude also find such as lazy to join the class, students feel lazy to do the assignment, and also the students felt less motivation

For a teacher, being able to interact with the student and display positive behavior such as asking questions, understanding their thoughts, showing interest and appreciation increases the students' motivation and success.

Influence of positive attitude. Based on the research finding, teachers at PBI UMY with positive attitude had influence to the students learning. The participants have elaborated what they felt from the influence of teachers' attitude. They also mentioned some effects for their learning. Here are some statements that represent it. "The influence of positive attitude for me is, yeah, I become more interested and enthusiast to join the subject because the teacher have good attitude" (R1.6). The second and the sixth respondent also had the same ideas with the first respondent. They said: "For the positive attitude actually it can be influence to my learning. (R2.4). He also said that

Positive attitude also can make me more enthusiastic to come and join that subject. I can wake up in the morning and go to campus because I know the teacher is fun in teaching and it does not make my mood broken. (R2.6)

The finding also has the same idea with Eggen and Kauchak (2001) who said that positive teachers' attitude can influence the students' attitude. How teachers though the student can influence students enthusiastic.

In addition, positive attitude also could influence the motivation of the students.

This is the statement.

The influence of positive attitude, maybe the influence is about learning motivation. If the teachers have positive attitude, the students also can have high motivation. However, when the teachers do not have good attitude, the students also can get the bad impact. (R5.6)

The findings also has the same idea with Ulug, Ozden, and Erylmaz (2011) argue that Positive attitudes lead to success while negative attitudes lead to failure and as a result success can lead to positive ego attitudes while failure leads to negative ego attitudes.

To conclude, teacher attitude can give a good effect for the student. Also, teacher attitude can give bad effect for the students. From those statements that come from the respondent, we know that the positive attitude can give the good effect for the student, such as the students can be more enthusiasts, interest, and also have high motivation to come and learn in the class.

Influence of negative attitude. The other finding was the influence of negative attitude toward students' learning. Same as positive attitude, the participants also had elaborated what they felt from the influence of teachers' attitude. Negative attitude also had negative impact for the students. The first and the last respondent basically had the same ideas. They stated, "I felt become lazy to come and be active in the class because I felt I didn't get a good service in the class."(R1.5). "the influence of negative attitude is, the student become lazy to

join the class and also decrease the interest to join the class because the teacher showed negative attitude.”(R6.6)

The following arguments also have the same point with the second respondent. The respondents said:

“Negative influence for me is making me lazy for coming and joining the class because sometimes the teachers canceled the class without any information before. Sometimes, the teachers also didn’t give clear reason why they cancel the class. I also find the teachers that sometimes being angry without the reason. Because of that, I felt lazy to come in the class.”
(R2.5)

“The effect from the teacher who has negative attitude can make me lazy to come. Every time I have the schedule with the teachers that have negative attitude, I felt lazy and hope that the class will be canceled because the teachers have negative attitude. (R4.6)

Based on the statements, it is clear that negative attitude can give negative impact for the students’ learning. Mostly, students became lazy to join the class where the teachers teach. The students were lazy because the teachers often cancel the meeting in a sudden. Also, the students were lazy to come to the class because the teachers were often angry to the class.

The other opinion came up from the fifth respondent. She said that negative attitude can make the students lost their motivation in learning. This is the statement

“Influence of negative attitude, less motivation. If the teachers showed negative attitude, the students also felt less motivation. Sometimes the just teachers come to the class and let the students have presentation without any feedback from the teachers. Sometimes, the teacher is not clear in explaining the material. Because of it, the students feel lazy to come, lazy to do the assignment, and also have less motivation” (R5.7).

Positive attitude and also negative attitude has their own influence.

Basically, both of them have the same idea with Ogembo, Otanga, and Yaki (2015) who said teacher’s attitude and motivation play a pivotal role in the teaching and learning process. They play a significant role in shaping the classroom environment which has an impact on a student's self-efficacy which in turn influences a student's behavior. Teachers’ attitudes play significant role during the learning process and can directly or indirectly influence students’ attitudes toward science which in consequence can influence students’ achievement. Marroquin (2014) said, negative teacher attitudes can impair academic achievement, and motivation and increase students' psychological disorders and physical symptoms of stress.

To conclude teacher attitude can give a good effect for the student, but also teacher attitude can give bad effect for the students. From those statements that come from the respondent, we know that the negative attitude can give the negative effect for the student, such as the students become lazy to join the class, students feel lazy to do the assignment, and also the students felt less motivation.