

STUDENTS' ATTITUDE TOWARDS ENGLISH TEACHERS' EXPLANATION AT SMA INSAN CENDEKIA SYEKH YUSUF GOWA

Chaerul Fadlan Saud

(Supervized by Prof. Dr. H. Haryanto, M.Pd and Prof. Dr. Kisman Salija, M.Pd)

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 were: (i) to find out the students' attitude toward English teacher's explanation at SMA Insan Cendekia Syekh Yusuf Gowa. (ii) to find out the good characteristics of English teacher's explanation at SMA Insan Cendekia Syekh Yusuf Gowa.

This research employed descriptive Quan-Qual. The participants of this research were 38 students in F class and 2 Teachers at SMA Insan Cendekia Syekh Yusuf Gowa. 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 I open ended question show The Students' attitudes toward English teachers explanation at SMA Insan Cendekia Syekh Yusuf Gowa were good attitude (82), and the result from observations of 2 teachers that were observed by the researcher showed the result was good explanation.

It was the students' attitude toward English teacher's explanation at SMA Insan Cendekia Syekh Yusuf Gowa is positive. The Students have positive attitude toward English teacher in presenting the material in the classroom. Besides that, they perceive that English teacher's explanation that showed by the teacher are prepare, enthusiasm, summarizing, good explanation, sympathy, friendly. Good characteristics of English teachers' explanation at SMA Insan Cendekia Syekh Yusuf Gowa. The teachers always make a good explanation in presenting the materials, namely; prepare before teaching, giving the example from simple to complicated, the teachers 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.

Key words: The Students' attitude, Teachers' Explanation

1. 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 Senior High School, the researcher found that the teachers have an important role in the teaching process. The teachers 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 teachers 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.

2. Research Methodology

In this research, the researcher used QUAN- QUAL model. This model knew as the triangulation mixed method design, quantitative and qualitative 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). Qualitative design refers to a survey research, determines and describes the way things were.

Qualitative design was aimed to comprehend and enlighten the existing phenomena experienced by the subject of the research, such as attitude, perception, motivation, action, etc. in a holistic way, and by describing words and language, on expected particular context and by using such kinds of accepted method. Descriptive data are usually collected by questionnaire, surveys, interviews, or observations. In conducted the research, the researcher actively searched and gathered information related to the research topic through observation. The researcher was collected data by observation but not interacted or participated in teaching and learning process.

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 English teacher's explanation. It also determines and describes the good characteristics of English teacher's explanation.

The population of this research was second grade students and two teachers at SMA Insan Cendekia Syekh Yusuf Gowa in academic year 2018/2019. It consists of 7 classes and each class consists of 40 students, therefore, the total number of population is 280 students and 2 teachers.

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.

In this research, the researcher chose two teachers as participant in SMA Insan Cendekia Syekh Yusuf Gowa. They were addressed as teacher A and teacher B. teacher A is a male English teacher and teacher B is a female English teacher of SMA Insan Cendekia Syekh Yusuf Gowa. Both of them are chosen from their willingness to participate in this research.

The researcher used observation check list to find out the good characteristics of teacher's explanation. The researcher applied non-participant observation; the researcher was only observe the learning and teaching process. Therefore, the

researcher used observation checklist and video-recording. The observation checklist was constructed based on the theory or opinion which is proposed by Ur (1991) and Barnes (2006). The observation has taken for 5 meetings during the learning and teaching process. The questionnaire was used to find out the students' attitude and good characteristics about the teacher's explanation in presenting material.

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 teacher'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. Besides, open-ended statements were used to find out the good characteristics of teacher's explanation.

The result of the data was collected through observation by making video recording and observation check list in classroom to get the data about good characteristic of teacher's explanation in teaching process in the classroom. According to Nunan and Baiely (2009:258) the procedures of gathering data during actual language lessons or tutorial sessions are primarily by watching, listening, and recording (rather than by asking). Observation to the teachers was conducted three until five meeting. The researcher attended in the process of teaching and learning that was held by the teacher to get down important data about good characteristic of teacher explanation in classroom process.

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. There were three strategies have been used to analyze the data, namely: (1) reduction, (2) display and (3) Conclusion drawing and verification Huberman and Miles in Denzin and Lincoln (1998:429).

With data reduction, the potential universe of data were reduced by omitting irrelevant data and choose the need data, field data collection has been selected and classified as the focus of the research. In this part, good characteristic of teacher's in teaching process and students' attitude toward English teacher's explanation in the classroom process as the result of observation check list that shown detail description from analysis as the aim of this research. The researcher transcribed all observations, interview, and field notes. The process of transcribing allowed the researcher to become acquired with the data (Reissman, 1993).

In data display, the research organized and compressed assembly of information that permits conclusion drawing. It need to see a reduced set of data as a basis for thinking about, good characteristic of teacher's in teaching process in beginning the class, running the class and ending the class.

Conclusion drawing and verification involved the researcher in interpretation: drawing meaning from display data. Generalizing the early data which have the same pattern will take as a temporary conclusion. The conclusion was

revivifying with the existing data to generate accurate conclusion. In the verification stage, when data was not in accordance with the generalization, adjustment was done. Conversely, if data supported generalization the generalization, has been taken as the final conclusion (Sultan, 2010:62). The researcher counted the score of the students' attitude toward English teacher's explanation based on the questionnaire and classified them into five categories (strongly agree, agree undecided, disagree, and strongly disagree).

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

Table. 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. The category of the students' attitude toward teachers' 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

3. Findings

1. Students' attitude toward English teacher's explanation at SMA Insan Cendekia Syekh Yusuf Gowa

a) Findings from close ended question

Table. The category of the students' attitude toward English teachers' 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 English teachers' explanation, and 27

(71.05%) students had good attitude toward English teachers' explanation. The researcher found that the mean score of the students' attitude toward English teachers' explanation was 82.

b) Findings from open ended question

Write down your answer of the questions is "how do you think about the good teachers' 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 mudah dipahami oleh mahasiswa

Explaining from the initial materials until the last materials, also the teachers 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 teacher should not change the schedule.

2. komitmen dengan waktu
consistent with the time.

c. Responsibility

1. Guru yang bertanggung jawab

The teacher should be responsibility.

d. Confidence

1. guru yang masuk mengajar dan tidak kaku tampil di depan kelas, guru yang tidak hanya menggunakan metode belajar diskusi atau ceramah, karena hal itu tidak meningkatkan kualitas seorang mahasiswa.

The teacher should enjoy in teaching, not only using discussion method but also using other methods.

e. Knowledge

1. Guru yang cerdas bukan hanya ilmu dunia tapi juga spiritualnya

The smart teacher has educational knowledge and religion knowledge.

f. Motivator

1. Guru yang motivasinya segudang

The teacher 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 teacher should help the students from not knowing to knowing, from knowing to comprehending.

2. Guru yang baik dalam menjelaskan materi adalah yang selalu memperhatikan apakah siswanya sudah paham atau belum mengenai materi yang telah diajarkan.

The good teacher should care to the students (the students understand or no

3. Menurut saya, guru yang baik itu adalah guru yang ketika menjelaskan sebuah materi harus dengan contoh serta harus juga melibatkan pendapat para mahasiswa.

According to me, the teacher should explain the materials by using example, and taking the students' idea.

- h. Give the students chance.

1. Ada baiknya ketika guru memberikan kesempatan kepada mahasiswanya untuk mengungkapkannya idea.

The teacher should give to chance the student showing their idea.

2. Sangat baik jika guru menjelaskan dengan sangat lengkap.

The teacher should explain completely

2. The Good characteristics of English teacher's explanation at SMA Insan Cendekia Syekh Yusuf Gowa.

- 1) Guidelines for effective explanations.

- a) Have the class full attention

1) Mean in competency here is likely our goal these meetings I happily you have plants of question in literal comprehension, interpretative and critical meeting,

2) Okay, look at this the function of the gesture here to help you understand lately or.... About concept of text, even you will understand the concept here, so this not about... and from this question we can find the meaning of the text,

- b) The explanation involves students by checking their understanding

Okay, sometimes if you want to do a test the tester sometimes give an introduction or give a direction for example, please full fill the a complete on paragraph below, have you seen about listening test, maybe you can abduct the direction test,

c) Checking understanding by asking them to do something, such as paraphrased their

own words or provide further illustration of their own

(a) Okay, now what is the objective of that material?

(b) What's the objective of that material

(c) Hmm, what does it mean?

(d) What else? No more?

(e) Why that administration becomes a problem in language testing?

(f) And you about direction

4. Discussion

This part discussed such us: the students' toward English teachers' explanation and the good characteristics of English teachers' explanation.

1. The students' attitude toward English teachers' explanation at SMA Insan Cendekia Syekh Yusuf Gowa

The first is close ended question, based on the findings the researcher showed the students' attitude toward English teachers, explanation was good, because the

mean score of the students' attitude toward English teachers' 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 teachers' explanation categorize good attitude.

2. The Good characteristics of English teacher's explanation at SMA Insan Cendekia Syekh Yusuf Gowa.

1) Guideline on giving of explanation

a) Prepare

In this findings, the researcher concluded that none of the sixth meeting which showed preparation of teacher before teaching. This happened because the teacher did not take the preparation as important activity in teaching process. While this part is very crucial to be applied, because good preparation creates good outcome. This statement is supported by Denvar (2003) state that the research on teacher preparation is limited, it does provide some guidance for policymakers and others on a number of issues, including the value and impact of certain kinds of coursework, field experience and alternative approaches to teacher preparation.

b) Have the class full attention

In this research, this activity appeared from the first meeting to sixth meeting. Such as in first indicator that deals with explaining something essential so the students must attend and have to get some vital information. In this case,

the teacher brought students focus into content. This case is supported by Jackson (2008) state that "Attention is such a basic skill that children need, and to be able to impact that skill, to teach them how to redirect their attention and how to become more aware of themselves, their bodies, emotions, and thoughts - it's an exciting thing.

5. Conclusions and Suggestions

1. Conclusions

There are some conclusions related to the findings and discussions in the previous chapter.

- a. The students' attitude toward English teacher's explanation at SMA Insan Cendekia Syekh Yusuf Gowa is good attitude. The Students have a good attitude toward teachers in presenting the material in the classroom. Besides that, they perceive that English teacher's explanation that showed by the teachers are discipline, enthusiasm, responsibility, confidence, knowledge, motivator, society, summarizing, and give the students chance.
- b. Good characteristics of English teachers' explanation in at SMA Insan Cendekia Syekh Yusuf Gowa are good. The teachers always make a good explanation in presenting the materials, namely; prepare before teaching, giving the example from simple to complicated, the teachers always checking understanding of the

students, explaining the material more than one if the material is difficult, and making summarizing of the end of the teaching process.

2. Suggestions

Based on the conclusion, the researcher has following suggestions:

1. For the English teachers', they should pay attention to all of the good explanation, because them can make good quality of teachers and them can affect to the students receive in English.
2. For further researchers:
 - a. the researcher even suggests focusing on not only teachers' explanation aspect, but also the other aspect.
 - b. The researcher even suggests using De Graaf theory about five main indicators for effective language teaching performance to know the good teachers' performance.

BIBLIOGRAPHY

- Ahmed, C. M., Yossatron, Y., and Yossiri, V. 2012. Students' Attitudes Towards Teachers' Using Activities in EFL Class. *International Journal of Academic Research in Business and Social Sciences*. May 2012, Vol. 2, No. 5 Available from: www.hrmars.com/admin/pics/768.pdf.
- Allman, B., Freeman, S., Owen, J., Palow, S., and Shiotsu, V., 2000. *Skill for Successful Teaching*. McGraw-Hill Children's Publishing. Arlington Heights, IL : Skylight Professional Development ; New York : Center for National Urban Alliance, Teachers College, Columbia University, c2000. Assessment Techniques for Your Classroom. Available from: <http://www.ascd.org/publications/books/107023.aspx> (accessed August 4, 2014). Available from: <http://www.education-space360.com/index.php/how-attitude-affects-the-learning-process-2666/> (accessed May 2, 2014).
- Barner, R. 2006. *The Practical Guide to Primary Classroom Management*. London: Paul Chapman
- Bhaskar, V., and Soundirajaj, S. 2013. *A Study on Change in the Attitude of Students Towards English Language Learning*. Published : Canadian Center of Science and Education. Vol.6.No.5;2013. Available from: <http://dx.doi.org/10.5539/elt.v6n5p111> (accessed December 31, 2013).
- Brophy, et al. 1986. *Summarizing*. Available from: 2012. [Online]. Available from: <http://www.yourarticlelibrary.com/learning/7-important-factors-that-may-affect-the-learning-process/6064/> (accessed January 25, 2014).
- Brown, H. D. 2000. *Principles of Language Learning and Teaching*. 4th ed. White Plains, NY: Addison Wesley Longman.
- Brown, H. D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Second Edition. White Plains, NY: Addison Wesley Longman. Cambridge: Cambridge University Press.
- Denver, 2003. *Eight Questions on Teacher Preparation: What Does the Research Say? A Summary of the Findings*. Available from: www.faculty.londondeanery.ac.uk/...teaching/pla. (accessed August 4, 2014).

Delvin, M. 2012. *The Classroom Teacher : roles and Responsibilities?*. Access on August 12 2014, Available from:
<http://teachwellnow.blogspot.com/2012/03/classroom-teacher-roles-and.html>

Dictionary. 2014 . Discipline. Access on 14 August 12 2014. Available from:
<http://www.thefreedictionary.com/discipline>

Douglas Fisher and Nancy Frey.2007.*Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Available from:
<http://www.ascd.org/publications/books/107023.aspx> (accessed August 4, 2014).

Duchastel, P.C. (1978) *Illustrating Instructional Texts*, Educational Technology.

Gay, L. R. 1981. *Educational Research: Competencies for Analysis and Application*. Third Edition. Columbus, Ohio: Bell and Howell Company.

Gay, L. R., Mills, Geoffrey E. and Airasian. Peter. 2006. *Educational Research: Competencies for Analysis and Applications*. Eight Edition. New Jersey: Pearson Merrill Prentice Hall.

Gerow, Josh. R., Brothen, Thomas and Newell, Jerry D. 1989. *Fundamentals of Psychology*. London: Scott, Foresman and company.

Graaf, R., Koopman, G, J., Anikina, Y and Westhoff, G. 2008. An Observation Tool for Effective L2 Pedagogy in Content and Language Integrated Learning (CLIL). *International Journal of Bilingual Education and Bilingualism*, 10:5, 603-624 available from: <http://dx.doi.org/10.2167/beb467.0>.

Hakim. A. 2010. *Hypnosis in Teaching*. Jakarta Selatan: Trans Media.

Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Longman.

Hawkey, R. (2006). Teacher and Learner Perceptions of Language Learning Activity. *ELT Journal*,60 (3).Ling, Zhang. 2006. *A social Perspective on Second Language Development and Instruction*. *CELEA Journal (Bimonthly)* Feb, 2006 Vol.29. No 1. Available from: www.celea.org.cn/teic/65/65-60.pdf

Hill, H., Rowan, B. & Ball, D. L. (2005). Effects of Teachers' mathematical

knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371 - 406.

Jackson, Meggie (2009). *Attention class*. Available from: http://www.boston.com/bostonglobe/ideas/articles/2008/06/29/attention_class/?page=full (accessed August 4, 2014).

Jenkins, J. & Larsen, D. (1979). Evaluation of error-correction procedures for oral reading. *Journal of Special Education*, 13, 145-156.

Kotter, J 2011. Clarifying and Clarification. access on ougust 2014. Available from: <http://www.skillsyouneed.com/ips/clarification.html#ixzz39RtcLd6M> (accessed August 4, 2014).

Mondal, P. 2012. *7 Important Factors that May Affect the Learning Process*, June 2012. [Online]. Available from: <http://www.yourarticlelibrary.com/learning/7-important-factors-that-may-affect-the-learning-process/6064/>(accessed January 25, 2014).

Moore, B, M. 1952. *Educational Leadership*. Assosiation for Supervision and Curriculum.

Nessel, D, et al.1943.*Thinking strategies for student achievement*. Published, Arlington Heights, Il : Skylight Professional Development ; New York : Center for National Urban Alliance, Teachers College, Columbia University, c2000

Nunan, D. (1989). '*Hidden Agendas: The Role of the Learner in Programme Implementation*', in R. K. Johnson (ed.). *The Second Language Curriculum*. Cambridge: Cambridge University Press.

Peacock, M. (1998). '*The Links Between Learner Beliefs, Teacher Beliefs, and EFL Proficiency*', in *Perspectives: Working Papers* 10/1. City University of Hong

Raven. B.H, Rubin, J.Z. 1962. *Social Psychology*. Second Edition. Canada: Simultaneously

Saade, R. G., He H. & Kira D. (2007). *Exploring Dimensions to Online Learning. Computers in Human Behavior*, 23, 1721-1739

Siribandana,P. 2012. How Attitude Affects the Learning Process, Education Space. Teachers' Using Activities in EFL Class. *International Journal of Academic*

Sultan.2010. *Kajian Wacana dalam Pembelajaran Bahasa Indonesia*. Makassar. UNM
(Unpublish Thesis)

Warga, Richard G. 1983. *Personal Awareness: A Psychology of Adjustment*. Third Edition. Boston: Houghton Mifflin Company.

Wira, R, Ali. 2013. ***Good Lecturer Teaching performance in regard to the students' perception of English department of universitas muhammadiyah pare – pare (UMPAR). Graduate Program State Univeristy Muhammadiyah of Makassar.***

Zanden, James W. Vander. 1984. *Social Psychology*, 3rd Edition. New York: Randen House, Inc.