

# An Analysis Of Lecturers' Roles And Students' Attitudes In Classroom At Cokroaminoto Palopo University

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## Abstract

This research aimed to find out (1) the role of lecturers in the classroom in teaching English and (2) students' attitudes in the classroom during the teaching of English. The population in this study was the third-semester students of Cokroaminoto Palopo University. The researcher randomized 60 students to be 30 students as the samples and took five lecturers as the research subjects. This research used mix method with an observation checklist and questionnaire as an instrument. The data were analyzed quantitatively and qualitatively by linking the results of the instrument to the theory. The results show that the role of the lecturers in the classroom tends to influence the increase in the students learning interest in the classroom. The students have good responses to the role of the lecturers in teaching English in the classroom. Students' attitude in the classroom during the learning process tends to be active and easy to understand the material, improving thinking ability and English learning ability.

**Keywords:** Teacher's role, student's attitudes, teaching English.

## Introduction

Education is an important thing that affect many other things. Talking about education means talking about teaching and learning processes. This process makes an interaction of lecturers and students who have a specific purpose. Education becomes guide to the learners towards stages in the formal or non-formal terms, including education in the family and the environment.

In the national frame, the development of education serves to develop skills and improve the quality of life and human dignity in order to achieve national goals. Therefore to towards phase to educational goals expected, arable education essentially a system that held are universal, holistic and integrated, involving various parties, including the family, communities, and governments both individually - individually or jointly (Suryabrata, 2000).

Attitude is one manifestation of learned behavior. Attitude is considered a tendency of students to act in a certain way. In this case, student learning behavior will be marked by the emergence of a new trend that has been changed to an object. Attitude

can vary from more specific to more general. Usually, the embodiment of attitude that gives an assessment (accept or reject) of the object is encountered (Suryabrata, 2000: 209).

Suryabrata (2000: 145) says that attitude is another factor affecting student achievement. Attitude is learned, and attitude determines how individuals react to the situation and determine what people look for in life. Science aims to guide a person's life from birth to death in education. So to get the proper guidance and educational goals appropriate to consider also the psychological factor in student learning. The attitude, in general, is feeling, mind, and tendency of a person more or less permanent is familiar with aspects of certain aspects of the environment. The components of attitude is knowledge. Feelings and tendencies to act. Another understanding is feeling evaluative attitude toward an object or a subject that has consequences as to how someone face to face with the object attitudes. Pressure in most research today is the attitude of feeling or emotion contained in the individual will give the color or pattern of behavior or conduct of the individual concerned. By understanding or knowing the attitudes of individuals, unpredictable responses or behaviors that will be taken by the individual concerned

According to Goncz (2017), a lecturers has a distinctive personality. On the one hand the lecturers should be friendly, patient, show understanding, give confidence and create a safe atmosphere. But on the other hand, lecturers must assign tasks, encourages students to achieve goals, rebuke, rate, and make the correction. Thus, the personality of the lecturers as if it is divided into two parts. On the one hand is empathy, on the other hand is critical. On the one hand accept, on the other hand refused. So a lecturers who cannot play his own as a lecturers, he would side with one of the private course. Additionally based on these things, a lecturers must be able to sort and choose when to empathize with the students, at a critical time, when to accept and when to refuse. In other words, a lecturers must be able to play doubles. This dual role can be embodied differently according to the situation and conditions in the face.

As a profession task of the lecturers as a profession, lecturers require to develop professionalism themselves with the development of science and technology. Educating, teaching and training the students is the lecturers' task as a profession. The task of the lecturers as an educator, to continue and develop the values of life to the students. The task of the lecturers as a lecturers means to continue and develop science and technology to students. The task of the lecturers as a coach means developing the skills and applied in life for the future of the students. Lecturers also have the ability, expertise or often referred to professional competence.

Professional competence means the ability of lecturers to master academic problems closely related to the implementation of the learning process, so that lecturers have absolute competence in carrying out their duties as educators and lecturers.

Students ability and lecturers roles become the key of success of learning in every formal education likewise at Cokroaminoto Palopo University. As one of the pre-eminent campus, Cokroaminoto Palopo University certainly required more in terms of supervision of student attitudes and the active role of lecturers in guarding the attitude

of students in the learning process. Especially with the label as a pre-eminent campus should be if in the process of student learning at Cokroaminoto Palopo University become very enthusiastic in following the learning process. As well as in the learning process, lecturers provide many important roles so that students become more active in following the learning process. Based on the views, the researcher is interested to know more about the students' attitude and the role of the lecturers in the learning process, especially on the subjects of English

## Method

In this research, the researcher applied mix method. This method was used to illustrate how the role of English lecturers and feedback from students about the teaching methods employed by the English lecturers in the classroom. This method is also used quantitatively to analyze the instrument. The research was conducted in September 2021 at Cokroaminoto Palopo University.

The population in this research was English lecturers and students at the English department of Cokroaminoto Palopo University. 20 English lecturers are actively teaching the students and act as permanent lecturers. The number of students is 60 consisting of 2 classes. There were 30 students selected as the sample and 5 lecturers as the subjects of the research.

This research conducted the questionnaire (close-ended – open-ended) and observation checklist. The questionnaire used in this research was closed, equipped with a choice of answers. It is used to find out the data of students' attitudes. The Scoring using the modified Likers Scale with five alternative answers; (1) strongly agree, (2) agree, (3) undecided, (4) disagree, (5) strongly disagree, to indicate such attitudes intensities as very positive, positive, undecided, negative, and very negative. To identify and determine the lecturers' role in the classroom, the researcher used the observation checklist. The researcher observed the lecturers teaching activities.

## Finding and Discussion

### Findings

#### Questionnaire Result

In this section, the researcher presented the results of data reduction in the form of narrative. The data that have been collected by the researcher shows a diverse pattern of responses from the respondents. There are similarities and also different answers from each respondent indicating that there are differences in student responses to the role of lecturers in the classroom. The results are presented as follows:

Table 1. Do not disturb the peace of learning

Classification	Frequency	Percentage (%)
Strongly Agree	11	55
Agree	7	35
Doubt	2	10
Disagree	0	0
Strongly Disagree	0	0

Total	20	100
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Based on table 1, the students agreed that never interferes with the tranquility of learning in the classroom. In this case, it can be seen from the answer there are 55% (11 students) strongly agree that in their class never interfere with the tranquility of learning, students who agree with the statement there are 35% (7 students), students who doubt with the statement there is 10% (2 students). So the researchers concluded that, when the learning takes place students do not disturb the tranquility of learning in the classroom.

Table 2. The students more much learn together than learning alone

Classification	Frequency	Percentage (%)
Strongly Agree	3	15
Agree	12	60
Doubt	5	25
Disagree	0	0
Strongly Disagree	0	0
Total	20	100

Based on the table 2, most students spend their time studying together rather than learning on their own. Can be seen from the respondent's answer there were 15% (3 students) strongly agree, 60% (12 students) agree with it and students who doubt the statement is just 25% (5 students).

Table 3. Disturbing friends while studying

Classification	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	0	0
Doubt	4	20
Disagree	8	40
Strongly Disagree	8	40
Total	20	100

Based on table 3, there are 20% of students (4 students) doubt that they interfere with friends when in the learning process takes place 40% of students (8 students) disagree with it, and 40% (8 students) other students also strongly disagree with that matter. This proves students' awareness of the importance of maintaining a conducive atmosphere within the classroom of ongoing English learning, which is not only about themselves but also their friends in the classroom. So that students are more focused on learning and have the same opportunities in acquiring knowledge of English. On the other hand there is a respondent who is hesitant in giving answers. This is significant, there are still activities that interfere with learning with a very minimal amount.

Table 4. Lecturers help students become more creative

Classification	Frequency	Percentage (%)
Strongly Agree	12	60
Agree	7	35
Doubt	1	5
Disagree	0	0
Strongly Disagree	0	0
Total	20	100

Based on table 4, most students argue that lecturers help students become more creative in finding new ideas during the learning process. Can be seen from the respondent's answer there are 60% (12 students) strongly agree, 35% (7 students) agree with it and students who doubt with the statement is only 5% (1 person).

Table 5. Feel sleepy, lazy and not eager to learn English in class

Classification	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	2	10
Doubt	4	20
Disagree	6	30
Strongly Disagree	8	40
Total	20	100

Based on table 5, 40% of students (8 students) strongly agree that when in their classes feel drowsy, lazy and do not want to learn English and 30% of students (6 students) disagree, students who doubt it is only 20% (4 students). While those who agree with it are 10% (2), these results are sufficient to show that students' attitudes in learning English are so enthusiastic that they do not feel bored or drowsy during the English learning process, regardless of whether they understand learning or not once.

Table 6. Can learn well when eating a snack or listening to music

Classification	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	3	15
Doubt	0	0
Disagree	4	20
Strongly Disagree	13	65
Total	20	100

Table 6 shows that some students can learn well when eating snacks or listening to music and some students also disagree with it. There are 15% of students (3 students) agree deaden it, 20% of students (4 students) disagree, and 65% of students (13 students) strongly disagree with the statement.

Table 7. More notes than listening to lecturers explanations

Classification	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	3	15
Doubt	12	60
Disagree	3	15
Strongly Disagree	2	10
Total	20	10

Based on table 7, there are 15% (3 students) who agree that more than listening to the explanation of lecturers and students who doubt that there are 60% of students (12 students), students who disagree with it only 15% (3 students), while the very doesn't agree with that there is 10% (2 students). this shows that some of them have not been able to determine whether they prefer to take notes or just listen to the lecturers explaining.

Table 8. Respect to the lecturers

Classification	Frequency	Percentage (%)
Strongly Agree	13	65
Agree	7	35
Doubt	0	0
Disagree	0	0
Strongly Disagree	0	0
Total	20	100

Based on table 8, there are 65% (13 students) strongly agree with their statement very Respect lecturers because for them lecturers are parents who can guide them and 35% (7 students) who agree with it.

### Observation Checklist

OBSERVATION CHECKLIST			1	2	3				
No	Aspek	Pernyataan	Yes	No	Yes	No	Yes	No	
1	Lecturers for educator	- Lecturers gives an experience to the students by develop their knowledge. students activity in the classroom	√		√		√		
2	Lecturers for lecturers	- Lecturers makes clear the problem that faced by students in the learning process			√	√		√	
	Demonstrate	commendable attitude							
		- Lecturers shows the way to keep any bias subject mater	√		√		√		

	classroom maneger	achieve good learning outcomes				
		- Lecturers makes the classroom atmosphere conducive during the teaching and learning process	√	√	√	
	facilitators	material to be taught				
		- Lecturers uses printed book in learning process	√	√	√	
6	Lecturers as evaluator	- The lecturers gives the conclusion at the end of the lesson	√	√	√	
		- The lecturers asks questions after bringing the				
7	Lecturers as	- Lecturers provides	√	√	√	
		- Lecturers improves the student interest in the classroom		√	√	√
8	Lecturers As Pusher	- Lecturers shows creative ways of thinking in the classroom	√	√	√	
	Creativity	- Creative lecturers	√	√	√	√
9	Lecturers as Model and Example	- Lecturers comes on time		√	√	√
		- Lecturers helps with the difficulties faced by students in the learning	√	√	√	√

### First observation checklist

On the first day of observation, the researcher joined the lecturers in the classroom and the lecturers introduced me to the students. After that the researcher took place in the back so that students are not disturbed while learning takes place. Before the learning takes place the lecturers first checks the attendance of students. After checking the attendance list of students, the lecturers greets the students, then picks up the book and writes what will be explained. On the first day of observation, the lecturers explains about the use of hours and days. After explaining and writing some examples on the board, the lecturers then appoints several students to go up in front of the class to work on the questions given by the lecturers to test whether students understand the explanations given by the lecturers can be captured well by the students in the classroom. While in

the classroom, the lecturers is more active than the student, sometimes the lecturers asks the students questions that they are not too rigid in receiving the material. at the end of the meeting the lecturers gives a conclusion about the material being taught.

### **Second observation checklist**

On the second day of observation, the lecturers was late to class. Like the first day, the first thing lecturers do after entering the classroom is the lecturers checks the presence of students and greets students. Before starting the material, the lecturers then asks about the material taught at the previous meeting whether they have understood the material taught by the lecturers or not. Students' answers are diverse, some are already familiar and there are guards who have forgotten about the material taught at the previous meeting. Then the lecturers explains a little material taught at the previous meeting so that students can remember about the material that has been given. After that, the lecturers continues the other material, the material about experience. After explaining the material, the lecturers assigns the task to the students to create an interesting experience for the students. After that, the lecturers appoints students to go one by one to read out the experiences they have written. At the end of the meeting, the lecturers assigns the task to the students to do at home.

### **Third observation checklist**

Observe the last day in the classroom as the previous day the lecturers entered the class then check the student attendance and greet the students and repeat the material given at the previous meeting. On the third day of the researcher in the classroom, the lecturers distributes the results of the students' semester exams, incidentally before the researcher performs the observation, the students have done midterm exam. From the results of the semester exam, some students get the value below the standard, therefore lecturers re-share their exam results to be improved as well as to increase their value. After doing the questions, the lecturers continues the material in the book they are studying. Once explained, students who seriously pay attention to the lessons sometimes ask the lecturers if there is something they do not understand. In the classroom there are various characters. There are students who love to learn, hobble, noisy or quiet. After explaining the material, lecturers always give conclusions on the material in teaching and give students the motivation to keep learning so that the future can be better.

### **Discussion**

According to the result of the questionnaire and the observation checklist, the researcher found that the students of Cokroaminoto Palopo University showed some attitudes when they learned English. This attitude creates a classroom situation in learning English subjects. Beside that, the lecturers' role during the learning process completed the nine roles of lecturers in teaching.

As explained in the second chapter that attitude is an internal situation, positive and negative feelings about a person or objects. After analyzing the data in the findings, the researcher categorized the students at Cokroaminoto Palopo University's attitude toward learning English as an excellent grade.

Based on the students' answers shown in the findings, the researcher found that there were a lot of students who avoided the things that made the class noisy. They don't



disturb each other even when they do not understand the material. They also kept their attention on the lecturers' explanation. Students, as the center of learning processes, show a good attitude, especially in learning English subjects. They show attitude, which is mentioned by Dhavale (2011) in the second chapter of this thesis. They are serious about following the learning processes. They do cooperatively in group working. When they are learned as individuals, they're confident and independent. They are also respectful to their lecturers or their classmates.

The students' attitude toward learning English made the learning processes as comfortable as possible. They perfectly reflect their attitude to do or feel in a situation. As Dhavale (2011) explained that an attitude reflects how one thinks, feels, and behaves in a given situation. The students positioned their self-according to the situation taking place. Ajzen (1977:154) explained that attitude is held concerning some aspect of the individual words, such as another person, a physical object, a behavior, or a policy. Therefore, how a person reacts to his surroundings is called his attitude.

The researcher can conclude that the students' attitude toward learning English is an acceptance of this subject. They put the English as a part of theirs that must be learned and not to ban. This is why they acted in positive terms when they were learning English. However, the lecturers' roles in teaching English affect the students' attitudes. During the observation process that the researcher did three times meetings.

The researcher found that the lecturers played many roles in giving the material to the students. This is stated by Martiana (2013) that the lecturers are educators, lecturers, demonstrators, classroom managers, etc. The English lecturers at Cokroaminoto Palopo University also did the same way. They aren't teaching her students but also guiding them to find the way out step by step. The roles of lecturers are very important to creating conducive learning processes. As we know that the lecturers handed the control of the learning processes, that is why they must have a good competence just like explained by Lickona (1997:67) in the second chapter that there are three components of good character formation that is knowing good things (Moral Knowing), the desire to do good (Moral Feeling), and doing good (Moral Behavior). The researcher assumed that the English lecturers had these three components after doing direct observation in the classroom.

The researcher found that both students' attitude and the lecturers' roles are very important to build the right situation for students to learn English in acceptance and for lecturers to teach English comfortably. Besides that, the researcher found that the lecturers built a good correlation with the students. This might be one of the keys to their success in controlling the classroom situation. However, they maintained her professional performance every time she entered the classroom, so the students kept their respect for the lecturers when the learning took place.

The researcher concluded that the students have a very good attitude in the form of acceptance in learning English, shown and proved by the list of questionnaire answers which is a lot of the answers showing the positive result. In addition, the lecturers' roles is fulfill all of the students' needs. It gave the students the experience to do more but kept in her control to ensure that the students were in the right way. This means both

students' attitudes and lecturers' roles are affected by the learning processes, and both are important to keep the learning situation conducive.

## Conclusion

Based on the data explained in the findings and discussion, the researcher found that the student's attitude shows excellent results in learning English. The samples showed good result in answering the questionnaire, and the researcher found the same thing when doing an observation checklist in the classroom. Their attitude toward learning significantly affected their learning success. Besides that, lecturers' roles show significant results in learning success. The lecturer's role is one of the success keys for the students to get the English subject in a good classroom situation, in this case, a conducive situation for students to learn. However, the students also create their own conducive situation with their good actions when the learning processes occur. This means whether the students or the lecturers have affected the classroom situation. The students' attitude supported the lecturers in teaching English subjects and vice versa. The lecturers' roles in the classroom help students to accept the English subject.

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