

Students' expectations in EFL classroom: A case study at management department of a private university in Yogyakarta

By Bambang Efit Utic

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ABSTRACT

Students have their own expectations in the teaching and learning process in the classroom. Students' expectations are also one of the important things that the lecturer should know and do to get a good outcome. The purpose of this study is to identify students' expectations in the teaching and learning process in English class. This study uses a qualitative method. To collect the data, the researchers used observation and semi-interview methods. Observation was carried out to investigate the students' and lecturer's activities in the classroom, while interview was used to examine the students' expectation related to the use of English in the future, the content of English subject, and their learning style. Seventh students in the first semester of the undergraduate Management Department became the participants of this study. The result of the study shows that all students expect that they would learn all skills of English as well as grammar and pronunciation. They also believe that they would get good jobs if they could master English well.



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1. Introduction

Numerous individuals on the earth learn English with their separate objectives since English is a global language. In the 21st century, language skills are highly required. Clyne and Sharifian (2008) state that a bigger number of individuals speak English today than any other languages ever in the world. English is the universal second language to none and being the best language among different languages. According to National Research Council (2007), research demonstrates that language capacity and social capability are truly expected to beat the monetary difficulties and qualities of business in the worldwide market in the past and English is believed to have a vital role in four expansive fields which include incorporating expanding workforce, encouraging global portability, giving more chances to advancement, and going about as magnificent language.

In Indonesia, schools oblige their students to study English because English is an international language. They also recognize the importance of English in this millennial era. If they can master English, they can go and work wherever they want. However, we found that most students have learned English from elementary school level until senior high school level, yet their English skills remain low. It happens because the performance of the teacher does not meet their expectations, which causes another problem in learning English. According to Bordia et al. (2006), meeting students' expectations generates a greater level of motivation, classroom participation, and confidence in using the language. Practice and the teacher's feedback also can give positive attitudes to the overall learning experience.

Furthermore, the relationship between teacher and students should run well. According to Lantolf and Thorne (2007), learning occurs because of the connection between the professional one (teacher) and the amateur (students). A teacher has a big influence on students to improve their outcomes. Wright, Horn, and Sanders (1997) state that various examinations uncover that a teacher impacts the overwhelming component influencing students' scholastic accomplishment. In addition, Sanders and Horn (1998) assert that instructors are the real determinants of students' scholarly improvement. Also, Archer (1998) states that instructors are the real determinants of students' scholarly improvement in which it has been proven by the case of Texas that the students' score in three years after being taught by a powerful lecturer versus incapable lecturer has different outcomes.

As per Bordia, Wales, Pittam and Gallois, referred in Haque (2014) that ELT specialists have concurred that numerous students have early assumptions regarding English language learning. Their assumptions are regarding the encouraging technique or the instructing style used by the lecturer. Their expectations have an essential role in learning. Students and a lecturer's inspiration have an exceptionally powerful role in making the learning progress.

Based on the statement above, the researcher is interested in analyzing students' expectations in learning English because everyone has their own expectations in studying. Another reason as to why the researcher carries out this research is because students' expectations have seldom received any attention in English Language Teaching (ELT).

At present, English has turned into a most widely used language. Crystal (1997) states that non-local speakers and English local speakers are three to one. This phenomenon legitimizes that English is a mainstream language used on earth. As indicated by National Research Council (2007) revealed in the Guardian, 2 billion individuals begin learning English in 10 years, and 3 billion will have the capacity to speak it. Also, Crystal (2001) declares: English is presently spoken by more individuals (as a first, second, or remote dialect) than some other dialects and is perceived by a greater number of nations as an alluring and most widely used language than some other dialects. It is equivalent with what Crystal (1997) refers to in Clyne and Sharifian (2008) that a bigger number of individuals speak English today than any other languages ever in the world. English is the universal language, second to none and being the best language among other languages. English has a critical impact in one's longing to speak with the world (Kubota cited in Phan, 2009).

As Bordia, Wales, Pittam and Gallois refer to in Haque (2014), ELT professionals have concluded that a large portion of students have early assumptions regarding course substance and instruction, and their desires have a noteworthy role in learning and inspiration. Their desire is a sort of viable factor in language and is specifically connected to inspiration and dialect learning process. They have built up a model of students' desires using desire disconfirmation worldview. This worldview is extensively used in brain research. As Haque (2014) on his article regarding *Expectation of Tertiary Students of Bangladesh from ELT Classroom* demonstrates that the desires are satisfied, their expectations have an essential role in learning and have a powerful role in making the learning progress. At the point when the item or administration gives expected outcome, they get affirmation and they end up satisfied. Be that as it may, when disconfirmation occurs, it might prompt positive or negative outcomes. At the point when the execution is superior to the normal dimension, it is called positive disconfirmation. However, when the disconfirmation is negative, it prompts articulate disillusionment. Along with these lines, disconfirmation of desires influences student's inspiration, execution, conduct in class and the general language learning background as students depend for the most part on instructors and establishments for the obtaining of information.

Bennet in Haque (2014) discusses four phases to drive desire as a positive power in learning in the classroom, namely: recognizing, verbalizing, altering, outperforming. The underlying advance is to perceive the desire, teach in a short time, and later on verbalize the desire to the students. With that, they will have the ability to set the lesson targets and goals in a way that can satisfy the students. Basically, if the students come to consider the desires for the teacher about the lesson and about their own, one kind of executions, they will try to achieve that measurement. As a result of knowing students' desires, the teacher can modify his/her own desires for students. The teacher can motivate them to raise the measurement and set up guidelines. Whatever the students want from the class, the teacher ought to occur those things in the classroom Haque (2014).

The researchers thought about Bandura's self-efficacy hypothesis. Haque (2014) states self-efficacy is one's faith in higher capacity to accomplish an objective or a result. Bandura's self-sufficiency speculation predicts that one's conviction structure impacts direct choice, effort contributed,

steadiness, and errand accomplishment. In a learning strategy Bailey, Onwuegbuzie, and Dailey (2000) self-reasonability is portrayed as a confidence in one's ability to achieve a target or a result. In Bandura (1986) according to the self-feasibility speculation, individuals are most likely going to participate in activities to the extent that they see themselves prepared at these activities. In addition (Bandura, 1986) Vygotsky's sociocultural theory states that developmental techniques occur through help in social, etymological, and for the most part molded settings, for instance, coaching and companion associations. The central thought of the theory is Zone of Proximal Development (ZPD), which can be portrayed as a detachment between what a student can do uninhibitedly and what the individual can do with social help. Therefore, learning occurs because of the connection between the professional one (teacher) and the amateur (students). The teacher has a big influence for students' improvement in students' outcome where a teacher gives direction and help to a learner (Lantolf and Thorne, 2007)

According to Wright, Horn & Sanders (1997) various examinations uncover that lecturers' impact is the overwhelming component influencing students' scholastic accomplishment. For instance, Sanders and Horn (1998) state that instructors are the real determinants of students' scholarly improvement. Also, Archer (1998) states that instructors are the real determinants of students' scholarly improvement and it is evident from the learning experiences of students from Texas which improve the results of their learning compilation, because they are taught by lecturers they expect. Darling-Hammond (2000) found that the 50-state review inferred that the impacts of all arranged lecturers are more grounded than the impact of students' foundation factor, for example, destitution, language foundation, and minority status. Rivkin, Hanushek, and Kain (2005) state that instructors have an imperative role in student's accomplishment, and great lecturers can see the opportunities of the students' skills well.

Students' expectations play a central part and have profound influence on governing students' internal motivation and external actions (Bandura, 1986; Haque, 2014). Furthermore, Lobo and Gurney (2014) state that the centrality of students' expectations is an important variable at the tertiary education level, particularly in the English as a Second Language (ESL) and English for Academic Purposes (EAP) classrooms" (p.731).

There are some studies which have been conducted to analyze the students' expectation in learning a The first one is in Arab, Al-Issa (2017) the researcher investigates the expectations of 50 students attending an ICLHE/EMI EAP course at College of Law, Sultan Qaboos University (SQU) in the Sultanate of Oman. The results have found that the students have their materials, content, and design implementation expectations in learning. Furthermore, the teacher plays a key role in meeting his students' expectations through his effective teaching. Meeting students' expectations generate a greater level of motivation, classroom participation, confidence in using the language, practice as well as teacher's feedback and positive attitudes about the overall learning experience (Bordia et al, 2006). In fact, Miller (2005) argues that students who do not have their expectations met while in college will suffer greater stress than those who have their expectations met and that a mismatch between expectations and reality can result in lowered motivation, disengagements and attrition Lobo and Gurney (2014). Meanwhile, Haque (2014) shows that at the point when its execution is superior to the normal dimension, it is called positive disconfirmation. So, it can be said that disconfirmation of desires impacts students' inspiration, execution, classroom conduct, and general dialect learning background since students depend intensely on educators and organizations for information procurement.

In this way, the lecturer has to comprehend what his students need in learning English. Realizing students' desire will enable them to make the sort of learning environment in the classroom which will enable for the students to accomplish the normal dimension. If the teacher believes that the desires of the students are low, he should encourage the students to raise the measurement and make a free learning condition in the classroom so that students will not have any fear for being ridiculed or blamed in the classroom.

The study is aimed to answer the following questions:

- 1) What is the expectation for the use of English in the future?
- 2) What is the expectation of students for the content of English class?
- 3) What is the expectation of students for the learning style of English class?

2. Research Method

The study was conducted in Management undergraduate students' class in the first semester at a private university in Yogyakarta to observe their expectation of ELT. It is explained that the survey required the participants to evaluate their expectations of teacher's classroom management techniques. The sample included 7 undergraduate students at the Management Department. Students who participated are from the first year. The researchers conducted the interview and assured the participants that the results would be confidential. First of all, the researchers did an observation on students to know how the lecturer's performance and students' performance in English class, then the researchers interview them to evaluate their expectation related to the content of the course and the teaching-learning style in the classroom. The researchers used the semi-structure interview. The questions for interview guide were about expectation related to the content of the course and the teaching-learning style.

3. Findings and Discussion

3.1. Observations

1) *Observation of students' activity*

The observation results in students' activity in the learning process in the classroom namely: in students experiences in the part of knowledge experienced, learned, and discovered. Two up to three out of all students in the class can make observations or investigations well but the others students just keep silent. In addition, some of them in terms of listening and reading are quite good, they can read although the pronunciation is the big problem for them. In building understanding, just a few of the students can express their thoughts/opinion, think creatively and critically and explain the materials to others fluently and other students just keep silent and listen to their teacher and friends. Besides that, in reflective thinking, only few students can correct errors or deficiencies in the learning process quite well and deduce learning material in their own words.

2) *Observation of the lecturer*

In this observation, the researchers observed the way the lecturer teaches undergraduate Management students on English subject. The researchers focused on the teaching' styles, the procedure of teaching, the activities of teaching, and the content materials in teaching. This observation is based on the written guidance that the researchers got.

The lecturer got prepared to teach as good as she could be. The lecturer told the students about what they would do for today's activities. The purpose of the learning was not clearly delivered. There was no review of the previous meeting. The material taught was often associated with everyday environment. The lecturer motivated students by speaking two languages, so students could understand what was being discussed.

The lecturer mastered the subject very well, proven with fluency in explaining, not only with English but also in Indonesia. The materials were delivered, and the language was in accordance with the indicators. The lecturer became the students' facilitator to learn English well. When the lecturer explained the materials, he occasionally gave questions to his students and this indicated that the interaction between lecturer and students was very good. Then after the material was over the teacher gave the opportunity for students to ask questions about the material that has been taught. He was also competent in using teaching aids and materials for the teaching process. He also provided guidance to students in the teaching and learning process. The concept given was very clear and could be understood by students. Concrete examples were also given by the lecturer as a means to make students understand.

Finally, the lecture guided students to conclude the material that has been taught. Then, they discussed a little bit about what they would do next week. There was no homework for students. The last, the lecturer ended the lesson by conducting an evaluation of the students.

3.2. Interview

Some students stated that they are unconfident to speak English. They are afraid of making mistakes because they always think of grammar and pronunciation. The culture of "fear of being wrong" thought is a frightening specter for students in learning languages. Students are reluctant to speak English because they are afraid that their grammar is incorrect, their sentence structure is ambiguous, and sometimes they could not interpret as they lack vocabulary. When speaking, the

students are afraid of the pronunciation that is still influenced by their first language. They are afraid to say it because the spelling and the utterance of English words are very different. The students admit that they find it difficult to learn English because the language is hard to understand, and they are not used to it. Also, incorrect pronunciation would affect the meaning so that it might create a misunderstanding with others. The factor of lack of confidence in using this language greatly inhibits students in the learning process. While another reason is that students' expectation in studying English is not fit for the learning and teaching process, students have their own expectations in learning English. The researchers attempted to discover the nature about their desires which secured the accompanying zones:

1) *Student's expectation for the use of English in the future*

All students agree that English is essential and highly required in this period. They hope they master English since English is a worldwide language. Student A (P1.1) said "It is used to discover knowledge deeply because language is the window of science, for insight, for going abroad, and for pursuing master's degree and doctor". They imagine that English language would assist them in getting a superior employment. Students realize that they, as a learner, must have those skills. Students realize that it is very helpful in learning international languages such as English for their future. As in seeking a future job, English will be one of the mandatory requirements for job applicants. Those who have English skills are more attractive than those who cannot speak English.

2) *Expectation related to the content of English teaching*

The students said that they have expected to think about the accompanying abilities/substance from their English class to incorporate four aptitudes (reading, listening, writing, speaking), articulation and language structure, desire identified with the learning style, and students' concern.

a) *Four English language skills*

The result found that few students know four aptitudes: reading, listening, writing, and speaking. Student C (P3.2) said "I hope I can understand these 4 skills, writing, listening, speaking and reading..." They stated that this aptitude must be appropriately engaged in the classroom. They have a desire to master these 4 abilities in English, communicate in English, and to be active. They also have an expectation that when the teacher is teaching in the classroom, the lecturer should include these four skills.

Related to English language content, they emphasized that they want to be able to master the skills in speaking so that they can be active in using English. Students C (P3.3) "... All skills must be mastered". They realized that these four skills are mandatory things, and they must master them in learning languages. Student F (P6.2) said "Studying English includes all skills". Four skills in this language are related to one another, nothing can be separated. Students want English language learning becomes more intensive so they can master these four language skills.

b) *Pronunciation and grammar*

Among the participants, some students showed their concern about pronunciation. When they entered the EFL context, they did not know the exact pronunciation of many words and often said the wrong words. They were also afraid about grammar when they were speaking. It is appropriate in student F (P6.1), she said that she was afraid, and it was difficult to speak English because of the grammar and the pronunciation of English.

The students also demanded to be able to write with the correct grammar and speak with the correct pronunciation. Students expect that they can speak English like native speakers because it looks cool and can be well understood. Student C (P3.1) said "I want to be like native speaker, I want to travel the whole world, speaking and pronunciation have to be good".

In terms of pronunciations, students expected to speak like native speakers. In terms of grammar, students expected to be able to make good sentences and in accordance with the correct grammar and speak with the correct grammar too. Most of them were afraid to speak English because they did not know how good sentences are arranged. So, they wanted to explore and learn grammar and pronunciation better and speak bolder.

3) *Expectation related to the learning style*

Students additionally referenced that they have certain assumptions about the teaching and learning style delivered by the teacher in the classroom. Student A (P1.6) said that "I prefer group work, because I can speak with my friend and share ideas". In terms of teaching-learning style, students expect the learning to be fun with group assignments so that they can interact with their friends and

are able to speak English. Students also said that they want to learn English using everyday conversation so that they can practice it in their daily lives. Students also suggest learning on their own with their own learning styles, such as listening to English songs, watching English movies reading English books, and speaking directly with native speakers. Students expect fun teaching-learning styles so that they are not bored, and they remain motivated to learn English.

According to student G and student F (P7.7, P1.6), they said that “I prefer studying with a group because we can share and discuss something with each other” and “I prefer group work, because I can speak with my friend and share ideas”. They prefer group work over individual tasks. With group work, they can discuss the problem, and the pressure of the work lessened with working groups.

The majority of the students expect a classroom situation where they could appreciate language learning. Student D and student F (P4.6, P6.3) said that “I want the atmosphere of the class to be relaxed and communicative” and “studying in a relaxed atmosphere and the teacher really understands the situation of students because students have different abilities and skills in studying English”. They expect the classroom can make them relaxed and communicative in studying. They also wanted the teacher to understand their situation because they have different abilities and skills in studying English.

Student E and student G (P5.3, P7.6) said “studying English and practice it directly, and learning English is not taken seriously so it will not be boring” and “I like to study English and practice directly, not only study in classroom but also learn in using quick trick (Special trick) for example watching video. Teachers teach English using English language”.

They stated that they want to study English with direct practice. Some of them suggested that studying English should be not only in the classroom but also outdoors, for example, go to tourism resorts and practice speaking directly with native speakers. They also suggested that they want to study English with quick tricks (special tricks) so they can learn simply, not in the long-term; third, all students like to study by watching videos on YouTube, listening to songs and reading the lyrics with the translation too. They hope that the lecturer can use the media more often in teaching and learning process.

Students know that they as a learner have to master four English skills. They realize that it is very helpful to learn international languages such as English because it is important for their future. As in looking for a future job, English will be one of the mandatory requirements for job applicants. Those who have English skills are more attractive than those who cannot speak English. This result is supported by Crystal (1997) in Clyne and Sharifian (2008) that a bigger number of individuals speak English today than any other languages ever in the world. English is the universal language and is the most popular language among other languages.

In relation to expectation of students in giving instructions, they said that they have expected to ponder the accompanying abilities from their English learning in the classroom incorporating four aptitudes (reading, speaking, listening, and writing) elocution and sentence structure, desire identified with the learning style, and students' concern. Students' assumptions on teaching and learning styles in the classroom, students expect this learning to be fun with group assignments so that they can interact with their friends and are able to speak English. Students prefer to learn English using everyday conversation so that they can practice it in their daily lives. Students also want to learn English with their own learning style, such as listening to English songs, watching English-spoken movies, reading English-written books and speaking directly with native speakers. Students have a great deal of desire in the teacher's teaching style because if it meets students' expectations, then their motivation will be boosted.

This result is equivalent to Rivkin, Hanushek, and Kain (2005) that instructors have an imperative role in students' accomplishment, and great lecturers can see the opportunities of their students' skills well. Sanders and Horn (1998) add that instructors are the real determinants of students' scholarly improvement. If the instructor gives the instructions as what students want, it will persuade them to learn English. This is demonstrated in Bordia, Wales, Pittam and Gallois cited in Haque (2014) that the researchers agree that most students have early assumptions regarding educating strategies and students' desires have a vital role in learning and their inspiration. Then, the teacher has a big influence for students' improvement in the outcome where a teacher gives direction and helps them (Lantolf and Thome, 2007). In addition, meeting students' expectations generates a greater level of motivation, classroom participation, confidence in using the language, practice and teacher feedback and positive attitudes about the overall learning experience Bordia et al. (2006).

However, if it is unable to implement, the students might be stressful and feel difficult to learn English, it is related to the statement from Miller (2005) that students who do not have their expectations met will suffer greater stress than those who have their expectations met and also the a mismatch between expectations and reality can result in lowered motivation, disengagements and attrition (Lobo & Gurney, 2014).

4. Conclusion

In conclusion, students' expectations give effects in the teaching and learning process. Students at the university level know what is going on in the language class and they need positive affirmation as an upgrade for better execution to enhance their English aptitudes as well as to improve their English skills and motivate them to study English.

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