

## ABSTRACT

Adventia, E. C. (2024). *The impact of teachers' dismissive behaviours towards EFL students' questions on their emotion and academic performance*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

This study was aimed to determine the way EFL students viewed the teachers' dismissive behaviours towards their questions in English classes, as well as the impact of the behaviours on their emotion and academic performance. In conducting the study, two research questions were formulated, namely: 1) How do EFL students perceive teachers' dismissive behaviours when the teachers unconsciously and/or consciously dismiss or deviate from the students' question(s) during class? 2) What is the impact of the teachers' dismissive behaviours on the EFL students' emotion and academic performance?

This study employed basic qualitative as the method and in this study, four participants from the English Language Education study program at Sanata Dharma University were carefully selected and interviewed using a semi-structured questions that had been formulated with great consideration through the formation of a blueprint. The formulation of blueprint containing interview questions was based on two theories, namely Self-Determination Theory (SDT) initiated by Deci and Ryan (1985), and Attribution Theory by Weiner (1972). An observation of the participants during an English class was also conducted in the purpose of data triangulation.

Based on the data that had been collected, reviewed, and analyzed, it was discovered that active EFL students tended to view the teachers' dismissive behaviour in a self-reflective manner. They viewed that when the teachers' dismissive behaviours occurred, there was something wrong with themselves, their questions, or their questioning skill. On the other hand, passive EFL students often associated this phenomenon with the teachers themselves. They argued that the teachers' dismissive behaviours appeared or occurred because there was something wrong with the teachers. Even so, almost all participants agreed that the teachers' dismissive behaviours did not have a significant impact on their overall academic scores. However, there were minor effects such as feeling confused about the lack of confirmation on their questions.

**Keywords:** academic performance, behaviour, EFL students, emotion, teachers' dismissive behaviour

### **ABSTRAK**

Adventia, E. C. (2024). *Dampak perilaku abai dosen terhadap pertanyaan mahasiswa EFL terhadap emosi dan prestasi akademik mereka*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Penelitian ini merupakan penelitian yang bertujuan untuk mengetahui bagaimana pandangan mahasiswa EFL mengenai sikap abai dosen terhadap pertanyaan mereka di dalam kelas Bahasa Inggris dan selama kelas berlangsung, serta dampak yang ditimbulkan oleh sikap dosen tersebut terhadap emosi, kompetensi, dan prestasi akademik mereka selama masa perkuliahan. Dalam melakukan penelitian, terdapat dua pertanyaan yang diformulasikan, yaitu: 1) Bagaimana mahasiswa EFL memandang perilaku dosen ketika dosen secara sadar dan/atau tidak sadar mengabaikan dan/atau mengalihkan pertanyaan mereka selama kelas Bahasa Inggris berlangsung? 2) Apa dampak dari sikap abai dosen terhadap emosi dan prestasi akademik mahasiswa EFL?

Dalam penelitian ini, empat partisipan dari program studi Pendidikan Bahasa Inggris di Universitas Sanata Dharma dipilih secara hati-hati dan diwawancarai menggunakan pertanyaan yang telah dirumuskan dengan penuh pertimbangan melalui pembentukan blueprint atau cetak biru dengan metode semi terstruktur. Penyusunan pertanyaan wawancara didasarkan oleh peneliti pada dua teori, yaitu Teori Determinasi Diri (SDT) yang digagas oleh Deci dan Ryan (1985), serta Teori Atribusi oleh Weiner (1972). Observasi terhadap partisipan selama kelas Bahasa Inggris juga dilakukan dengan tujuan triangulasi data.

Berdasarkan data yang telah dikumpulkan, dikaji, dan dianalisis, ditemukan bahwa mahasiswa EFL aktif cenderung memandang sikap abai dosen dengan cara yang reflektif terhadap diri sendiri. Mereka memandang bahwa ketika sikap abai dosen terjadi, terdapat hal yang kurang tepat pada diri, pertanyaan, atau kemampuan bertanya mereka. Di sisi lain, mahasiswa EFL pasif lebih kerap mengasosiasikan fenomena ini dengan dosen. Mereka berpendapat bahwa sikap abai dosen muncul atau terjadi karena terdapat hal yang kurang sesuai pada diri dosen. Meskipun begitu, hampir semua partisipan menyetujui bahwa sikap dosen tersebut tidak memberikan pengaruh signifikan terhadap prestasi dan nilai akademik mereka secara keseluruhan, meskipun terdapat dampak-dampak kecil seperti perasaan bingung atas kurangnya konfirmasi pada pertanyaan mereka.

Kata Kunci: emosi, mahasiswa EFL, prestasi akademik, sikap abai dosen, sikap dosen