THE INFLUENCES OF STUDENTS’ BEHAVIOURS IN LEARNING ENGLISH ON THE ELESP STUDENT TEACHERS’ MOTIVATION TO BECOME ENGLISH SCHOOLTEACHERS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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Student Number: 111214017

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Faculty of Teachers Training and Education
Sanata Dharma University
Dean
Nohandi, Ph.D.
"But for those who take refuge in YOU, 
let them ever sing and rejoice. 
Let YOUR deliverance shield them, that they may praise YOU 
in gladness- those who love YOUR name, O LORD” 
( psalms 5:12)

“THE LORD IS MY SHEPHERD, 
I SHALL NOT WANT”  
(psalm 23:1)

I dedicate this thesis to  
My Congregation of the Sisters of St. Francis ‘Charitas’
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, August 11, 2015

The Writer

Susana Wijiarti
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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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ABSTRACT


The topic of this study was selected based on the researcher’s observation on the English Language Education Study Program (ELESP) students’ motivation in joining the study program. Many students are not interested to become schoolteachers although they are in the English Language Education Study Program. Their motivations in joining the study program are various. Internship program in school is one of the subjects in ELESP which trains the students to become teachers. This study is aimed to find out how the ELESP student teachers’ experiences in dealing with students’ behaviours during the internship program in school influence their motivation to become schoolteachers.

There are two research problems in this research. Those are (1) what behaviours of the students in English language learning are shown during the internship program in school, and (2) what influences of the students’ behaviours on the student teachers’ motivation to become schoolteachers are.

This study is qualitative. It uses a case study method and the instruments of the data gathering are classroom observations and interviews. The classroom observation is aimed to answer the first research problem in which the researcher finds directly in the classroom. The interview is aimed to answer both research problems; the students’ behaviours and their influences on the student teachers’ motivations to become schoolteachers.

The results showed that there were two major students’ behaviours found in the classroom activities. Those behaviours were productive and disruptive behaviours. The result also showed that the students’ behaviours gave influences on the student teachers’ motivation to become schoolteachers. These were seen from the student teachers’ creativity to solve every challenge they faced in the classrooms. The influences were different from each student teacher. The first influence was positive influence which meant that the students’ behaviours gave motivation to the student teachers’ motivation to become schoolteachers. There were two student teachers who had more interest to become schoolteachers after dealing with students’ behaviours. The second influence was considered a neutral influence. The student teacher had the interest to become a schoolteacher but there was also another concern to work in another field.

**Keywords:** students’ behaviour, internship program in school, motivation, student teacher, schoolteacher
ABSTRAK


Topik skripsi ini dipilih berdasarkan observasi peneliti terhadap motivasi para mahasiswa Program Studi Pendidikan Bahasa Inggris (PBI) dalam memilih Program Studi. Banyak mahasiswa yang tidak tertarik untuk menjadi guru, meskipun mereka belajar di Program Study Pendidikan Bahasa Inggris. Motivasi mahasiswa memilih Program Studi Bahasa Inggris bermacam-macam. Program pengalaman lapangan (PPL) merupakan salah satu mata kuliah yang melatih mahasiswa menjadi guru. Penelitian ini dimaksudkan untuk menjawab bagaimana pengalaman para praktikan berproses dengan tingkah laku siswa selama melaksanakan PPL mempengaruhi motivasi mereka untuk menjadi guru sekolah.

Ada dua rumusan masalah dalam penelitian ini, yaitu (1) Tingkah laku apa saja yang ditunjukkan para siswa dalam belajar bahasa Inggris selama Program Pengalaman Lapangan (PPL), dan (2) Apakah pengaruh dari tingkah laku tersebut terhadap motivasi para praktikan untuk menjadi guru sekolah.

Penelitian ini adalah penelitian kualitatif. Penelitian ini menggunakan studi kasus dan menggunakan observasi kelas dan wawancara sebagai instrument pengumpulan data. Observasi kelas dilakukan dengan tujuan untuk menjawab permasalahan yang pertama yang ditemukan langsung oleh peneliti. Wawancara dilakukan untuk menjawab pertanyaan kedua yaitu pengaruh dari tingkah laku para siswa terhadap motivasi para praktikan untuk menjadi guru sekolah.


Kata kunci: students’ behaviour, internship program in school, motivation, student teacher, schoolteacher
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Susana Wijiarti
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CHAPTER I

INTRODUCTION

In this chapter, the researcher outlines the research background, the research problems, the problem limitations, the research objectives, the research benefits, and the definition of terms used in the research.

A. Research Background

The English Language Education Study Program (ELESP) is one of the study programs in Sanata Dharma University Yogyakarta in which many high school students are interested. This can be seen from the large numbers of the graduated high school students who enrol the study program. The ELESP is one of the favourite study programs in which the accreditation is A. The students come from many different parts, cities, provinces, and even islands of Indonesia. The motivations in joining the study program are also various. Since the ELESP belongs to the Faculty of Teachers Training and Education, there is an interesting question: ‘Are the students interested to become English schoolteachers by joining the study program?’

To begin this study, the researcher made a minor pre-research about the ELESP students’ motivations in joining the study program. The pre-research was done through the questionnaire addressed to thirty ELESP students who enrolled in the internship program in school for even semester of the academic year 2014/2015. It was distributed from February to April 2015. The questionnaire
contained seven questions related to the students’ motivations in joining the study program.

From twenty-nine respondents who had answered and returned the questionnaire, it showed that there were only seven students who had motivation to become English teachers, while nine students said that they were asked by their parents, eight students were recommended by others, and the rest were just interested in learning the English Language. In other words, this result also showed that the students’ motivations in joining the ELESP are various. In addition, some students said that they had motivation to become English Language teachers not for teaching in a school but in a private course. However, there were some others who were not really interested to become teachers and chose the study program because they believed that ELESP in Sanata Dharma was better compared to other universities. The students just wanted to improve their competencies in English Language in order to achieve other career goals in non-educational fields.

In fact, the motivation is something which is very important. One will be driven to do something when she/he is motivated. Ormrod (2011) stated that it is something that energizes, directs, and sustains behaviour; it gets the learners moving to the particular direction and keeps them going (p. 362). Korb (2010) defined this term in two definitions. First definition is something that leads or influences a person to do something. The other definition is a mental state, an internal need, or an outward goal that causes one to act. People do things because they have motivations, whether they are aware or not. Various motivations have
also driven the students to enrol the ELESP. The motivation influences the student’s responses to every subject in the study program.

The ELESP students of Sanata Dharma University are trained to be educators through every subject which is prepared by the study program, no matter what motivation has pushed them to join. In general, according to *Buku Panduan Akademik* (2011) of the study program, the vision of the ELESP is to educate the English Language educator candidates to be professional, competent, conscious, and compassionate and having strong a character as an educator. In order to prepare the students to be ready as an educator, the ELESP has offered some subjects which help the students to understand the learning teaching process in the school, starting from the general into the specific ones.

Based on *Buku Panduan Akademik* of the ELESP (2011), in the first semester, the students are introduced to *Pengantar Pendidikan*. Through this subject, the students are acquainted with the education concepts and principles. Then, in the second semester, the students are introduced to adolescence development. The next semester provides the psychology of learning and teaching which is followed by the basic guidance and counselling in semester four. Then, the students are given the understanding of the school based management in the fifth semester.

There are specific subjects which train the ELESP students to be the competent English Language teachers. Those subjects are Approaches, Methods and Techniques (AMT) which is introduced in the fourth semester, Language Learning Assessment (LLA), Learning Program Design (LPD), and Language
Teaching Media (LTM) which are introduced in the fifth semester, Micro Teaching is offered in the sixth semester and finally, the students conduct the internship program in school which can be taken in seventh or eighth semester.

Starting from Micro Teaching class, the ELESP students learn how to deal with high school students in the classroom. In the Micro Teaching class, the students practise to prepare the lesson plans and to teach the classmates who act as high school students. Besides, the students are given an opportunity to teach English to the lower class or other study programs. Micro Teaching class is prepared for the next step in the internship program in school.

Furthermore, after passing the Micro Teaching class, the students are allowed to conduct the internship program in school. It has been stated before that this program can either be taken in semester seven or semester eight. According to *Buku Panduan Akademik* (2011), the internship program in school is prepared to train the student teachers to develop their competencies in teaching. It has three major objectives: to help the student teachers to understand the school environment as detailed; to apply the student teachers’ competences holistically and integrated in the real school; and to take the benefits of their experiences to become the professional teachers.

The internship program in school is a compulsory subject. Placement is offered in senior or junior high schools, and in either a state or private schools. There are two systems of taking this program. The first system is that the students can take the block system where they have to be in the school from Monday to Saturday. It usually takes times around two to three months to finish the program.
The other system is the sebaran system, where students can make the negotiation with the headmaster about what days they have to be in the school. This system takes much longer than the first system (Buku Pedoman PPL, 2012).

The results of the minor pre-research showed that the experiences which the student teachers got from the internship program in school were various. There were good experiences and not really good experiences. One of the experiences which the student teachers face was dealing with the students’ behaviours in the classroom. Through the learning teaching, the student teachers discovered how the students behaved during the learning process.

Relating to this research, the study on the motivation to become the teachers is not a new idea because similar studies which observed the same motivation had been done by other researchers. Prabawa (2013) conducted research on the students’ motivation to become teachers based on the students’ personal efficacy in Micro Teaching class of Sanata Dharma University. Personal efficacy is the students’ belief that they are capable of bringing about the improvement in the learners’ achievement. The finding of the study indicated that personal efficacy influences the students’ motivation to become teachers regardless of the level of the personal efficacy they had (p. 93). Another study was the changing of the career selection based on the students’ experiences in teaching practice. Puruhita (2010), in her undergraduate thesis stated that the students of the same university, who had conducted teaching practice program had some changes on their careers selection (p. 61).
However, this study examines the motivation from a different angle. The researcher views the student teachers’ motivation from the ways the student teachers deal with the students’ behaviours in the classrooms. The research finds out whether the behaviours of the students influence the student teachers’ motivation to become schoolteachers. The following discussion reviews some related theories to support the study.

B. Research Problems

This study answers two research problems related to the internship program in school which was held by the ELESP students.

1. What behaviours of the students in English language learning are shown during the internship program in school?

2. What are the influences of the students’ behaviours on the student teachers’ motivation to become schoolteachers?

C. Problem Limitation

This study was conducted to know how the student teachers’ motivation to become schoolteachers develop through their participation in the internship program in school, especially through the experiences in dealing with the students’ behaviours in learning English in the classroom. The researcher limited the study to the ELESP students as the participants of the study who enrolled in the internship program in school at SMK Putra Tama, Bantul. The researcher also limited the data gathering techniques to the classroom observation and the interview.
D. Research Objectives

There are two objectives in this study. The first objective is to identify what behaviours are shown by the students in the classroom during the teaching practices of the student teachers. The second objective is to find out how the students’ behaviours influence the student teachers’ motivation to become English schoolteachers.

E. Research Benefits

This study is expected to give some benefits to the readers, especially those who are concerned with English teacher training. Among them are as follows.

1. The Student Teachers of ELESP

The students of ELESP are helped to recall their experiences in their teaching practices in the internship program in school. The students are also helped to see whether their motivation to be schoolteachers increases or decreases after conducting the internship program in school, especially through the experiences in dealing with students’ behaviour. For the ELEPS students who will conduct the internship program in school, they will be helped to know the students’ behaviour which they will deal with.

2. The Researcher

By conducting the study, the researcher is able to answer the research problems related to the students’ behaviours and their influences on the students’ motivation to become schoolteachers after conducting the internship program in school. Furthermore, the researcher finds more understanding about the students’
behaviours in the classrooms which gives more encouragement to the researcher to dedicate herself as a schoolteacher.

3. **The Other Researchers**

This study is expected to help other researchers who are interested to do research related to the students’ behaviours in learning English in the classroom. Furthermore, the researchers are also helped to see how the behaviours give influences to the teachers’ motivation in teaching.

F. **Definition of Terms**

The researcher provides the definition of terms in order to avoid misunderstanding in this study.

1. **Students’ Behaviours**

According to Gordon (2000), behaviour can be defined as the way in which an individual behaves or acts. It is an individual’s action to people, society, or objects (p. 9). Based on the definition, the students’ behaviours in this study refers to the students’ responses in the form of actions towards the English language learning in the classroom. The behaviour can be positive or negative.

2. **Motivation**

According toOrmrod (2011), motivation is something that energizes, directs, and sustains behaviour; it gets the learners moving in a particular direction, and keeps them going (p. 362). In this study, motivation refers to an energy which encourages the student teacher to make an action to achieve the future goal to become a schoolteacher. The student teacher’s motivation is based
on their experiences in dealing with the students’ behaviours in learning English in the classroom during their teaching practice in the internship program in school.

3. Student Teachers

The term of student teachers in this study refer to the ELESP students who are conducting their internship program in school in the even semester of the academic year 2014/2015 at SMK Putra Tama Bantul Yogyakarta.

4. Schoolteacher

According to the Oxford Advanced Learner’s Dictionary (2010), schoolteacher is a person whose job is teaching in a school. From this definition, the schoolteacher in this study refers to the English teacher who teaches in the classroom in a school. She/he is not the teacher who teaches private English courses.
CHAPTER II

REVIEW OF RELATED LITERATURE

The focus of this study is the influences of the students’ behaviours in learning English on the student teachers’ motivation to become English schoolteachers. To support the study, the researcher reviews some related theories which support the study in answering the research problems. This chapter is divided into two parts: theoretical description and the theoretical framework.

A. Theoretical Description

In this section, the researcher describes three major theories: the behaviourist theory of learning, the students’ behaviours, and the theory of motivation.

1. Behaviourist Theory of Learning

In an educational context, learning has often been seen as a product of some endeavour (Churchill, 2011). Uno (2006) defined learning as a change experienced by the students to behave with a new way as the interaction result between stimuli and responses (p. 7). From the second definition, it can be seen that when a teacher gives a stimulus during the teaching activity, the students will respond. The way of the student responds the stimuli is known as the student’s behaviour.

Some experts who had worked in this field are known to be the experts of the behaviourism theory. Thorndike (1911) as stated in Uno (2006), with his behaviourism theory, suggested that learning is an interaction process between a
stimulus and response(s), such as the way of thinking, feeling, and also gestures. Each stimulus given by a teacher will invite the students to respond. The change of behaviour can be concrete or abstract (p. 7). Watson (1963) as stated in Uno (2006) had a different opinion from Thorndike’s. Watson said that a stimulus and a response(s) should be in the form of observable actions (p. 7). The other expert, Skinner (1968), argued responses given by the students are not just simple because basically each stimulus interacts with other stimulus and the interaction will influence the response (p. 9).

According to Gordon (2000), behaviour is the way in which an individual behaves or acts. It is an individual’s action towards a person, a society, or an object (p. 9). Since it is individual, the behaviours can be various. Ormrod (2011) summarizes five assumptions of behaviourist perspective. The first assumption is people’s behaviours are the result of their experiences with environmental stimuli. This means that people behave because they experience something from their environments. The second assumption is that learning involves a behaviour change. From this assumption, it can be understood that the learning process will create the students’ behaviours. The third assumption is that learning involves forming associations among stimuli and responses. There is a close relation between the stimuli and responses in the learning process. The fourth assumption is that learning is most likely to take place when the stimuli and responses occur together in time. Thus, there is contiguity between them. The last assumption is that many species of animals, including human beings, learn in similar ways. Thus, from this summary, it can be seen that students’ behaviours are the results
of the experiences they receive in the classroom especially during the learning process (Ormrod, 2011).

2. **Students’ Behaviours**

What determines human behaviour? The answer to this question has changed overtime. Before 1920’s, human behaviour was determined primarily by personal variables, especially inborn characteristics. As behaviourism gained influence, behaviour was seen as shaped by the environmental influences, particularly the stimuli and reinforcements (UCLA, p. 7).

Nowadays, the students are considered as the twenty-first century learners. These students are different from the previous generations. The technology developments especially in the information technology have made great differences between students from the past generations (Churchill, 2011). Based on the development stage, it can be seen that high school students are still considered as adolescents. The range of the students’ age is 12 to 17 years old in which the students identify their role from the parents and authority figures. The students’ behaviour can easily change. According to Elkind (1976), as it is stated in Santrock (1995), the way the adolescent thinks is considered as egocentric. The students tend to think only about themselves. The students’ behaviour in the classroom is often a complex interplay of many different individual characteristics (e.g., maturity, gender, ability) and family background, as well as classroom dynamics. Each student brings a unique set of previous environments and experiences (Ormrod, 2011). A good teacher should be attentive to every student
in the classroom, and such diversity is the key reason for the different behaviour patterns (Ormrod, 2011, p. 316).

Maslow (1943) as quoted in Korb (2012) defined basic human needs which show students’ adaptations to those needs.

![Maslow's Hierarchy of Needs](image)

**Figure 2.1 Maslow’s Hierarchy of needs.**

From Maslow’s hierarchy of needs, Korb (2012) analysed generally the students’ behaviours based on their family background. The students from a supportive home will advance rapidly towards the higher level of self-actualization. They feel more safety and security and will not have a need to disrupt a class in order to gain the necessary attention. Korb (2012) states that it is the students at the basic needs level who often become defiant and disruptive. What they lack at home is sought out in the classroom.

What kinds of behaviour do the students have in the classroom? This is the main question. In this part the researcher divides the students’ behaviours into two
major behaviours. The first is the productive behaviour, and the other is the disruptive behaviour.

a. **Productive Behaviour**

Productive behaviour can be defined as the acceptable behaviour. Korb (2012) explained that the acceptable behaviour takes places when the students produce the expected behaviour. These behaviours are mostly positive. Yahaya (n.d) defined this behaviour as an act that is positive and cooperative. The behaviour increases productivity and contributes positively to the achievement of the organizational objectives. Yahaya gave the examples of the behaviour including punctuality, honesty, dedication, neatness; compliance with organizational rules and regulations and hard work. A teacher will always have some expectations from the learning teaching activities she/he conducts. Mostly, a teacher expects the positive behaviours. Productive students’ behaviours can be seen from specific examples: paying attention, contributing to class discussions, keeping work areas tidy and organized, and working cooperatively with other classmates (Ormrod, 2011, p. 485).

b. **Disruptive Behaviour**

Students of the University of North California Affairs Office defined disruptive behaviour as any behaviour that disturbs, interferes with, disrupts, or prevents any normal operations and functions of the university. It is said that the operations include: teaching, classroom activities, and students’ right to pursue educational opportunities (Ali & Gracey, 2013, p.3). Kaiser and Rasminsky (2007) as stated in Browne (2012) said that the cause of these behaviours in young
children and adolescents can be complex, and may stem from a number of genetic and environmental factors (p. 128). New Zealand Ministry of Education (2008) as stated in Browne (2012) explained that these behaviours involve students being disruptive or off a task, swearing, answering back or being non-compliant, being violent, bullying, vandalizing, and substance abuse (p. 127). Schneider (1998) in Kuhlenschmidt and Layne (1999) explained that the students may be late for class, leaving early, speaking out inappropriately, or sleeping during the class. Nordstorm, Bartels and Bucy (2009) as stated in Aly and Gracey (2013) added calling, texting, or playing games on cell phone and reading materials unrelated in class as the disruptive behaviours.

Ormrod (2011) gave the examples of disruptive behaviour such as being late in submitting assignments, neglecting or forgetting the assignments, talking out of turn, writing brief notes to the classmates during the class, screaming at the teacher, hitting their classmates, sleeping during a lecture, and refusing to participate in on-going activities (p. 485).

Gender differences are other factors which also influence the behaviour of the students. These are a few of many aspects which a teacher finds in the classroom. Some researchers have simplified the number of differences to physical, cognitive, personal, and social domain (Ormrod, 2011, p. 118).

a. Physical Activity and Motor Skill

Boys are temperamentally predisposed to be more active than girls. It is difficult for them to keep quiet in the classroom. They tend to move in the classroom and will be bored easily when they do not have any activity. This is
because boys develop their physical and motor skills more by participating in sports (Ormrod, 2011). Boys tend to move, while generally girls prefer to sit quiet.

b. Cognitive and Academic Abilities

The difference of academic abilities between boys and girls tend to be quite small (Ormrod, 2011). There is a possibility that boys and girls can have the same level of ability in learning.

c. Motivation in Academic Activities

Girls are more concerned about doing well in school. This includes their activities in the classroom. Girls are more diligent in doing their assignments, and they have more interest to graduate from the school and continue to college.

d. Sense of Self

Boys appear to have a more positive sense of self than girls do. This means that boys are generally more confident rather than girls.

e. Interpersonal Behaviour and Relationships

Boys are apt to be competitive, while girls are more likely to be cooperative (Ormrod, 2011). Boys like to compete and it is difficult for them to work with other students.

f. Classroom Behaviour

Boys talk more, and ask more questions, sometimes without being called on by the teacher. They sometimes act spontaneously. They also tend to dominate the group-discussion, whereas, girls are more uncommunicative in the classroom activities.
g. Career Aspirations

Historically, boys are more ambitious in their future career than girls. However, nowadays, boys and girls similarly focus on the careers that are stereotypically appropriate for their gender. Both boys and girls have greater self-confidence about their ability to succeed (Bandura, 2001 as quoted in Ormrod, 2011). Thus, both boys and girls have their own career aspirations.

3. Motivation

Every person whether they are conscious of it or not, is driven by motivation when they are doing activities. Ormrod (2011) stated that motivation is something that energizes, directs, and sustains behaviour; it gets the learners moving in a particular direction, and keeps them going (p. 362). According to Laming (2004), motivation means the switching of some patterns of behaviour or action within the individual. The action might be innate or modified by experience (p. 2). From these two definitions it can be seen that motivation directs a person to switch the behaviour in order to achieve his/her goal.

Motivation creates behaviour. Maslow (1943) stated that any motivated behaviour must be understood to be a channel through which many basic needs may be simultaneously expressed or satisfied. Motivation often appears together with the basic needs (p. 3). Table 2.1 shows the motivation theories which are generalized into three categories: biological, psychosocial, and interactionism. (Huffman & Vernoy, 2000).
Table 2.1 Theories of Motivation

<table>
<thead>
<tr>
<th>Theory</th>
<th>View</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Biological Theories</strong></td>
<td></td>
</tr>
<tr>
<td>Instinct</td>
<td>Motivation results from behaviours that are unlearned, uniform in</td>
</tr>
<tr>
<td></td>
<td>expression, and universal in a species.</td>
</tr>
<tr>
<td>Drive Reduction</td>
<td>Motivation begins with a psychological need (a lack of deficiency)</td>
</tr>
<tr>
<td></td>
<td>that elicit a psychological energy (drive) directed toward behaviour</td>
</tr>
<tr>
<td></td>
<td>that will satisfy the original need.</td>
</tr>
<tr>
<td><strong>Psychosocial Theories</strong></td>
<td></td>
</tr>
<tr>
<td>Incentive</td>
<td>Motivation results from environmental stimuli that ‘pull’ the</td>
</tr>
<tr>
<td></td>
<td>organism in certain direction.</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Motivation reflects thought processes (such as attributions and</td>
</tr>
<tr>
<td></td>
<td>expectancies) in goal-directed behaviour.</td>
</tr>
<tr>
<td><strong>Interactionism</strong></td>
<td></td>
</tr>
<tr>
<td>Maslow Hierarchy of Needs</td>
<td>Lower motives (such as physiological and safety needs) must be</td>
</tr>
<tr>
<td></td>
<td>satisfied before advancing to higher needs (such as belonging and</td>
</tr>
<tr>
<td></td>
<td>self-esteem).</td>
</tr>
</tbody>
</table>

*Source: Huffman & Vernoy (2000)*

The biological theories are related to the motivation which arises from the human instinct and the internal needs. The psychosocial theories are related to the motivation which arises from the environmental stimulus and the internal conflicts. The interactionism theory is related to Maslow’s hierarchy of needs. Maslow (1943) suggested that people are motivated by a hierarchy of needs and he believed that people pay attention to the higher needs only when the lower needs are satisfied (Huffman & Vernoy, 2000).

The esteem needs are the factors which often push a person to do something. Maslow (1943) classified these needs in two subsidiary sets. The first needs are the desire for the strength, achievement, adequacy, confidence in the face of the world, independence and freedom. The second needs are the desire for the reputation or prestige; respect or esteem from other people, recognition, attention, importance or appreciation (Huffman & Vernoy, 2000).
Ormrod (2011) stated there are five effects of motivation. Those effects are: (1) motivation directs behaviour toward particular goals; (2) motivation leads to increased effort and energy to pursue the goal; (3) motivation increases initiation of the persistence in certain activities, even in the face of occasional interruptions and frustrations; (4) motivation affects cognitive processes, such as what somebody pay attention to and how much they think about and elaborate on it; and (5) motivation determines which consequences are reinforcing and punishing (p. 362).

It is obvious that there is a possibility of the change of one’s motivation because of the experiences. Motivation can also arise from the environmental conditions. This is called as situated motivation where the environment can enhance one’s motivation to learn a particular thing or behave in particular ways (Ormrod, 2011, 362). The motivation to become a teacher which has moved the students to join the ELESP can change as the students deal with the process of the learning, especially during their experiences in the internship program in school. The changes are various; some increase, but for others, motivation can decrease.

B. Theoretical Framework

In order to answer the research problems in this study, the researcher relates the theories which have been previously reviewed. The following diagram presents the theoretical framework of this study.
The first research problem identifies the behaviours of the students in the English learning which student teachers found in the classroom. The researcher will analyse the students’ behaviours based on the two major kinds of behaviours: the productive and disruptive behaviour. The theories are taken from Ormrod (2011), Kuhlenschmidt and Layne (1999), and Aly and Gracey (2013). The researcher also considers how the gender differences as one of the factors which also influence the students’ behaviour.

The second research problem identifies what the influences of the students’ behaviours on the student teachers’ motivation to become schoolteachers. The supporting theories of this question are taken from the theories of motivation explained by Huffman and Vernoy (2000) and the five effects of motivation stated by Ormrod (2011).
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the components which support the data collection and data analysis. Those are the research method, the research setting, the research participants, the research instruments, the data gathering technique, and the research procedure.

A. Research Method

Educational research is the way for people to acquire dependable and useful information about the educative process (Ary, Jacobs, Sorensen, & Razavieh, 2010, p. 19). The educational research is classified into two broad categories: qualitative and quantitative (Ary et al. 2010, p. 22). This research used a qualitative study. Ary et al. (2010) stated that qualitative study seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is to find out a holistic picture and depth of understanding rather than a numeric analysis of data (p. 29). Specifically, this study used case study approach as the data gathering method.

A case study focuses on a single unit. Its goal is to arrive at a detailed description and understanding of the entity. It has multiple methods, such as interview, observation, and archives to gather data (Ary et al. 2010, p. 29). The researcher used this approach because the case of this study was a particular program of internship program in school which gave the student teachers experiences as teacher candidates. According to Yin (2009), there are six sources
of evidence commonly used in doing case studies. Those are documentation, archival records, interview, direct observations, participant-observation, and physical artefacts (p. 102). In this study, the researcher focused only on two methods to gather the data. Those were the interview and direct observation. Table 3.1 shows the strengths and weaknesses of each source according to Yin (2009).

Table 3.1 Six Sources of Evidence: Strengths and Weaknesses

<table>
<thead>
<tr>
<th>Source of Evidence</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| **Documentation**  | • Stable-can be reviewed repeatedly  
                      • Unobtrusive-not created as a result of the case study  
                      • Exact-contains exact names, references, and details of an event  
                      • Broad coverage-long span of time, many events, and many setting | • Irretrievability-can be difficult to find  
                                                                                     • Biased selectivity, if collection is incomplete  
                                                                                     • Reporting bias-reflects (unknown) bias of author  
                                                                                     • Access—may be deliberately withheld |
| **Archival records** | • Same as those for document  
                       • Precise and usually quantitative | • Same as those for document  
                                                                                     • Accessibility due to privacy reasons |
| **Interviews**     | • Targeted-focuses directly on case study topic  
                       • Insightful-provides perceived causal inferences and explanations | • Bias due to poorly articulated questions  
                                                                                     • Response bias  
                                                                                     • Inaccuracies due to poor recall  
                                                                                     • Reflexivity-interviewee gives what interviewer want to hear |
| **Direct observation** | • Reality-covers events in real time  
                        • Contextual-covers context of “case” | • Time-consuming  
                                                                                     • Selectivity-broad coverage difficult without a team of observers  
                                                                                     • Reflexivity-event may proceed differently because it is being observed  
                                                                                     • Cost-hours needed by |
<table>
<thead>
<tr>
<th>Source of Evidence</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
</table>
| Participant-observation | • Same as for direct observation  
• Insightful into personal behaviour and motives | • Same as for direct observation  
• Bias due to participants’ manipulation of events |
| Physical artefacts | • Insightful into cultural features  
• Insightful into technical operation | • Selectivity  
• availability |

*Source: Yin (2009)*

**B. Research Setting**

The researcher conducted the study during the internship program in school from January to May 2015. The classroom observations were conducted in SMK Putra Tama Bantul, from March to April 2015. The school is located on 2 Mgr. Alb. Sugiyopranoto St. Bantul, Yogyakarta. The interviews were done in three different sessions. The first interview was done on Friday, April 10th, 2015. The second interview was on Saturday, April 18th, 2015, and the last interview was on Thursday, May 7th, 2015.

**C. Research Participants**

There were two kinds of participants in this study. The first participant was the students of SMK Putra Tama. Those students were taught English by the student teachers of ELESP of Sanata Dharma University who conducted the internship program in school in academic year 2014/2015. The students were X grade students from four different classes. The classes were Accounting, Broadcasting, Marketing, and Automotive. These participants were addressed to
be the subjects in answering the first research problem related to the behaviour of the students in the classroom.

The second participant was the student teachers who conducted the internship program in school at the *SMK Putra Tama*. The participants were addressed to answer both research problems related to the students’ behaviours in the classrooms and its influences on their motivation to become schoolteachers. Purposive sampling was taken with the homogenous sampling method as the best approach to provide maximum insight and understanding of the study. There were three samplings involving the three student teachers who conducted the internship program in school in *SMK Putra Tama*.

D. **Instrument and Data Gathering Technique**

The sources of the data in this study were the participants. Ary et al. (2010) stated that the human investigator is the primary instrument for the gathering and analysing the data (p. 424). In this case, the investigator was the researcher. The fieldwork methods for the study were observation in the classroom and interview to the student teachers. In order to find a depth of understanding about the data, the researcher used two instruments: the classroom observations, and the interview.

The first instrument was the classroom observations. This instrument helped the researcher to see directly how the students behaved during the learning teaching process. The researcher observed four classes of *SMK Putra Tama*. They were done from March to April 2015 with four periods of classroom observation
in different classes. The researcher was present in the classroom, observing the students during the classroom activities, taking notes of the students’ behaviours, and additionally, the researcher also took some pictures and videos.

The second instrument was the interview. This instrument is the most widely used and the basic method for obtaining the data in this study. It helped the researcher to understand the experiences of the student teachers. The researcher interviewed three student teachers who conducted their internship program in school in SMK Putra Tama. The interview was a semi-structured interview consisted of ten major questions.

E. Data Analysis Techniques

This study used two data gathering methods. The first method was classroom observation and the second method was the interview. The data analysis was the combination of these two methods. The first data were related to the students’ behaviours found in the classrooms which were classified into two major behaviours: productive and disruptive behaviour. The data were found from the classroom observations, where the researcher observed directly how the students behaved during the learning activities and from the information of the student teachers in the interviews.

The second data were related to the theories of motivation and its effects. The analysis was to find the influence of the students’ behaviours on the student teachers’ motivation to become schoolteachers. The results were classified into three major influences: positive, neutral, and negative. The positive influence means that the student teacher shows more than three effects of motivation in the
learning teaching activities. It means that the student teacher shows the interest in teaching. The neutral influence means that there are three effect of motivation but the student teacher is not really sure whether she/he will become a teacher or not. The negative influence means that there is no effect of motivation shown during the teaching practices.

After the data were collected, the researcher analysed the data. The data were analysed using coding. According to Moleong (2013), coding is a process to make the categorization and to describe the implication and the details from each category. It was done in four steps:

1. The interview data which were in the form of recordings were transcribed into a written form in three columns. The first column was the original speech. It consisted of the questions from the researcher as the interviewer, and the answers of the student teachers as the participants. In this part, the researcher transcribed every single word given by the participants.

2. The researcher made the first coding in the second column. The first coding summarized the information given by the participants.

3. In the last column, the researcher made the categorization of the first coding. The categorization was made based on the points related to the problems in this study.

4. The categories from the coding then were classified based on the research problems. They were combined with the findings from the classroom observation data. The categories were used to describe the finding in chapter IV.
In order to establish the trustworthiness of this study, the researcher used the triangulation. Guion (2002) stated that triangulation is a method used by qualitative research to check and establish validity of the study. This study used the data triangulation which involved the use of different sources of data or information. The sources of data used in this study were the classroom observation, the student teachers as the participants in the interview, the researcher who interpreted the data, and the supervisor of this study who gave advice for the data analysis. After gathering the data from the classroom observations, the researcher conducted the interview. This interview was aimed to gain the insight on what has been found in the classroom observations. After finding the same data from the two sources, the researcher consulted the findings to the supervisor. By involving these sources of data, the validity of this research was established.

The researcher made some tables to classify the findings based on the categorization. The first classification was about the productive and disruptive students’ behaviours based on the theory of Ormrod (2011), Browne (2012), Kuhlenschmidt and Layne (1999), and Aly and Gracey (2013). Table 3.2 shows the classification of the student productive behaviours in the classroom.
Table 3.2 the Classification of Productive Behaviours

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Activeness in the learning</th>
<th>Students’ enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Contributing to class discussions</td>
<td>Keeping work areas tidy and organized</td>
</tr>
<tr>
<td>2</td>
<td>Working cooperatively with their classmates</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paying attention to the teacher’s explanation</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Ormrod (2011)*

Table 3.3 shows the students’ disruptive behaviours shown by the students during the classroom activities according to Ormrod (2011), Browne (2012), Kuhlenschmidt and Layne (1999), and Aly and Gracey (2013).

Table 3.3 the Classification of Disruptive Behaviours

<table>
<thead>
<tr>
<th>No</th>
<th>Disruptive Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Being late to come in the classroom</td>
</tr>
<tr>
<td>2</td>
<td>Escaping from the class</td>
</tr>
<tr>
<td>3</td>
<td>Being late in submitting assignments, neglecting or forget the assignments</td>
</tr>
<tr>
<td>4</td>
<td>Speaking out inappropriately/talking out of turn/screaming at the teacher</td>
</tr>
<tr>
<td>5</td>
<td>Calling, texting, or playing games on cell phones</td>
</tr>
<tr>
<td>6</td>
<td>Sleeping during class</td>
</tr>
</tbody>
</table>

*Source: Ormrod (2011), Kuhlenschmidt & Layne (1999), and Aly and Gracey, (2013)*

Table 3.4 is the classification of the students’ behaviours which are influenced by their gender differences according to Ormrod (2011).
Table 3.4 The Classification of the Behaviours influenced by Gender Differences

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Physical Activity and Motor Skills</td>
<td>More active</td>
<td>Less active</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive and Academic Abilities</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Motivation in Academic</td>
<td>More motivated</td>
<td>Less Motivated</td>
</tr>
<tr>
<td>4</td>
<td>Sense of Self</td>
<td>More positive</td>
<td>Less positive</td>
</tr>
<tr>
<td>5</td>
<td>Interpersonal Behaviour and Relationship</td>
<td>Competitive</td>
<td>Affiliate</td>
</tr>
<tr>
<td>6</td>
<td>Classroom Behaviour</td>
<td>Talk More</td>
<td>Less Talking</td>
</tr>
<tr>
<td>7</td>
<td>Career Aspirations</td>
<td>Ambitious</td>
<td>Less</td>
</tr>
</tbody>
</table>

*Source: Ormrod (2011)*

Table 3.5 shows the effects of motivation which helped the researcher to see the influences of the students’ behaviours on the student teachers’ motivation to become schoolteachers. The classification was adapted from the five effects of motivation.

Table 3.5 the Classification of Student Teachers’ Motivation Based on the Effects of Motivation

<table>
<thead>
<tr>
<th>No.</th>
<th>The Effects of Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Goal-directed Behaviour</td>
</tr>
<tr>
<td>2</td>
<td>Effort and Energy</td>
</tr>
<tr>
<td>3</td>
<td>Initiative in Activities</td>
</tr>
<tr>
<td>4</td>
<td>Cognitive Processes</td>
</tr>
<tr>
<td>5</td>
<td>Impact of Consequence</td>
</tr>
</tbody>
</table>

*Source: Ormrod (2011)*

Since the motivation is abstract, the researcher used this classification as the performances of the motivation. The researcher observed what activities were shown by the student teachers which showed their motivation to become...
There were three kinds of influences: positive, neutral and negative. A student teacher was considered having positive influence when there were at least three effects found in the interview. Less than three effects were considered neutral and when none of the effects appear, it was considered as a negative influence.

F. Research Procedures

The research procedures were done in some steps. The first step was to find the student teachers who were conducting the internship program in school and ask them permission to be the participants of the study. After finding the first participants, the researcher went to the school where the participants held the internship program. Then, the researcher asked permission to the headmaster. After the researcher got the permission, the classroom observations started.

The classroom observations were done from March to April 2015 on different occasions. Since there were four different classes which were taught by the student teachers, the researcher made the observations four times. The first observation was done on Tuesday, March 17th, 2015 in Broadcasting class. The second observation was conducted on Friday, March 20th, 2015 in Automotive class. The third observation was conducted on Wednesday, April 8th, 2015 in Marketing class, and the last observation was conducted on Saturday, April 18th, 2015 in Accounting class.

After gathering the data, the researcher assigned the interview with the student teachers to deepen the information about the students’ behaviours found in the classroom and their motivations to become schoolteachers. The interviews
were done from April to May 2015. There were three times of interviews. The first interview was done on Friday, April 10th, 2015, the second interview was done on Saturday, April 18th, 2015 and the last interview was done on Thursday, May 7th, 2015. The interviews were delivered in Bahasa Indonesia in order to achieve clear understanding both for the interviewer and the participants. The researcher recorded the interviews and then transcribed the records and made coding. Finally, after the data were gathered, the researcher analysed them using the classifications which had been made.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher answers the two research problems of this study. The research problems are (1) what behaviours of the students in English language learning shown during the internship program in school are and (2) what influences of those behaviours on the student teachers’ motivation to become schoolteachers are. The researcher presents the research findings and the discussion based on the related theories reviewed in chapter II and the methodology presented in chapter III.

A. Students’ Behaviours in Learning English

The first data presented were the data of the student’s behaviours found in the classrooms. These data were the combination of two kinds of data from the different data gathering techniques. The first data were found through the classroom observations at SMK Putra Tama Bantul and the other data were found through the interviews to the student teachers who conducted the internship program in school at the same school.

In chapter two, the researcher divided the student’s behaviours into two major behaviours: the productive behaviours and disruptive behaviours based on the theories of Ormrod (2011), Browne (2012), and Kuhlenschmidt and Layne (1999). The findings are presented based on these classifications.
1. **Productive Behaviours**

Ormrod (2011) gives the examples of the productive behaviours created by the students during the classroom activities, for instance, the students contribute to the class discussion, the students keep work areas organized, and the students work cooperatively with their classmates. These behaviours also appeared on the students of SMK Putra Tama Bantul. The researcher considered these behaviours as the activeness of the students in the learning process.

Through the interviews, the student teachers said that most of the students were active in the classroom during the learning process. They shared that the students had positive behaviours. The following statements represent the findings.

“*kalo Di AK, mereka semua gak ada yang gak mau nurutin apa yang disuruh sama gurunya. Jadi mereka tu kita conduct, kita nyuruh ini mereka nglakuin. Mereka nurut*” (part. 1, interview data)

(In Accounting class, all the students did what we asked.)

The first student teacher found that in Accounting class, the students were active and had good attention to the teacher’s explanation. They obeyed the instructions given by the student teacher. On Saturday, April 18th, 2015 the researcher had also found this behaviour. When the student teacher gave a task to do, the students worked on it. The researcher observed that most of the students were involved in the learning activity. They were active in answering the questions and doing the task.

The third student teacher also experienced the student’s activeness in Broadcasting class.

“*Broadcasting, broadcasting itu juga tipenya hampir sama dengan PM, tenang. Tetapi mereka aktif ketika kita memberi metode yang pas begitu. Sehingga lalu*
“kita memang harus ya itu tadi e harus kreatif menemukan kelas ini cocoknya pake metode yang mana gitu” (part.3, interview data)

(The characteristic of broadcasting class is the same as marketing class. They are quiet. They are active when we give the right method. That is why we have to be creative to find the right method for this class.)

The third student teacher said that the students in Broadcasting class were active. However, she added that the students were active when the student teacher applied the right method in teaching. This situation was also found in Marketing class.

Kelas PM itu tenang. Mereka aktif, sangat aktif ketika kita mampu memancing mereka untuk aktif begitu. Lalu sehingga kita harus pinter-pinter untuk mengaktifkan mereka dengan berbagai macam metode (part.3, interview data).

(Marketing class is quiet. They are very active when we can stimulate them to be active. So, we have to be smart to make them active by using various methods.)

These statements explain that Marketing class had the same characteristic as Broadcasting class. The student teacher realized that as a teacher, she had to have the ability to make the students be involved in the classroom activities.

In the following paragraphs, the researcher presents the student productive behaviours more specific based on the classification which was presented in chapter three. There were four characteristics of the behaviours: contributing in group/class discussion, working cooperatively with classmates, paying attention to student teacher’s explanation, and keeping the work areas organized.

a. Contributing to the Group/Class Discussion

The first characteristic of the students’ productive behaviours in the classroom according to Ormrod (2011) is that the students contribute to the class discussion. This characteristic was found by the student teachers during their teaching practices.
The first student teacher said that the students were active in raising hands and asking the questions when they found the difficulties in understanding the materials. By raising their hands and asking questions, the students were considered being active in contributing to the classroom activities. Furthermore, the students also criticized when they found something which was different from their opinions. These findings were found in Automotive class. The researcher also found these behaviours in the same class when conducting the classroom observation. There was a student who was really active in answering and even asking the questions.

Dalam bentuk misal, ada pertanyaan mereka mau mencoba, mencoba menjawab dan jika disuruh maju mereka mau tidak terus harus dipaksa (part 2. Interview data)

(For example, when there was a question, they wanted to answer. When they were asked to come in front, they did, so we didn’t have to force them.)

The second student teacher found that the students were active in answering the questions. Moreover, when the student teacher asked them to do a task in front of the class, the students were enthusiastic about doing it.

Lalu ketika mereka tidak tau pun mereka tidak segan-segan bertanya. Jadi memang ada kemauan belajar (part. 3. Interview data)

(Then, when they did not understand, they were not doubtful to ask. So, there is a willingness to learn).
The researcher also observed this behaviour. The students were very enthusiastic about doing the task given by the student teacher. From the observation, the researcher experienced that Marketing, Broadcasting, and Accounting students were very active in contributing to the classroom activities. Thus, the researcher concluded that the activeness of the students by raising the hands, asking questions, making some criticisms and cooperating with one another were included in the students’ contributions to the classroom activities.

b. Working Cooperatively with the Classmates

The second characteristic of the students’ productive behaviours is that the students cooperate with their classmates. The first student teacher found this behaviour in Marketing class. She explained that although there were culture differences, the students could cooperatively work with their classmate. This was proven when the researcher made the observation in the same class. Most of the students could work with the classmates in groups.

c. Paying Attention to the Explanation

The third characteristic of the productive behaviour is that the student pays attention to the student teacher’s explanation.

*BC, mereka semua aktif, anteng, dan nggak e nggak ya pokoknya mereka selalu memperhatikan* (part. 1. Interview data)

(All the students in Broadcasting are active and quiet. They always pay attention).

The first student teacher explained that all the students in Broadcasting class were active in the classroom activities. They focused in the classroom and always paid attention to the student teacher’s explanation.
Sikap positif, saya senangnya bahwa mereka responsive. Selalu e kerjasama, dalam arti ketika saya menerangkan mereka juga mendengarkan. Ketika saya memberi tugas juga mereka mengerjakan (part.3. Interview data)

(I enjoy being with the students. They have positive behaviours. They always cooperate well. When I gave them a task, they did it well)

The third student teacher found that the students were responsive. When the student teacher was explaining the materials, the students listened to her. Furthermore, when she gave a task, the students worked on it. These data became the proof that the students paid attention to the student teacher’s explanation. The researcher found the same behaviour when conducting the classroom observation. Most of the students in every class paid attention every time the student teacher was explaining the materials.

d. Keeping Work Areas Tidy and Organized

The fourth characteristic of the student productive behaviour is that the students keep the work areas tidy and organized. The researcher considered this behaviour as the students’ enthusiasm for preparing the classroom activities. The second student teacher shared his experience as follows.

Tanggungjawabnya itu ada. Yang kedua tadi, kalo sebelum kelas mulai itu mereka itu selalu menyiapkan semacam jika ada blackboard mereka mengambil kapur dulu sebelum kelas mulai dan kalau itu white board mereka menyiapkan spidol. Mereka selalu menyiapkan itu dulu sebelum disuruh oleh guru (part.2. interview data)

(They are responsible. Before the class begins, they always prepare the facilities such as chalk when the class uses a blackboard. When the class uses whiteboard they prepare the marker. They always prepare those facilities before the teacher asked)

The second student teacher explained that the students were responsible to keep the classroom prepared for the learning process. This behaviour belongs to
the productive behaviour because it helped the student teacher in managing the classroom. This also showed that the students were ready for the class.

Thus, the findings of the student productive behaviours could be seen from the students’ contributions to the class or group discussion, student’s cooperation with their classmates, students’ attention to the student teacher’s explanation, and students’ responsibility to keep the work area organized.

2. Disruptive Behaviours

In the following paragraphs, the researcher presents the students’ disruptive behaviours which were found in this study. These findings were based on the theories reviewed in this study and the points of view of the student teachers on the students’ behaviours. There are six characteristics of disruptive behaviours according to Ormrod (2011), Kuhlenschmidt and Layne (1999), and Aly and Gracey (2013). Those are being late to come to the classroom, escaping from the class, being late in submitting the assignments, neglecting or forgetting the assignments, talking inappropriately to the student teacher, playing the cell phones, and sleeping during the class. There were three other disruptive behaviours that were found outside those categories. Those were being passive, cheating or copying friend’s work, and refusing to work in a group. Each of the characteristic is presented as follows.

a. Being Late to Come to the Class

The first characteristic of the students’ disruptive behaviours is that the student is late to come to the class. This behaviour was found by the second and third student teachers.
The example of the behaviour is that sometimes students come late to the class. This is the most difficult to overcome.

The second student teacher found that the students who came late to the class were disrupting. He found a difficulty making the class conducive when there were the students who were late. He added that the lateness of the students was different from one student to the others.

The lateness is different, Sister. One student came at 7.15, the next student came at 7.30, and another student came at 7 something.

The second student teacher found this behaviour mostly in Automotive and Accounting classes. Although the students stayed at the dormitory which is located near the school, they were still late. The lateness was also different. For the second student teacher, such behaviour was considered as the disruptive behaviour because the students who were late would not only disrupt the other students’ concentration, but also the student teacher had to repeat the explanation for those who came late. The same experience was found by the third student teacher.

This school is indeed special. We could not force them to come on time. Their characteristic is different from other students in other schools. Although they
come late, we have to allow them to enter but we should know the reasons. ‘What is wrong? Why are you late? Why is it like this?’

The third student teacher said that SMK Putra Tama was special. She said that there were always students who came late. However, she understood the condition of the students and the reasons for being late. There was a major reason which caused the lateness. Some facilities in the dormitory were not provided enough, for example, the bathrooms. This fact made the student teacher unable to expect the students to come on time to the classroom. She found also that the lateness caused the difficulty for both the student teacher and the students.

The student’s lateness was also seen in the classroom observations. The first happened in Automotive class, on Friday, March 20th, 2015. Although the class began at 10.00 AM, but the students were not on time. There were only four students in the class when the student teacher entered the class. The second happened when the researcher conducted the fourth classroom observation in Accounting class. There was a student who came very late at 8.15 AM, while the class began at 7 AM. Although the other students were not disturbed, the student should have some efforts to understand the material at that day.

b. Escaping from the Classroom

The second characteristic of the disruptive behaviour is that the students often escaped from the classroom. The word escape means that the student left the class and avoided to come back to the class. This was found in Automotive class.

*Yang paling menantang itu sebenarnya di kelas OT karena semuanya cowok. Iya dan e sering membolos. Em jadi gimana caranya biar mereka itu tetep stay di situ untuk mengikuti pelajaran gak keluar kelas. Kan mereka sering ya Sus, kalo lagi ada guru yang ngajar mereka sering minter-minteri, jadi keluar pergi (part.1. interview data)*
(The most challenging class is the Automotive class because all the students are boys. Yes, and they were often absent. We should know the ways how to make them enjoy the learning. It frequently happened, when the student teacher was teaching, they were tricky; they went out from the class and did not come back anymore)

The first student teacher said that Automotive class was the most challenging class. She found that some students often left the class. She said that she had to be creative to make the students enjoy the class from the beginning to the end of the class. The researcher also found this behaviour in the same situation when observing the classroom. For example, there was a student who left the class and came back when the class had ended.

Related to the theory of Ormrod (2011), this behaviour was influenced by the gender. He stated that boys are more active than girls, and it is difficult for boys to keep quiet in the classroom. This behaviour was found by the first student teacher.

Kelas OT sendiri sebenarnya tu mereka mau jadi kalau misalkan e kita e ngasih instruksi untuk ini...mereka fokus. Semuanya termotivasi untuk ikut dalam pelajaran. Cuman memang kalo kita bisa menghandle mereka, tapi kalo kita lengah sedikit mereka gak suka sama pelajarannya mereka milih pergi ke luar (part.1. interview data)

(The students in Automotive class, actually could really focus. All were motivated to be involved in the learning. However, we should be able to handle them. When we were careless, they would prefer to leave)

She added:

Waktu ngajar speaking, na itu maju. Mungkin karena mereka tidak terlalu tertarik karena cuman membaca script jadi apa sih suruh bikin script begitu mereka cuman tinggal mengganti-nnganti kek itu. Kan yang lain gak punya kegiatan tho Suster. Jadi baru maju maju dan yang lain nggak, jadi ada yang keluar kelas dan gak balik lagi (part.1. interview data)

(When I was teaching speaking, they had to perform in front. Perhaps they were not so interested, only reading the script and making some changings on it. When one student was performing, other students did not have any activity. Some students preferred to go out and did not come back anymore)
This happened in Automotive class. Ormrod (2011) suggested that the students’ motor skills automatically force them to do activities. The students would easily be bored when the activity is not interesting. The researcher also found this behaviour when conducting the classroom observation in the same class on Friday, March 20th, 2015. During the classroom activities, the students kept on moving. One student was busy doing other thing. When the student teacher was summarizing the materials at the end of the meeting, all the students could not sit appropriately on their seats. They were standing up with their own bags and ready to leave the class. in addition, the student, who left the class at the beginning, came back to the class when the class had ended.

c. Forgetting or Neglecting the Assignment

Most of the students of SMK Putra Tama stayed at the dormitory which was located at the same area of the school. The students whose houses were around Central Java could visit their house every weekend. They stayed at the dormitory on the days when they had to go to the school, while on the weekend, they could visit their families. This routine, sometimes arose some behaviours which disrupted the learning activity in the classroom.

Lupa tugasnya dan kalau ‘besok pagi dikumpul ya’ mereka alasannya tugasnya ditinggal di rumah. “Rumahnya jauh, saya di panti. Pulangnya cuman setiap minggu” dan akhirnya lupa (part.2. interview data)

(The students forgot the assignment. When I told them ‘tomorrow, it should be submitted’ they argued that their assignment were left at home. ‘My house is far, and I stay at the dormitory. I go home only every Sunday’ Thus, at the end, they forgot to submit it)

The second student teacher said that some students ignored their assignments. This happened to the students who had a routine to visit their parents
or families on the weekends. When there was an assignment, they brought the assignment to their home, but they often forgot to bring it back to the school. This behaviour showed that the students neglected their responsibility. According to the student teacher, this behaviour was disrupting because the teacher could not see the progress of the students. However, a good teacher should not entirely blame the students for this behaviour. The students behaved in such a way because of a reason, so a teacher should have an initiative to minimize this behaviour. A teacher should be able to solve this problem so that she/he could manage the progress of the students.

**d. Talking Out Inappropriately to the Student Teacher**

The fourth disruptive behaviour is the student’s way of communicating to the student teacher.

*Kalau di pemasaran mereka semua antusias. Cuman ada beberapa anak yang sikapnya agak urakan. Urakannya misalkan, dikasih tugas na nanti mereka protes “wuuuu”. Tapi terkadang kata-katanya juga agak menyinggung* (part.1. interview data)

(In Marketing class, all the students are enthusiastic. However, there were some students who had inappropriate behaviour. For example, when I gave them a task, they protested ‘wuuuu’. Sometimes, their used rude words which were also hurting)

This finding was found by the first student teacher in Marketing class. She explained that there was a girl who liked to shout when there was a given task. Sometimes, her words were also impolite and hurting the student teacher.
e. Playing with the Cell Phone

The next characteristic of the disruptive behaviour is that the students call, text, or play with the cell phone. This behaviour was found by the second and the third student teachers.

*Behaviornya itu mainan HP. Mainan HP itu untuk kelas BC, PM, OT. Mereka menyembunyikan handphone dimasukkin. “Ya mister” dimasukkan dan setelah pelajaran dimulai lagi mereka keluarkan lagi* (part.2. interview data)

(They were playing on their cell phones. It happened in Broadcasting, Marketing, and Automotive classes. When I asked them to put the cell phone in their bag, they did. However, when the class was going on, they would take it back and played again)

The second student teacher found this behaviour among the students of Broadcasting, Marketing, and Automotive classes. He found that some students played with the cell phone. When the students were reminded, they put the cell phone in the bag or pocket. However, after several minutes, when the class was going on, they took it from the bag and played again.

*Tidur-tiduran begitu, atau ada yang sibuk dengan handphonanya. Ketika saya bilang nanti tolong itu disimpan kalo nggak nanti saya bawa* (part.3. Interview data)

(They were sleeping. Some students were busy with their cell phones. When I said ’please put your cell phone in your bags, if not, I will take it).

This behaviour was found by the third student teacher. When she found this behaviour, she reminded the students to put the cell phone in their bags or pockets. The researcher also found the same behaviour in Marketing class when conducting the classroom observation on Wednesday, April 8th, 2015. When the student teacher was explaining the material, a student who brought a cell phone was busy opening it and ignoring the student teacher’s explanation.
f. Sleeping During the Class

The sixth disruptive students’ behaviour is that the student was sleeping in the classroom during the class. This behaviour was found by the second and third student teachers.

Kalo untuk sibuk sendiri gak ada, Sr. Itu gak terlalu, tapi kalo tidur ada. Itu kelas OT itu tidur. Jadi sebelum mulai kelas itu terkadang harus membangunkan dulu, itupun kadang susah mereka masih ngeyel dan mereka masih tidur. Posisinya mereka masih tidur harus diingatkan dua kali atau tiga kali (part.2. interview data)

(There was no student who was busy with himself, Sister. However, there were some students who slept. It was found in Automotive class. So, before the class began, I had to wake them up. Sometimes, it was difficult. They kept sleeping. They had to be reminded twice or three times).

The second student teacher found that there was no student who was busy. However, she found some students who were sleeping in the classroom during the class. He found this behaviour in Automotive class. Some students were sleeping when the class would be started. The student teacher had to wake the students up before beginning the class. This behaviour was considered disrupting because it took times to make the class ready for the activities. The researcher had also found this behaviour when she was conducting the classroom observation in the same class.

Mungkin lagek males atau capek. Itu membuat ini juga ada juga yang acuh begitu. Ya sikapnya tidak terlalu responsive tidak tidak begitu mendengarkan. Tetapi ketika saya dekati ketika saya tanya mereka pun mau menjawab. Tetapi ketika saya klasikal begitu ya itu ada juga kecenderungan untuk rame sendiri, ngobrol dengan temeninya, atau acuh atau malah tidur karena kecapaian (part.3. interview data)

(Perhaps, they were lazy or tired. They did not pay attention. They were not responsive and they did not listen. But, when I approached them and asked, they answered. Then, when I taught classically, there was a tendency to be noisy; talking with other students, paying no attention, or even sleeping)
The third student teacher also found this behaviour in her teaching practices. She found that some students sometimes were lazy and were not interested to follow the learning process. This could be seen from their behaviours such as paying no attention, not listening to the teacher’s explanation, talking with other students, or even sleeping during the class. The researcher also found these behaviours; some students were found sleeping during the class in Automotive and Marketing classes.

In spite of this behaviour, the student teacher reflected that there was a reason why student slept during the class.

*Mungkin kadang anak-anak bosen. Lalu menjadi refleksi juga apakah caranya mengajar tidak menarik sehingga mereka sibuk dengan dirinya sendiri?* (pat. 3)

(Sometimes, the students might be bored. This becomes my reflection. Is my way of teaching not interesting so that they are busy with themselves?)

This reflection made the student teacher be aware that there was always a reason which made the students slept during the class. This awareness made the student teacher be more creative to find more interesting teaching style so that the students will be more interested to follow the class.

Besides the disruptive behaviours suggested by Ormrod (2011), Browne (2012), and Kuhlenschmidt and Layne (1999), there were three more disruptive behaviours found in this study. Those behaviours involved the students were passive, the students cheated, and students avoided to work in a group.

g. **Being Passive or Not Responsive**

The other disruptive behaviour is the students were passive during the classroom activities.
Cuman mereka memang gak mau bertanya kalo ada mereka menemukan kesulitan. Untuk beberapa anak, yang kalo dideketin per individu mereka baru mau nanya sus. Jadi kalo di dalam kelas, “ada kesusahan tidak?” Mereka diam. (part. 1. Interview data)

(They did not want to ask when they found the difficulty. For some students, when they were approached personally they would ask. So, when I asked them ‘is there any difficulty?’, they were silent)

Tapi mungkin entah karena faktor apa mereka pemahaman mereka itu kurang. Istilahnya pemahaman mereka itu kurang dan mereka tidak mau bertanya (part. 2. Interview data)

(However, it is not clear what factor that made their understanding is low. Their level of understanding is low, but they did not want to ask)

The first student teacher said that when the students found a difficulty in understanding the materials, they kept silent. They would only ask a question when the student teacher approached them personally. The students were not confident to ask. The second student teacher also found the same behaviour. Some students were slow in understanding the materials, but they were not confident to ask. From these two data, it could be seen that some students were passive during the classroom activities. The researcher found this behaviour in Marketing class. There was a student who was very passive during the class. He sat at the back alone. He was silent when there was a question. Furthermore, when there was a group discussion, he just listened to his friends in the group.

h. Cheating or Copying Friend’s Work

The researcher included cheating or copying friend’s work as the disruptive behaviour because cheating does not help the student understand the material well. The classroom observation and the interview with the second student teacher showed this finding.
Mereka ada yang menyontek dan kalau di kelompok pun mereka juga hanya ikut menyalin jawabannya. Hanya mengandalkan beberapa orang (part. 2. Interview data)

(Some of the student just copied the answers. When it was a group discussion, they also only copied the answered. They depended on some students who were smart)

Some students just depended on their friends when there was a task. The students made no effort to finish the task and they just copied the answers from their friends. This was proven in Automotive class when the researcher conducted the classroom observation. Some students ignored the task. Then, when the student teacher asked them to submit the task, they just copied their friends’ work and then submitted it.

i. Refusing to work in a group discussion

Some students avoided a group discussion, especially boys. The first student teacher found that boys were frequently found having this behaviour. Ormrod (2011) stated that boys are more competitive, while girls are more cooperative. The first student teacher experienced this behaviour in Broadcasting class.

E yang paling kelihatan itu cowok, kalo cewek itu masih menghargai. Tapi mereka juga gak terlalu, gak terlalu suka. Tapi yang cowok gak. Disuruh jejer pun gak mau. Padahal cuma disuruh ngajak misalkan ini dalam konteks pembelajaran ya invitation (part.1. Interview data)

(The most obvious is the boys. The girls have more respect although they do not really like. But, the boys, they seemed to have no respect. When they were asked to sit next to other, they did not obey. In fact just to invite other for example in the context of learning invitation)

The student teacher observed this behaviour when she was giving a task in groups. The students showed that they were not interested to work in group. In Accounting class, when the researcher was conducting the classroom observation,
there was a group of three girls and one boy. During the discussion, the boy was not involved. He was busy doing other things. He started to discuss with the group when the student teacher went to the group. Another finding was seen in Marketing class. There was a student who joined three girls in group. However, the student was not interested in the discussion.

To summarize the findings of the first research problem, the researcher concluded that there were two major students’ behaviours found in the classrooms. Those were productive and disruptive behaviours. Maslow’s (1943) hierarchy of needs explained that generally students’ behaviours were influenced by their family backgrounds. Korb (2012) claimed that students at the basic needs level such as physical survival needs: water, food, sleep, warmth, and exercise often become defiant and disruptive. The students of SMK Putra Tama who stayed at the dormitory came from different kinds of families. Their family backgrounds also influenced their behaviours. Some of the students were to be at the basic needs. Relating to Maslow and Korb’s ideas, the researcher concluded that disruptive behaviours which appeared frequently among the students were influenced by those needs.

There were only two aspects of gender differences which influenced the students’ behaviours. Those were the physical activity and interpersonal behaviour. The other aspects did not really influence the behaviours. The researcher realized that to observe the students’ behaviours based on the gender differences needs more research.
B. The Influences of the Students’ Behaviours on the Student Teachers’ Motivation to Become Schoolteachers

In this section, the researcher presents the influences of the students’ behaviours on the student teachers’ motivation to become schoolteachers. There were two kinds of influences found as the results. Those were positive influence and neutral influence. Two student teachers were positively influenced. They were motivated to become schoolteachers. There were more than three effects of motivation appeared on them. They were the first and the third student teachers. The other student teacher was in neutral position. It is neutral because there were only three effects appeared on him and the student teacher was not really certain whether he would become a schoolteacher or not after finishing his study.

1. Positive Influence

The positive influence means that the student teacher had more than three effects of motivations. There were two student teachers which were found positively influenced after dealing with the students’ behaviours. Those students were the first and the third student teachers. There were evidences based on the effects of motivation which were shown by both student teachers through their activities in the teaching practices.

a. First Student Teacher

The first student teacher chose SMK Putra Tama as the first alternative for the internship program in school because the distance was near. When she was accepted in SMK Putra Tama, she was happy although she was also afraid of facing some challenging behaviours at the school. She said that she liked teaching,
but she did not like the administration of the school. She found that teaching senior high school students was more interesting than teaching junior high school students.

The student teacher found both productive and disruptive behaviours in the classrooms. The productive behaviours which she found were the student did the instruction, the student raised hands, the student asked questions, the student paid attention to the student teacher’s explanation, and the student cooperated with their classmates. The disruptive behaviours she found were the student escaped from the class, the student talked using inappropriate words, and the student avoided to work together. Based on the information from the interviews, the researcher presents the influences of the students’ behaviours on the student teacher’s motivation to become schoolteachers through some activities she created during the teaching practices.

The first student teacher found that teaching was interesting. She enjoyed teaching in SMK Putra Tama after she was familiar with the students.

Ya, jadi antusias aja ngajarnya. Jadi semakin pengen mereka buat bisa ngerti materinya itu. Semakin seneng banget suster, karena kalo mereka gak punya motivasi belajar, gak punya kemauan untuk bertanya, gak punya kemauan untuk bisa master pelajarannya itu itu kan susah suster untuk neranginnya. Nah itu kondisi di sana mayoritas anak-anaknya mau belajar, termotivasi, jadi dalam menerangkan itu semakin semangat (part.1 interview data)

(I become enthusiastic in teaching. I wish more to make them understand the materials. When they did not have motivation to learn, did not have willingness to ask, did not have willingness to master the materials that will be very difficult to teach. However, I found that most of the students wanted to learn. They were motivated in learning. So, I become more enthusiastic)

The feeling of enthusiasm arose when the student teacher found the students were having good responses. The students showed their willingness to
learn. She was enthusiastic about teaching because of the positive responses of the students. These positive responses motivated her to help the students to understand the material well.

After several times of teaching, her fear that she would be rejected by the students disappeared. She felt that the students accepted her as their teacher and friend. She was more enthusiastic about teaching. This acceptance had made her motivated in teaching. Besides her interesting experiences, she found some challenges in her teaching process. However, those challenges encouraged her to be more creative in teaching. There were four effects of the motivation which were shown by the first student teacher. Those were the goal-directed behaviour, the initiative activity, the cognitive processing, and the impact of consequence.

a. Goal-directed Behaviour

Ormrod (2011) claimed that motivation is something that energizes, directs, and sustains behaviour. The first student teacher faced the students’ disruptive behaviours especially in Automotive and Broadcasting classes.

Yang paling menantang itu sebenarnya di kelas OT. Karena semuanya cowok. Iya dan e sering membolos. Em jadi gimana caranya biar mereka itu tetep stay di situ untuk mengikuti pelajaran gak keluar kelas. Kan mereka sering ya Sus, kalo lagi ada guru yang ngajar mereka sering minter-minteri, jadi keluar pergi. Jadi gimana kita pinter-pinternya bisa bikin e bikin siswa tu tetep ikut dalam belajar di situ (part.1. Interview data)
(The most challenging class is the Automotive class because all the students are boys. Yes, and they were often absent. We should know the ways how to make them stay in the class and enjoy the learning. It frequently happened, when the student teacher was teaching, they were tricky; they went out from the class and did not come back anymore).

She found the most challenging class was Automotive class. The students, who were all boys, were easily getting bored when there was no activity in the classroom. The students often escaped from the class. The student teacher realized this situation. As a teacher, she realized her goal in conducting the internship program in school was to help the students to gain their understanding through the materials she delivered. This awareness made her be more creative in finding ways to make the class conducive.

b. Initiative in Activity

Motivation gets people moving to the particular direction (Ormrod, 2011). This motivation gives some effects for the people to make an action to achieve something even when there are interruptions. In other words, it increases the initiative.

Tapi mungkin yang depan gak pernah diisi. Jadi kadang-kadang harus ngomong sesuatu dulu biar mereka itu mau pindah. Kayak, misalnya “kelas OT gak ada yang gentle, gak ada yang mau duduk di depan. Ngapain di belakang, duduk kok di belakang” Jadi dikata-katain gitu baru, “yo wis lah ndak ra gentle tak pindah” (part.1. interview data)

(But the front seats are always empty. So, sometimes I have to say something at the beginning so that they want to move in front. For example: ‘Automotive class is not gentle, no one wants to sit in front. What are you doing at the back?’ So, I have to say such way that some students would answer, ‘yeah, I will move so that she will see me as a gentle person’)

This statement showed that the student teacher found a strategy to solve the problem in the Automotive class where the students avoided to sit at the front row and preferred to sit at the back. She felt the need to move the students in front
in order to make the materials well-delivered. Thus, her effort was in the form of teasing the students with some jokes. This way worked, so that some students moved to the front row.

She found another problem in Broadcasting class. The students had different levels of understanding. Some students were fast in learning but the others were slow. She found that this situation was not good because the fast learner students had to wait for the others who were not. She invited the fast learner students to be cooperative. The students who were fast in learning were asked to help the students who were slow in their learning. This effort showed that the student teacher was trying to pursuit her goal as a teacher.

Another challenge was that the students escaped from the classroom.

E jadi responsinya sih, tetep gak marah. Gak gak apa. Tetep di cuma nanya misalkan, “kemaren kenapa kok gak balik padahal kan itu dicari e masih ada kelas lho itu, masih ada pengumuman tentang ulangan, kok gak balik tho” Cuman ngobrol secara pribadi aja soalnya kalo di sana tu gak bisa dengan kekerasan, suster (part.1. Interview data)

(My response was not being angry. No problem. But I tried to ask: ‘why didn’t you come back to the class yesterday? The class was still going on; there was still an announcement about the test, why didn’t you come back?’ So, it was just like having a personal chat with him, because we are not allowed to be rude, Sister)

When facing this challenge, the student teacher knew how to respond. From the interview, the student teacher was able to take an action to approach the student who escaped the class. When she found a student who escaped from the class, she was not immediately angry at the student. She understood the situation, so that she did not punish the student. She decided to invite them to reflect through some questions when she met the student. The student teacher’s motivation was reflected through the process she experienced. Related to Huffman
and Vernoy (2000) theory of motivation in Table 2.2, this belongs to the theory of psychosocial where the student teacher had the expectation for her goal from the environmental stimuli.

c. Cognitive Processing

Motivation affects the cognitive processes of the student teacher. The student teacher’s way of thinking developed when she/he is motivated. The first student teacher showed this through the interview.

Ya jadi lebih he eh peduli. Mengajar anak-anak yang seperti itu dari pada nak-anak yang sudah pintar dari sananya, kaya dari sananya. Sangat berbeda suster, kayaknya kita lebih bermanfaat kalau kita mengajar anak-anak yang seperti itu (part 1 interview data)

(I become more careful in teaching. Teaching such students and teaching the students who are intelligent is different, Sister. As if we are more useful when we teach such students)

Her experiences with the students had affected her way of thinking. She had more concern for the needs of the students. Based on the theory of motivation of Huffman and Vernoy (2000), this motivation belongs to the second category of motivation. The motivation increases after the student teacher experienced the encounter with the students, and it brought her to a deep reflection on the value of teaching. She found that teaching the students who had low understanding was more interesting and valuable compared to teaching the students who were already smart.

Pengen menjadi guru yang baik, di mana saya bisa memotivasi anak-anak yang seperti itu untuk tetap mau belajar. Jadi dengan kasih sayang saya rasa mereka akan punya kemauan untuk belajar apalagi anak panti. Anak panti pasti mereka punya kekurangan kasih sayang dari orangtua mereka kekurangan apa itu sangat susah untuk anak-anak seperti itu untuk e..bisa belajar dengan baik kek gitu biasanya untuk motivasi belajar pun sangat susah karena mereka merasa hidup mereka aja sudah banyak masalah. Jadi pengen aja merangkul anak-anak seperti itu saya didik dan mereka juga dapat sesuatu dari saya (part 1. Interview data)
(I want to become a good teacher, where I can motivate the students to keep in learning. With love and care, I feel that they will have willingness to learn. Since they are lacking of love from their parents, it is difficult for such students to learn well. Usually, to motivate them to learn is difficult because they feel that their lives have been difficult, and they have a lot of problems. So, I want to embrace such students, I want to educate them so that they could get something from me)

She felt that teaching students who were from the low-income families was more valuable than teaching the rich students. She had a dream to teach and motivate the students with love and care.

d. Impact of Consequences

The student teacher’s motivation determined which consequences were reinforcing and punishing.

*Sebenarnya pengen suster. Jadi kayak, tapi untuk mengajari anak-anak yang seperti anak-anak yang saya sudah didik di PPL ini. Jadi mereka yang low income, mereka yang agak bandel-bandel gitu, itu saya sangat tertarik disitu walaupun itu memang menantang tapi pengen bisa ngasih mereka itu kasih sayang* (part. 1. Interview data)

(I wish to become a teacher, Sister. But I hope to teach students who are typically the same as the students I have taught in this internship program in school, the students who are from low income family and who are a bit naughty. I feel interested to teach. Although it is challenging, I want to give them love and care)

The student teacher had the interest to teach the students who were from the low-income families and the students who were a bit disobedient. She was interested to teach them although it could be challenging. Ormrod (2011) said that motivation determines which consequences are reinforcing and punishing. From her statement it could be seen that she wanted to teach the students from the low income families. Relating to the salary, she understood that she could not expect more from teaching such students. It is the consequence. However, she found it is interesting. She had compassion to teach those students with love and care.
From these evidences, the researcher concluded that for the first student teacher, the encounter with the students’ behaviours had influenced her process in conducting the internship program in school. She was motivated to be a schoolteacher after dealing with the students with their various characteristics and behaviours. There were four effects of motivation found in the student teacher during the interview. It could be seen from the ways she dealt with the students especially when there were challenges. She stated also that she wanted to apply a job as a teacher in the same school with the reason that she wanted to help the students who were from low-income families. Furthermore, the researcher found that the student teacher was really motivated because she was very enthusiastic about giving the information and her idea during the interview.

b. Third Student Teacher

The reason for choosing *SMK Putra Tama* for the third student teacher was *sebaran* system of the internship program in school which was applied in the school. The *sebaran* system is when the student teacher needs to go to the school three or four times a week during the program. The student teacher hoped that while she was doing her internship program in school, she could also work on her thesis. She liked teaching. She was happy teaching the *SMK Putra Tama* students although teaching senior high school students was her first experience. The productive behaviours she found were that the students were showing the positive responses, listening to the student teacher’s explanation, and asking the questions. While the disruptive behaviours were being noisy, paying no attention to the student teacher, sleeping during the class, and being late to class. There were five
effects of motivation which could be seen from the student teacher’s activities during her teaching practices. The effects were the goal-directed behaviour, the effort and energy, the initiative in activity, the cognitive processing, and the impact of the consequence.

a. **Goal-directed Behaviour**

The following evidences showed that the student teacher was encouraged to make some acts which directed her to the goal as a teacher.

*Ada reward untuk mereka untuk penghargaan karena mereka sudah sangat sangat apa maju progresnya bagus. Itu biasanya kalo ada tugas-tugas itu saya memberi simbol-simbol di kertas tugas mereka. Jadi entah kata apresiatip seperti well done, good job, lalu kasih smile gitu ya* (part. 3. Interview data)

(There is a reward for them for the appreciation because they had been very good in progress. It happened when there are tasks; I would give symbols on their work sheets. I gave them appreciative words such as well done, good job, then giving smiles on their work sheets)

These data showed that the third student teacher found a way to give attention to the students and motivate them to learn more. When she saw good progress in the students, she gave them rewards.

*Pun juga yang yang progresnya lambat. Saya liat kalo progresnya lambat ya nanti ya saya bilang tetep semangat seperti itu. Ya lalu kalo yang hasilnya jelek biasane nanti saya dekati, lalu saya tanya kenapa* (part. 3. Interview data)

(For those whose progresses are slow, I encourage them by writing “keep fighting”. Then, when the result is bad, usually I will come to them, and then I asked the reasons)

The student teacher gave attention and motivation not only to the students whose progress was satisfactory, but also to the students whose progress was less satisfactory. She encouraged both of them. For the students who had the difficulties in learning, she made a personal approach, asked the reason and gave them a few words of encouragement to study more. The researcher considered
these evidences as the goal-directed behaviours which showed a quality of a teacher.

b. Effort and Energy

This second effect of motivation was obviously seen on the third student teacher.

_Na kenapa saya tadi bilang kadang melelahkan. Memang yang paling yang membuat menguras energy itu kelas otomotive suster. Kelas Otomotive karena sering kali saya harus memberi waktu ekstra. Jadi ketika kelas sudah bubar tapi ada beberapa anak yang harus didampingi khusus, jadi semacam privat nambahin begitu_ (part. 3. Interview data)

(That is why I said at the beginning that sometimes it is really tiring. Indeed, the most spending energy is Automotive class, Sister. It is because I had to give extra times. So, when the class has ended, but there were some students who needed specific guidance, I added more times. It is like a private lesson)

She said that teaching was sometimes tiring. It took her energy, especially in Automotive class. She experienced a challenge in this class, but the challenge encouraged her to make more effort to pursuit her goal as the educator candidate. Her effort was giving extra times to help the students who had the difficulty in understanding the materials. She usually accompanied the students after the class to re-explain the materials according to the needs of the students.

c. Initiative in Activities

The third student teacher found that there was a need to be creative as a teacher.

_Lalu itu lmembantu saya juga untuk lebih kreatif ya. Gimana caranya biar materi ini bisa disampaikan dengan mudah atau bisa mema mereka bisa lebih mudah dibandingkan e dengan cara-cara yang A atau B. Hingga lalu menjadi kreatif memang_ (part. 3. Interview data)
(Then, it helped me to be more creative. How to make materials can be delivered easily and could be understood. I had to decide whether to use method A or B. Then, I become more creative, indeed)

The initiative was seen increased on the third student teacher. She found that every class had their own characteristic. She realized that not every method matched every class. Every time she taught, she tried to find the right method. When she found that the method was not helping, she would creatively find another method which helped the students well.

*Ketika mereka rame atau atau sibuk dengan diri sendiri ketika nanti di namanya dipakai. Jadi ini kreatifitas juga kita sebagai guru gimana caranya agar mereka tidak lalu melakukan sikap yang kurang kurang baik begitu dalam proses pembelajaran. Lalu mereka ketika digunakan entah namanya dijadikan contoh atau nanti diminta untuk membaca atau apa lalu itu membantu (part. 3. Interview data)*

(When they were noisy or busy with themselves, I would mention one of their names. So, this is the creativity as a teacher, how to make the students not doing the disruptive behaviours in the learning process. Their names could be mentioned as the examples, or they were asked to read. It really helped)

When she found that the students were noisy in the classroom during the class, she found also the strategies to make the class to become more conducive. Her strategies were using the students’ name as the example or calling the student to read the related materials. She said that the strategies were very helpful. The students who were noisy could be involved in the classroom activities.

*Kalo group diskusi, ketika pembelajaran suster. Kalo seandainya saya yang membagi, itu saya coba buat rata jadi biar seimbang. Tapi kalo mereka sendiri yang membagi mereka akan bikin gap. (...) Dan itu yang kurang menguntungkan kadang sama-sama kemampuannya, ya ini sama-sama gak dong kan ciloko kek gitu (part. 3. Interview data)*

(When there was a group discussion in the class, I divided them fairly. But when they were asked to make group by themselves, they would make a gap) (…) it was not effective, sometimes; they had similar level of understanding. When the members of the group did not understand the task, it will be very difficult)
Another problem she found was that the students made a gap when there was a group discussion. She discovered that it was not good because the progress of students was not well-developed. Then, she found a way to mix the students when there was a group discussion. She decided the groups for the students. It was also beneficial because the students also learned how to cooperate with different people.

d. Cognitive Processing

The third student teacher had her own way to deal with the students who tended to go out the class.

*Walaupun pamit ke toilet gitu, nanti tetep balik ke kelas. Memang dia butuh, mungkin butuh cari suasana yang lain mungkin ya saya biarkan saja tetapi selalu kembali* (part. 3. Interview data)

(When they asked permission to go to toilet, they came back to the class. I think, he needed, maybe he wanted to find other situation. Yes, I let them, but they always came back)

Her motivation to become a teacher was seen from the way she dealt with the student’s behaviour. The student teacher understood that the students sometimes needed a new situation. Her positive thinking influenced her way in giving the permission to the students. This made the students felt welcome and they used the time responsibly.

*Mereka pun juga disiapkan untuk ujian nasional. Harapannya biar mereka secara psikis itu disisipkan dengan baik. Jadi lalu itu lalu membuat saya inilah dunia pendidikan, tidak hanya menyampaikan materi pembelajaran tapi sisi yang lain pun juga perlu* (part. 3. Interview data)

(They were also prepared for the National Examination. The hope was that they are psychologically prepared well. Then, it made me understand more that this the education world. We were not only delivering the materials but other aspects were also important)

On one occasion, the student teacher was given a chance to be a speaker in a recollection to prepare the students for the examination. This experience
developed her understanding on the educational field. She found that being a teacher is not only about delivering the material of learnings, but also giving the spiritual aspect to the students so that they are intellectually and spiritually developed.

Ketika kita memang punya hati, ketika punya hati untuk mendampingi anak-anak belajar, saya rasa bukan lagi menjadi soal. saya lebih seneng menemani atau mendampingi anak-anak belajar itu lalu muncul hal-hal yang bisa full of kreatif yang bisa kita lakukan untuk mereka (part. 3. Interview data)

(When we have compassion, a compassionate heart to guide students in learning, I think there is no problem anymore. I am happier in accompanying and guiding the students in learning. We will find a lot of creativity to help them)

The student teacher realized that having compassion as a teacher was very important. She felt the happiness in teaching. She found also a lot of creativity in teaching the students.

Tapi memang syaratnya kita memang harus dulu mencintai mereka dulu. Mencintai anak-anak dulu bahwa mereka punya potensi yang harus dibantu untuk dikembangkan, tetapi hanya mereka tidak tahu kalo mereka punya potensi (part. 3. Interview data)

(First of all, indeed, the requirement is that we have to love them. Loving the students, that they have the potentials which have to be helped to develop, only they do not know yet that they have those potentials)

The third student teacher reflected that loving the students was the requirement to help the students acknowledge their potentials. She believed that every student had their own potentials. However, many students were not able to see their potentials. The students needed other people to recognize and develop their potentials. The third student teacher found that a teacher had a big responsibility for students’ potentials development.

Dan itu yang lalu membuat saya memang semakin tertarik untuk menjadi guru itu bahwa saya ingin membantu anak-anak berkembang, ingin membantu anak-anak menata masa depan, oh gaya banget, menata masa depan mereka menjadi lebih baik (part. 3. Interview data)
(It makes me, indeed, more interested to become a teacher. I want to help the students be developed well. I want to help the students to manage the future to be better)

She stated that through her experiences in dealing with the students, her motivation to become a teacher increased. She had a dream to help the students to build their better future. This encounter affected the way she thought about the progress of the students and her idea about the education. Thus, the student teacher’s experiences in dealing with the students’ behaviours developed her cognitive process.

e. Impact of the Consequences

The motivation leads the student teacher to determine what act to take in dealing with the choices.

Ya sudah, saya memilih focus dengan PPL dulu biar semuanya berjalan dengan baik. Skripsi ya sudah ditangguhkan dulu (part. 1. Interview data)

(Yes, I preferred to focus on my internship program in school, so that everything will run well. I postponed my thesis)

The third student teacher had some reasons for choosing SMK Putra Tama for her internship program in school. One of the reasons was that the student teacher could work on her thesis. However, she found the difficulty to manage her times and responsibilities. She considered that being a teacher needed to acquire competencies, and it should be taken seriously. She thought that when she concerned also on her thesis, she would not give the best for the responsibility in the internship program in school. She did not only concern on the grade of the program, but she also concerned on the students’ achievements. For this reason she decided to postpone her thesis in order to focus on the internship program in
school. It was the consequence and she considered that the consequence gave her more valuable lessons.

From these findings, the researcher concluded that the third student teacher’s motivation to become a teacher increased after her experiences of dealing with the students’ behaviours in the classrooms. It was shown from her creativity to face the challenges and to solve the problems in the classrooms. There were five effects of the motivation found on the third student teacher. In addition, the researcher observed that the student teacher was very enthusiastic in giving the information during the interview.

2. Neutral Influence

The second student teacher chose SMK Putra Tama as the first preference of internship program in school. His reason was the distance which was near, that he could manage his time for another class which he still enrolled in the ELESP. He enjoyed conducting the internship program in school since he had experienced teaching in Micro Teaching class. He did find both productive and disruptive behaviours. The productive behaviours he found were the students answered the questions, the students did the task, and the students were responsible. The disruptive behaviours were that the students were being late to class, playing with the cell phone, sleeping during the class, forgetting the task, and cheating. There were three effects of motivation that were seen on the second student teacher. Those were the initiative in activity, the cognitive processing, and the impact of the consequences.
a. Initiative in Activity

The student teacher’s initiative in teaching helps the students to gain the understanding. He found that the students sometimes did not come to the class.

_Biasanya untuk yang tidak datang itu nanti diberikan latihan yang diberikan hari itu. Mereka suruh mengerjakan._ (part. 2. Interview data)

(For those who were absent, I would give the similar material as what the other students learned that day. I asked them to work on it)

This statement shows that sometimes students missed the class. The absentee made the student teacher take an initiative by giving a task to the students who were absent. The student teacher gave attention not only to the students who were present but also for those who were absent. He took this initiative because he thought about the students’ progress. The student teacher did want the absent students to miss the materials given that day.

b. Cognitive processing

Motivation changed the student teacher’s way of thinking throughout the process in the classrooms.

_Kalau saya sendiri, sejak awal mungkin gak suka jadi guru ya suster. Tapi setelah e di Putra Tama ini mungkin setelah pengalaman nyata mengajar mungkin ada sedikit minat untuk menjadi guru walaupun dengan kondisi seperti itu. Karena kalau saya itu berpikirnya itu e kita learn from the worst, jadi kita belajar dari yang paling jelek karena kalau kita belajar dari itu nanti kita bisa menangani yang lebih baik, seperti itu suster. Jadi dan seperti apa kondisinya itu tidak mungkin tidak mengurangi niat saya menjadi guru tapi mungkin malah menambah, ya_ (part. 2. Interview data)

(For me, myself, from the beginning, I don’t like to be a teacher, Sister. However, after the real teaching in Putra Tama, there is a small interest to be a teacher. I think that we can learn from the worst. When we learn from the worst, we could handle problems better, Sister. So, however the condition is, it do not decrease my interest to be a teacher. Perhaps it increases)

At the first time, the second student teacher had no interest to become a schoolteacher; even his motivation in joining the ELESP was not to become a
teacher. However, after experiencing the teaching practices, he felt that there was an interest to become a teacher although he experienced a lot of challenges during the internship program in school. He added:

E mungkin ya pertama itu dari dari saya sendiri, karena saya merasa kalau mengajar itu membagikan ilmu, membagi apa yang kita ketahui ke orang lain, dan itu rasanya itu mungkin. Kok menyenangkan gitu lho suster berbagi apa yang kita punya ke orang lain (part. 2. Interview data)

(Firstly, it comes from me myself. I feel that teaching is like sharing knowledge, sharing what we know to others, and it is possible. It is interesting to share what we have to others, Sister).

Throughout the process in his teaching practice, the second student teacher found that teaching was interesting. He defined teaching as a moment of sharing knowledge to others. He enjoyed his teaching.

c. Impact of Consequences

Although the second student teacher said that he had an interest to become a teacher, but he was still uncertain about his future. He had other dreams about his future, whether to continue his study or to apply another job. However, he had a hope for his future about the education when he would become a teacher.

Harapannya itu seandainya saya nanti saya menjadi guru saya ingin mengajarkan tanggungjawab dan kedisiplinan mereka disamping mata pelajaran (part. 2. Interview data)

(My hope when I become a teacher is I want to teach my students responsibility and discipline besides teaching the materials)

The experiences with the students in the classroom, especially about the responsibility and discipline raised a hope for his future. He hoped that when he would be a teacher, he would teach his students to be responsible and discipline.

Kalau sepertinya saya gak ada. Karena walaupun saya berniat jadi guru tapi mungkin nanti saya juga mencoba-mencoba melamar guru dan melamar
This statement explained that the student teacher was not really certain about his motivation to become a teacher. He had other choices for his future. For this reason, the researcher concluded that his encounter with the students gave not really strong influence for him to become a schoolteacher. Although there were three effects of motivation which showed his creativity in dealing with the students’ behaviours, the researcher considered this as the neutral influence because the student teacher was not really sure whether he would be a schoolteacher or applying to another job after finishing his study.
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents two main points. The first is the conclusions of the data analysis, and the second is the recommendations.

A. Conclusions

The aim of this study is to answer the research problems of the research in Chapter I. The first research problem was what behaviours are shown by the students in the classroom during the teaching practices of the student teachers. The second research problem was what the influences of the students’ behaviours on the student teachers’ motivation to become English schoolteachers.

Based on the findings and the discussions in Chapter IV, the researcher concluded that the students’ behaviours which were found in the classroom were both productive and disruptive. There were four characteristic of productive behaviours shown by students in the classroom. Those were the students contributed to the group/class discussion, the students worked cooperatively with their classmates the students kept work tidy and organized, and the students paid attention to the student teacher’s explanation. While the disruptive behaviours were the students were late to come to the classroom, the students escaped from the classroom, the students forgot/neglected the assignments, the students talked inappropriately to the student teacher, the students played with cell phones, the students slept during the class, the students were not responsive, the students cheated other friends’ work, and the students refused to work in the group.
There were two kinds of influences of the students’ behaviour on the student teachers’ motivation. The first influence was positive influence which meant that the student was motivated to become a schoolteacher. The other influence is the neutral influence which meant that the student teacher had the interest but he was not really sure. The positive influence was found on the first and third student teachers. Both student teachers were more motivated to become schoolteachers after dealing with the students in SMK Putra Tama. The neutral influence was found on the second student teacher. After dealing with the students in the classrooms, the student had an interest to become a schoolteacher. However, his motivation was not really strong since he had other choices whether to continue his study and apply another job. Thus, from these findings, the researcher concluded that the student’s behaviour influenced the student teachers’ motivation to become the schoolteachers whether it was positive or neutral.

B. Recommendations

Students’ behaviours whether they are productive or disruptive cannot be avoided from the classroom activities. The schoolteachers encounter them. There are two recommendations related to this study.

1. For ELESP Students

There are kinds of behaviour shown by the students in the classroom, whether the behaviour is productive or disruptive. ELESP students who are going to conduct the internship program in school will be more prepared to teach when they know the students’ behaviours in the classroom. The understanding of the students’ behaviours will help them to find the right method in teaching.
2. **For Future Researchers**

In this study, the researcher gained the major data from the interview and the classroom observations. However, the researcher realized that the classroom observations were limited since there was only one opportunity to observe every class. The researcher recommends future researchers conduct classroom observations intensively in order to find more detailed findings.
REFERENCES


APPENDICES
Appendix A

Letter of Permission for the School Observation
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

No : 006 /Pnlt/Kajur/JPBS/ I. / 2015
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Bapak Simon Suherarya, M.Pd
Kepala SMK Putra Tama
Jl. Mgr. Alb. Sugiyopranoto No. 2
Bantul, Yogyakarta 55711

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Susana Wijarti
No. Mhs : 111214017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Seni
Semester : 8 (delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi, dengan ketentuan sebagai berikut:

Lokasi : SMK Putra Tama
Waktu : Februari s.d Maret 2015
Topik/Judul : The Influences of Students’ Behaviours in Learning English Towards the ELESF Students Teachers’ Motivation to Become English School Teachers

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 16 Februari 2015
u.b. Dekan,
Ketua Jurusan
Pendidikan Bahasa dan Seni

[Signature]

P. Kuswandono, Ph.D.
NPP: P. 1665

Tembusan Yth:
1. Dekan Fkip
2. Dekan FKIP
Appendix B

Letter from the School
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

YAYASAN PUTRATAMA
SMK PUTRA TAMA

BIDANG KEAHLIAN
1. BISNIS DAN MANAJEMEN 2. TEKNOLOGI INFORMASI DAN KOMUNIKASI 3. OTOMOTIF

KOMPETENSI KEAHLIAN : AKUNTANSI, PEMASARAN, TEKNIK PRODUKSI DAN PENYIARAN PROGRAM RADIO,
TEKNIK OTOMOTIF KENDARAAN RINGAN

Jalan. Mgr. Alb. Sugiyopranoto No. 2 Bantul Telp. (0274) 367420

SURAT KETERANGAN
Nomor: 3451/113.2/SMK.PT/N/2015

Kepala Sekolah Menengah Kejuruan (SMK) “Putra Tama” Bantul menerangkan dengan sesungguhnya, bahwa :

Nama : SUSANA WIJARTI
NIM : 111214017
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Seni
Semester : 8 (delapan)
Universitas : Universitas Sanata Dharma Yogyakarta

Telah melaksanakan penelitian dengan kegiatan sebagai berikut:

Waktu : 17 Maret s.d. 18 April 2015
Lokasi : SMK Putra Tama Bantul
Tujuan : Penilitian Skripsi
Judul Skripsi : “The Influences of Students’ Behaviours in Learning English Towards the ESP Students Teachers’ Motivation to Become English School Teachers”

Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bantul, 18 April 2015

Sekolah,

[Signature]

SIMON SUHARYANTA, M.Pd.
NIP. 19601028 19803 1 006
Appendix C

Classroom Observation Notes
Class: Broadcasting
Date of Observation: Tuesday, March 17th, 2015
Time Allocation: 8.30 to 10.00 AM
Number of students: 12 students (4 boys and 8 girls)
Absent: 1 student

Finding

<table>
<thead>
<tr>
<th>Productive Behaviours</th>
<th>Disruptive behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Answering the question</td>
<td>- A student did not pay attention to the student teacher’s explanation</td>
</tr>
<tr>
<td>- Paying attention to the student teacher</td>
<td>- Paying cell phones</td>
</tr>
<tr>
<td>- Doing the exercises (individually/group)</td>
<td></td>
</tr>
</tbody>
</table>

Classroom Map
CLASSROOM OBSERVATIONS NOTES

Classroom observations were aimed to answer the first formulated problem, what behaviours of the students toward English language learning are shown during the internship program in school. This observation helped the researcher to see directly how the students behave during the teaching learning activities in the classroom. The observations were done three times with different classes. First observation was conducted on Tuesday, March 7th, 2015 in Broadcasting class. The second observation was conducted on Friday, March 20th, 2015 in Automotive class, and the third was conducted on Wednesday, April 8th, 2015 in Marketing class.

By conducting the classroom observations, the researcher could see directly the students’ behaviours in the classroom. There are two major classifications to present the data. The first is the productive behaviour and the second is the counterproductive behaviour. The data will be presented based on each class being observed. The data are presented in the following:

1. Broadcasting Class

The observation was conducted on Tuesday, March 17th, 2015. The English subject was taught at 8.30 AM to 10.00 AM. Broadcasting class consisted of 13 students; however on that day one student was absent. Students who attended the class were 12 students; four boys and eight girls. There were only two lines of seats in the class. Eight students were at the right side and four
students at the left side. The researcher observed the classroom activity from the back. Four girls seated at the front row, a bit passive during the learning process. They did not talk a lot, but when there was a task to do, the students worked on it. Four students who seated at the back at the right side were a bit noisy. One boy was quite proactive. He could make the situation of the class live. However, two students who seated at the back sometimes did not pay attention. Once they were found texting with hand phone. The students were quite good in following the material. Most students were quite active in following the activity and working on the task.
Class : Automotive
Date of Observation : Friday, March 20th, 2015
Time Allocation : 10.30 to 12.00 AM
Number of students : 18 students (boys)
Present : 12 students
Absent : 6 students

Finding

<table>
<thead>
<tr>
<th>Productive Behaviours</th>
<th>Disruptive behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Answering the question</td>
<td>- A student did not pay attention to the student teacher’s explanation</td>
</tr>
<tr>
<td>- Paying attention to the student teacher</td>
<td>- Students were noisy</td>
</tr>
<tr>
<td>- Doing the exercises (individually/group)</td>
<td>- A student was sleeping</td>
</tr>
<tr>
<td>-</td>
<td>- The students did not do the exercise</td>
</tr>
<tr>
<td></td>
<td>- Students copied their friends’ work</td>
</tr>
<tr>
<td></td>
<td>- A student escaped from the class</td>
</tr>
<tr>
<td></td>
<td>- A student were passive</td>
</tr>
</tbody>
</table>

Diagram:

- Whiteboard
- Door
- Teacher table
2. Automotive Class

The observation was done on Friday, March 20th, 2015. The class was begun at 10.00 AM to 11.30 AM. Automotive class consisted of 18 students, however on that day there were only 12 students who were present. All students were boys. When the teacher entered the classroom there were only five students in the class. Three of them were sleeping, one was drawing, and the other two were just talking. The students looked not really interested to follow the lesson. There were three lines of seats in the class, but the students seated at the right and left side and the middle line were left empty. Four students seated at the left side and eight students were at the right side. There were a lot of chairs empty.

When the class began, the students were not complete yet. One student was asked to call the other students to join. During the class activity most of the students were really noisy. Four students who seated at the right side kept on moving around. They did not pay attention to the teacher’s explanation. They were busy with their own activity. Two students at the back row were disturbing each other. The other students who seated at the right side were quite good. They paid attention to the teacher’s explanation although sometimes they made noise. One student who seated at the front corner was quite good. He was really proactive during the classroom activity.
Class: Marketing

Date of Observation: Wednesday, April 8\textsuperscript{th}, 2015

Time Allocation: 7.00 to 8.30 AM

Number of students: 15 students (10 girls, 5 boys)

Present: all students

Finding

<table>
<thead>
<tr>
<th>Productive Behaviours</th>
<th>Disruptive behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Answering the question</td>
<td>- Students were noisy</td>
</tr>
<tr>
<td>- Paying attention to the student teacher</td>
<td>- A student was sleeping</td>
</tr>
<tr>
<td>- Doing the exercises (individually/group)</td>
<td>- A student was passive</td>
</tr>
<tr>
<td></td>
<td>- A student was drawing</td>
</tr>
</tbody>
</table>
3. Marketing Class

The observation was done on Wednesday, April 8th, 2015. The class was begun at 7.00 to 8.30 AM. There were 15 students in the class, 10 girls and five boys. In Marketing class, the girls were more active than the boys. There were three boys who sat at the back row did not give good response to the student teacher. One student was really passive. He listened but did not give any response, even when there was a question for the class. Another student was sleeping, sometime woke up when he was called. But he showed that he was not interested to follow the lesson. The other student was busy drawing.
Class: Accounting

Date of Observation: Saturday, April 18th, 2015

Time Allocation: 10.30 to 12.00 AM

Number of students: 21 students (boys and girls)

Present: 19 students

Absent: 2 students

**Finding**

<table>
<thead>
<tr>
<th>Productive Behaviours</th>
<th>Disruptive behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Answering the question</td>
<td>- A student were passive</td>
</tr>
<tr>
<td>- Paying attention to the student teacher</td>
<td>- A student did not cooperative in group discussion</td>
</tr>
<tr>
<td>- Working cooperatively in group</td>
<td>- A student came very late</td>
</tr>
<tr>
<td>- Active in opening the dictionary</td>
<td></td>
</tr>
<tr>
<td>- The students were very enthusiastic</td>
<td></td>
</tr>
</tbody>
</table>

Diagram:

- Door
- Whiteboard
- Teacher table
- G = Girl
- B = Boy
- E = Either (Boy or Girl)
4. Accounting Class

The observation was done on Saturday, April 18\textsuperscript{th}, 2015 at 7.00 AM to 8.30 AM. Accounting class consists of 21 students but on that day there were only 19 students who attended the class. Two students were absent. There were 15 girls and 5 boys. Most of the students in the class were very active during the learning process. They gave responses to the teacher. Students in Accounting were proactive. They did not only answering the question but when they did not understand they would also ask to the teacher. They were also active in opening the dictionary. When there was a task they did it well.

However, there was one boy who was not really active. He was did not show the interest of learning. Even when there was a group discussion, he was not active in the discussion. There was also one girl who sited at the back alone. During the lecture, she did not give any good response. She kept silence even when there was a question. However, she was active during the discussion. One boy student came to the class very late at 8.15 AM.
Appendix D

Interview Guideline Questions
INTERVIEW GUIDELINE QUESTIONS

1. Apakah alasan anda memilih SMK Putra Tama sebagai sekolah untuk PPL?
2. Bagaimana perasaan anda di terima di sekolah itu?
3. Apakah anda suka mengajar? Mengapa?
4. Kesulitan-kesulitan apa yang anda temukan saat mengajar di kelas?
5. Apakah mengajar anak SMK itu menarik? Mengapa?
6. Sikap murid apa saja yang anda temukan dalam kelas?
7. Bagaimana anda menanggapi murid yang memberi respon negative kepada anak?
8. Bagaimana anda menanggapi murid yang memberi respon negative kepada anak?
9. Apakah harapan anda diawal PPL terwujud sekarang?
10. Apakah tingkah laku murid yang anda temukan memotivasi anda untuk menjadi guru?
Appendix E
Example of the Interview Transcript
DEFINITION OF THE INTERVIEW TRANSCRIPTS

1. The interviews transcript was made in three columns.
   a. The first column is the written form of the interviewees’ speech
   b. The second column is the points of the interview
   c. The third column is the categories related to the study

2. The sentences in bold are the questions and the sentences which are not bolded are for the answers.

3. Abbreviation:
   a. DB : Disruptive Behaviour
   b. PB : Productive Behaviour
   c. ST : Student Teacher
   d. SS : Students
## INTERVIEW TRANSCRIPTS

### PARTICIPANT 1

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terimakasih Cl untuk waktunya. Pertama saya mau menanyakan E kemaren waktu daftar untuk PPL sengaja memilih SMK Putra Tama sebagai pilihan itu yang pertama?</td>
<td>CL chose SMK Putra Tama as the first choice for her ppl because the distance was near.</td>
<td>ST’s reason of choosing the school</td>
</tr>
<tr>
<td>Iya, sengaja memilih SMK Putra Tama. Itu pilihan pertama.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terus yang kedua dan ketiga?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kedua dan ketiga milih SMA Satu Sleman.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMA Satu Sleman?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eh bukan-bukan Babarsari, Depok Depok ya Depok Babarsari. Depok.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O berarti ini memang sini jadi pilihan yang pertama?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memang pilihan pertama, karena memang deket, he e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sudah tahu?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sudah tahu latar belakang sekolahnya juga.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atau dulu memang dari situ? Enggak? Enggak ya?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enggak, saya dari negeri.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O trus pas tau bahwa ditempatkan di situ gimana perasaannya?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yang waktu pertama kali tau? Waktu pertama kali tahu sih seneng karena deket ya, Sus, trus ke dua tu cemas juga karena tau sih latar belakang sekolahnya gimana.</td>
<td>She was happy being accepted in SMK Putra Tama, but she worried because she had known the school background</td>
<td>ST’s feeling at the beginning of the ppl: happy and worry</td>
</tr>
<tr>
<td>Muridnya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muridnya tu, ngeyel, bolosan, banyak yang hal-hal yang miring lah pokoknya tentang gossip-gossip di sekolah itu. Awalnya sih takut, apalagi anak PPL, nanti pasti adalah dibuli atau apa atau gak diterima dengan baik di situ cuman ya karena sambil SPD itu, kan merasa keknya merasa butuh yang deket-deket saja. Seneng sih.</td>
<td>She said that the students were difficult; they often escaped from class, and some other not good information about the school. she was afraid that she would be bullied or rejected by the students.</td>
<td>ST’s worry</td>
</tr>
<tr>
<td>OK. Lalu ini mau tanya perasaan ketika mengajar ya keseluruhannya selama melaksanakan PPL. Cl sendiri suka mengajar gak sih?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E sebenernya tu suka. Sebenernya suka. Cuman gak tau kenapa tu ngajar itu kok kayaknya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td>Description</td>
<td>Category</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>rempong gitu.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Rempongnya di mana?</strong></td>
<td>Ya harus ada apa lesson plan…harus gini gini. Apa?? Nyiapi materi. Itu yang bikin rempong, tapi sebenernya kalo sudah punya materi, tinggal ngajar kek gitu seneng, gampang.</td>
<td>ST’s view on teaching</td>
</tr>
<tr>
<td><strong>Berarti suka tapi gak suka ya?</strong></td>
<td>He eh. Suka-sukanya karena ribet. Ya harus ke materi, harus prepare dulu seperti itu.</td>
<td></td>
</tr>
<tr>
<td><strong>E terus sampai saat ini sudah berapa kali CL mengajar?</strong></td>
<td>Sudah 10 kali, sepuluh sebelas.</td>
<td></td>
</tr>
<tr>
<td><strong>Itu kelas apa saja?</strong></td>
<td>itu ada kelas Akuntansi, ada kelas Broadcasting, ada kelas Pemasaran, sama kelas Otomotive</td>
<td></td>
</tr>
<tr>
<td><strong>10 ya berarti, 2 ya 4 kelas?</strong></td>
<td>Empat kelas</td>
<td></td>
</tr>
<tr>
<td><strong>Itu yang paling menantang itu kelas apa?</strong></td>
<td>Yang paling menantang itu sebenernya di kelas OT. Karena semuanya cowok. Iya dan e sering membolos. Em jadi gimana caranya biar mereka itu tetep stay di situ untuk mengikuti pelajaran gak keluar kelas. Kan mereka sering ya Sus, kalo lagi ada guru yang ngajar mereka sering minter-minteri, jadi keluar pergi. Jadi gimana kita pinter-pinternya bisa bikin e bikin siswa tu tetep ikut dalam belajar di situ, tetep terkondisi, mereka tetep memperhatikan itu susahnya anak-anak cowok semua.</td>
<td></td>
</tr>
<tr>
<td><strong>Di OT. Kalo di AK?</strong></td>
<td>Kalo di AK mereka semua gak ada yang gak mau nurutin apa yang disuruh sama gurunya. Jadi mereka tu kita conduct, kita nyuruh ini mereka nglakuin. Mereka nurut.</td>
<td></td>
</tr>
<tr>
<td><strong>AK ada berapa muridte?</strong></td>
<td>AK ada 21.</td>
<td></td>
</tr>
<tr>
<td><strong>Eh lumayan ya. E Broadcasting yang</strong></td>
<td>Tigabelas</td>
<td></td>
</tr>
<tr>
<td><strong>Tigabelas, ya trus satunya?</strong></td>
<td>Satunya Pemasaran</td>
<td></td>
</tr>
<tr>
<td><strong>Pemasaran itu yang?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

She said that she liked teaching, but she felt that teaching somehow is complicated. She felt it is complicated because she had to prepare the materials.

She taught four classes: Accounting, Broadcasting, Marketing, and Automotive.

She said that Automotive class is the most challenging. The students often escaped form the class. Students were not honest.

She thought that she had to find ways to make the students stay at the class.

She said that Accounting class did the instruction she gave.

Accounting class consisted of 21 students, Broadcasting was 13 students, and Marketing were 15.
OK, tadi sudah beberapa kesulitan ya e dalam mengajar terutama persiapan materi. Kalau di kelas sendiri, ketika sudah e mengajar bertemu langsung dengan anak-anak itu kesulitan yang CL temukan itu apa?
E itu dalam kalo misalkan ngasih instruksi, Suster? He eh. Jadi mereka harus kita ulang berulang-ulang kali mereka harus e mereka baru ngerti untuk e mereka harus kayak apa, gimana itu harus itu mereka baru ngerti

<table>
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<tr>
<td>Ada 15</td>
<td>OK, tadi sudah beberapa kesulitan ya e dalam mengajar terutama persiapan materi. Kalau di kelas sendiri, ketika sudah e mengajar bertemu langsung dengan anak-anak itu kesulitan yang CL temukan itu apa? E itu dalam kalo misalkan ngasih instruksi, Suster? He eh. Jadi mereka harus kita ulang berulang-ulang kali mereka harus e mereka baru ngerti untuk e mereka harus kayak apa, gimana itu harus itu mereka baru ngerti</td>
<td>ST’s ability in understanding the instruction</td>
</tr>
<tr>
<td>Pakai Bahasa Inggris berapa persen, kalo dipersenin itu berapa?</td>
<td>She found that to make students understand the task, in giving instruction she had to repeat several times.</td>
<td>ST’s initiation in activity</td>
</tr>
<tr>
<td>E kalo dipersenin itu mungkin 50. Karena saya pesti habis ngomong bahasa Inggris ditranslate ke Indonesia. Kalo gag itu mereka gag ngerti. Soalnya ya mungkin beberapa ngerti cuman untuk keseluruhan kelas kalo porsinya lebih gede Bahasa Indonesiannya eh</td>
<td>ST’s interest of teaching</td>
<td></td>
</tr>
<tr>
<td>E Bahasa Inggris</td>
<td>She used bilingual and Indonesian and English, but she often used Indonesian.</td>
<td>ST’s interest of teaching</td>
</tr>
<tr>
<td>E menurut CL mengajar anak SMK itu menarik gak?</td>
<td>ST’s points of view on SMA and SMP students</td>
<td></td>
</tr>
<tr>
<td>Pilih SMK.</td>
<td>She preferred to teach SMA rather than to teach SMP because SMP students were not serious in learning. They like playing in the classroom, being noisy, and were not discipline.</td>
<td>ST’s interest of teaching</td>
</tr>
<tr>
<td>SMK? SMP bukan SMA?</td>
<td>She said that SMA students had awareness to study, while SMP students tended to play and were undisciplined.</td>
<td>ST’s points of view on SMA and SMP students</td>
</tr>
<tr>
<td>Ya SM ya setara sih dan SMK setara</td>
<td>ST’s points of view on SMA and SMP students</td>
<td></td>
</tr>
<tr>
<td>Itu kenapa?</td>
<td>ST enjoyed teaching</td>
<td></td>
</tr>
<tr>
<td>Karena kalo SMP itu, e mereka tu masih gojek, suka bercanda sama temen-temennya. Masih ddiaturnya masih susah sus.</td>
<td>ST enjoyed teaching</td>
<td></td>
</tr>
<tr>
<td>Jadi kemaren waktu daftar PPL langsung pilih SMK bukan SMP?</td>
<td>ST’s interest of teaching</td>
<td></td>
</tr>
<tr>
<td>Kalo SMA itu sudah kayak punya kesadaran sendiri, kalo SMP itu masih seneng yang ngonek-onekke misalkan masih yang apa ya? Yang seneng ejek-ejakkan. Mungkin masih di kelas masih urakan, masih seneng jalan ke sana-kesini.</td>
<td>ST’s points of view on SMA and SMP students</td>
<td></td>
</tr>
<tr>
<td>Jadi seneng ya ngajar di SMK ya?</td>
<td>ST’s interest of teaching</td>
<td></td>
</tr>
<tr>
<td>Seneng, soalnya kalo e, mungkin di SMP itu nanti bisa gak selesai materinya. Tapi kalau di SMK karena mereka mudah diatur mereka duduk mereka gak seneng gojek ke sana ke sini ke sini itu materi bisa selesai itu jadi kan kalo di SMP harus tenaga ekstra</td>
<td>ST enjoyed teaching</td>
<td></td>
</tr>
</tbody>
</table>
untuk mengatur. “Yuk duduk”, yuk apa, yuk ini yuk kek gitu.

Berhubungan dengan ini, tadi Cl mengatakan kalo di SMK/SMA mereka sudah mempunyai kesadaran trus gimana dengan kelas OT sendiri?
Kelas OT sendiri sebenarnya tu mereka mau jadi kalau misalkan e kita e ngasih instruksi untuk ini…mereka focus, semuanya termotivasi untuk ikut dalam pelajaran, cuman memang kalo kita bisa menghandle mereka tapi kalo kita lengah sedikit mereka ga suka sama pelajaran mereka milih pergi ke luar. Jadi alasan pergi ke toilet tapi gak balik.

**Dan gak kembali?**

**Sampai kelas berakhir? Itu berapa anak?**
Itu ada 2 anak.

**Mereka ber 18. Pas CL ngajar, masuk semua atau gak?**
Masuk semua, tapi yang 2 kelas itu balik…ehh gak masuk semua, suster. Cuman ada 13 anak. 5 anak nggak masuk…jadi yang lain itu keluar masuk kelas. Kek gitu

**Itu karena kemungkinan materi tidak menarik buat mereka begitu. Jadi mereka itu tergantung sama materinya ya tertarik atau tidaknya, mau stay di kelas itu tergantung sama?**
Ya apa ya? Tugas e mereka ada tugas gak dikelas gitu. Kalo misalkan mungkin disuruh nilai temannya yang lagi maju gitu mungkin mereka akan stay di situ tapi salahnya karena mereka sudah maju, tapi gak disuruh ngapa-ngapan.

**Nggak punya gawean, jadi mereka bosen gitu trus keluar?**
He eh. jadi sak karepe dewe.

**Kecuali keluar masuk ya CL. Eee…sikap atau behaviour apa saja yang CL sering temukan? Kan ada ya kalo anak-anak itu punya sikapnya itu kadang kalo belajar itu ada yang negative ada yang positif dia mau memperhatikan atau nggak yang CL suka perhati sering dapat temukan di situ itu apa-apa dari yang Sikapnya?**

<table>
<thead>
<tr>
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<th>Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>untuk mengatur. “Yuk duduk”, yuk apa, yuk ini yuk kek gitu. Berhubungan dengan ini, tadi Cl mengatakan kalo di SMK/SMA mereka sudah mempunyai kesadaran trus gimana dengan kelas OT sendiri? Kelas OT sendiri sebenarnya tu mereka mau jadi kalau misalkan e kita e ngasih instruksi untuk ini…mereka focus, semuanya termotivasi untuk ikut dalam pelajaran, cuman memang kalo kita bisa menghandle mereka tapi kalo kita lengah sedikit mereka ga suka sama pelajarnya mereka milih pergi ke luar. Jadi alasan pergi ke toilet tapi gak balik.</td>
<td>conduct. The materials could be delivered well. But teaching SMP might spend extra times because teacher should manage the students for example to sit properly. She found that she had to be able to handle the OT students so that they would do the instruction, focus on the materials, and be motivated to learn. When the teacher is not able to handle, or when the method is not interesting, the students will not be interested to learn and escaped the class. Student went out from the class and did not return</td>
<td>SMA/SMK students. ST’s cognitive processing DB: students escaped from the class. Boys Psycical activities</td>
</tr>
<tr>
<td><strong>Dan gak kembali?</strong> Pernah soalnya. Waktu ngajar <em>speaking</em>, na itu maju. Mungkin karena mereka tidak terlalu tertarik karena cuman membaca <em>script</em> jadi apa sih suruh bikin script begitu mereka cuman tinggal mengganti-ngganti kek gitu kan yang lain gak punya kegiatan tho Suster. Jadi baru maju maju dan yang lain nggak, jadi ada yang keluar kelas dan gak balik lagi.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sampai kelas berakhir? Itu berapa anak?</strong> Itu ada 2 anak.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mereka ber 18. Pas CL ngajar, masuk semua atau gak?</strong> Masuk semua, tapi yang 2 kelas itu balik…ehh gak masuk semua, suster. Cuman ada 13 anak. 5 anak nggak masuk…jadi yang lain itu keluar masuk kelas. Kek gitu</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Nggak punya gawean, jadi mereka bosen gitu trus keluar?</strong> He eh. jadi sak karepe dewe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kecuali keluar masuk ya CL. Eee…sikap atau behaviour apa saja yang CL sering temukan? Kan ada ya kalo anak-anak itu punya sikapnya itu kadang kalo belajar itu ada yang negative ada yang positif dia mau memperhatikan atau nggak yang CL suka perhati sering dapat temukan di situ itu apa-apa dari yang Sikapnya?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence</td>
<td>Description</td>
<td>Category</td>
</tr>
<tr>
<td>----------</td>
<td>-------------</td>
<td>----------</td>
</tr>
<tr>
<td>He eh positif ketika CL memberi pelajaran baik menerangkan materi atau memberikan tugas itu re respon mereka gimana? Respon mereka selalu positif. Jadi kalo mereka gak ngerti mereka selalu angkat tangan, Suster.</td>
<td>She said that students’ responses were positive. When they did not understand they raised their hands.</td>
<td>Productive Behaviour: raising hand when students did not understand</td>
</tr>
<tr>
<td>Itu untuk semua kelas? Untuk semua kelas seperti itu. Kelas satu. Kelas 7 ya semua? Kelas X</td>
<td>She found that students always raised the hands, and asked when they did not understand. Students also critizied when there was a mistake.</td>
<td>Productive Behaviour: raising hand, asking question, critizicing a mistake</td>
</tr>
</tbody>
</table>

**Productive Behaviour:** raising hand when students did not understand

**Disruptive Behaviour:** students were passive; silent and did not ask questions.
<table>
<thead>
<tr>
<th>Sentence</th>
<th>Description</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>O jadi lebih ke malu ya mereka itu gak apa percaya diri</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jadi ketika dideketin lho kok belum dikerjain. Temen-temennya yang udah dnong mereka ngerjain. Tapi untuk temen-temen yang gak ngerti dan nggak mau bertanya. Mereka cenderung diam dan gak ngerjain apa-apa.</td>
<td>She said that all the students in Marketing were enthusiastic</td>
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<tr>
<td><strong>Itu di kelas BC?</strong></td>
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<tr>
<td>Kelas BC</td>
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<tr>
<td>Kalau di pemasaran meraka semua antusias cuman ada beberapa anak yang sikapnya agak urakan.</td>
<td>Some students talked inappropriately, protesting, and without controlling the words in order to seek the attention</td>
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<tr>
<td><strong>E Pemasaran ya? itu cowok atau cewek?</strong></td>
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<tr>
<td>Cewek</td>
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<tr>
<td><strong>Urakannya itu gimana?</strong></td>
<td></td>
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<tr>
<td>Urakannya misalkan, dikasih tugas na nanti mereka protes “wuuuu”</td>
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<tr>
<td><strong>O jadi cuman respon, tapi itu mau ngerjakan?</strong></td>
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<tr>
<td>Mau. Tapi kalo ngomong agak gak dikontrol. Jadi misalkan ‘piye tho?’ Kek gitu.</td>
<td>The way the students talked sometimes was rude and hurting</td>
<td></td>
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<tr>
<td><strong>O cuma teriak-teriak. Teriak-teriak?</strong></td>
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<tr>
<td>Ya sama gurunya.</td>
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<tr>
<td><strong>O sama gurunya. Tapi mau ngerjain?</strong></td>
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<tr>
<td>Mau mau ngerjain. Tapi memang itu anaknya suka mencari perhatian.</td>
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<tr>
<td><strong>O gitu?</strong></td>
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<tr>
<td>He eh, dan udah tanya sih kok agak gimana katanya ia, katanya anak itu memang suka mencari perhatian. Tapi terkadang kata-katanya juga agak menyinggung.</td>
<td>The way the students talked sometimes was rude and hurting</td>
<td></td>
</tr>
<tr>
<td><strong>Menyinggung? Kasar gitu?</strong></td>
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<tr>
<td>Iya ya gak kasar tapi menyinggung</td>
<td></td>
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<tr>
<td><strong>Menyinggung Cl atau?</strong></td>
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<tr>
<td>Ya</td>
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<tr>
<td><strong>Itu mereka kebanyakan dari panti sendiri? Atau?</strong></td>
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<tr>
<td>Iya kebanyakan dari panti.</td>
<td></td>
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<tr>
<td><strong>Murid di situ kebanyakan dari panti.</strong></td>
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<tr>
<td>Tapi ada yang dari luar ya?</td>
<td>She said that most of the students stayed at the dormitory</td>
<td>ST’s initiative in activity</td>
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<tr>
<td>Ada.</td>
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<tr>
<td>AK sudah, BC sudah. Kalo OT na OT, sikap. Kan cowok semua ya? Itu CL merasa bisa menghandle mereka gitu gak sih?</td>
<td>She found that the front seats in OT class were always empty. She had to invite the students want to sit at the front seats. Some students came moved to the front but other students di not move.</td>
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<tr>
<td>Mereka bisa duduk tenang? Pindah-pindah gitu gak?</td>
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<td>Gak, tapi mungkin yang depan gak pernah diisi. Jadi kadang-kadang harus ngomong sesuatu dulu biar mereka itu mau pindah. Kayak, misalnya “kelas OT gak ada yang gentle, gak ada yang mau duduk di depan ngapain di belakang, duduk kok di belakang” Jadi dikata-katain gitu baru, “yo wis lah ndak ra gentle tak pindah”</td>
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<td>Gak ada yang ribut?</td>
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<td>Ngak. Mungkin karena anak panti. Pengaruh gak sih?</td>
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<td>Ya bisa jadi.</td>
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<td>Terlalu didisiplinin gitu atau apa juga gitu?</td>
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<td>Tergantung sama guru juga sih mungkin ya? Panti ya kadang mereka punya aturan. Tapi kan mereka ada di Panti kan mereka suatu ada kekurangan tho, di keluarga mereka itu. Memang ada peraturan tetapi tetep ada sesuatu yang kurang.</td>
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<tr>
<td>Oya, kenapa gak bilang kesulitan di BC yang untuk per individu karena mereka di BC itu kan</td>
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<tr>
<td>Oya, di BC ada sikap yang menonjol yang mengganggu pembelajaran. E OK, bisa diceritakan?</td>
<td>She said that she was disturbed by students’ behaviours in BC class. Some students did not want to work in group. There were two different ethnics, Javanese and Flores.</td>
<td>DB: students did not want to work in group.</td>
</tr>
<tr>
<td>Yang? Yang Jawa itu underestimate?</td>
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<tr>
<td>Ya underestimate anak-anak yang Flores.</td>
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</table>
Tapi secara akademik mereka itu gimana?
Secara akademik mereka yang Flores memang kurang sangat-sangat kurang dan yang Jawa lebih cepet. Jadi kalo mengerjakan sesuatu yang jawa...mereka harus nunggu anak-anak yang Flores selesai, jadi sangat disayangkan karena harusnya yang anak Jawa itu bisa ngejar materi dan lebih jauh lagi jadi maksudnya sudah ganti materi tapi harus nunggu anak Flores yang sangat yang lama itu. Jadi kemungkinan strateginya mengajar di situ biar anak Jawa itu gak nggangur sering suruh ngajarin anak yang Flores, tapi untuk yang cewek. Kalo yang cowok masih tetep mereka menolak
CL sendiri sudah mencoba untuk mencoba yang Jawa e siswa yang Jawa untuk mengajari yang Flores.
Sudah.
Itu berjalan?
Itu berjalan, e tapi cuma dua anak. Yang lain bilang masih ngerjain. Tapi itu lumayan jadi mereka bisa ngebantuin saya dalam mengajar jadi ben cepet biar cepet itu tak suruh ngajarin temennya dan selesai.
Trus tadi yang soal konflik personal katanya mengganggu itu?
Konflik personalnya ya cuma itu sus. Karena yang anak Jawa itu gak mau gabung gak mau jejer atau gak mau apa-apa sama anak yang Flores. Karena mereka bilang kalo mereka itu bau.
O, tapi gak semua tho gak semua yang Jawa?
E yang paling keliatan itu yang cowok kalo yang cewek itu masih menghargai tapi mereka juga gak terlalu gak terlalu suka.

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<tr>
<td>Tapi secara akademik mereka itu gimana?</td>
<td>There was also different level of understanding among the students. Some students were fast in learning, the other students were slow. To help the students who were slow in learning, she asked them to work together.</td>
<td>ST’s initiation of activity</td>
</tr>
<tr>
<td>Secara akademik mereka yang Flores memang kurang sangat-sangat kurang dan yang Jawa lebih cepet. Jadi kalo mengerjakan sesuatu yang jawa...mereka harus nunggu anak-anak yang Flores selesai, jadi sangat disayangkan karena harusnya yang anak Jawa itu bisa ngejar materi dan lebih jauh lagi jadi maksudnya sudah ganti materi tapi harus nunggu anak Flores yang sangat yang lama itu. Jadi kemungkinan strateginya mengajar di situ biar anak Jawa itu gak nggangur sering suruh ngajarin anak yang Flores, tapi untuk yang cewek. Kalo yang cowok masih tetep mereka menolak CL sendiri sudah mencoba untuk mencoba yang Jawa e siswa yang Jawa untuk mengajari yang Flores.</td>
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<td>Itu berjalan, e tapi cuma dua anak. Yang lain bilang masih ngerjain. Tapi itu lumayan jadi mereka bisa ngebantuin saya dalam mengajar jadi ben cepet biar cepet itu tak suruh ngajarin temennya dan selesai.</td>
<td>She found it was useful.</td>
<td></td>
</tr>
<tr>
<td>Konflik personalnya ya cuma itu sus. Karena yang anak Jawa itu gak mau gabung gak mau jejer atau gak mau apa-apa sama anak yang Flores. Karena mereka bilang kalo mereka itu bau.</td>
<td>She found that boys did not want to work in group.</td>
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<tr>
<td>E yang paling keliatan itu yang cowok kalo yang cewek itu masih menghargai tapi mereka juga gak terlalu gak terlalu suka.</td>
<td>Boy students were lacking of respect towards their classmate.</td>
<td></td>
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<tr>
<td>Tapi yang cowok gak, disuruh jejer pun gak mau padahal cuma disuruh ngajar misalkan. Ini dalam konteks pembelajaran ya invitation, na yang Flores tak suruh ngajar yang cowok salah satu mereka aja langsung responnya “TOLAK!” Nolak, Jadi dari situ sudah kelihatan mereka gak mau kenapa ini ditolak lagi trus yang Flores mengajak cowok lagi lain siswa ya juga ditolak. Mereka memang ada konflik personal.</td>
<td>Boys did not work in group</td>
<td>DB: Did refused to work in group</td>
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<td>Jadi rasa penghargaan antar teman itu masih kurang.</td>
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<td>Masih kurang.</td>
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<p>| She said that Marketing class consisted of Javanesse students and NNT students. However, the students were solid. | PB: Students cooperation in group |
| The Students were allowed to bring HP in class, but mostly it was used for dictionary |
| She said that no students were sleeping during the learning |</p>
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<tr>
<td>Gak ada suster.</td>
<td>She said that when she found student who escaped the class, she did not angry at the students. She made personal approach to the student to the students who were not discipline.</td>
<td>ST’s initiative in activities</td>
</tr>
<tr>
<td><strong>Gak ada ya?</strong> Gak ada semua bisa.</td>
<td>She was enthusiastic in teaching. She wanted to help the students understand more the materials. She said that when the students did not have interest to learn, it would be difficult.</td>
<td>Enthusiastic (ST’s feeling in teaching)</td>
</tr>
</tbody>
</table>
Iya. Jadi secara kalo dirangkum tadi ekpektassi CI ketika, tadi kan enjoy ya seneng ya waktu mendengar oo mau ditempatkan di Putra Tama sampai sekarang ini harapannya atau ekspektasinya itu berjalan gak?

Berjalan suster.

Berjalan baik ya, kekawatiran bahwa nanti gimana manana ditolak dibully gitu?
Akan dibully, ditolak kek gitu ada karena mereka semua menerima dan ada ya, jadi semacam inspirasi buat mereka gitu sering setiap pagi dipanggil “Hi Miss Hallo Mbak Sinta Mbak Sinta” Jadi yang saya gitu kenal pun mereka tau nama saya gitu lho, “Mbak Sinta mbak Sinta” Jadi rasanya di sana tahu semangat banget.

Jadi hilang semua ya. Kekawatirannya bahwa apa dibully atau ditolak. Terus, dari pengalaman yang tadi ya saya melihat bahwa CL merasa enjoy dengan PPL. Di sini juga dibilang very interested bisa berbagi dengan guru bahkan ya ilmu yang didapat di PBI, trus CI sendiri ada ketertarikan untuk menjadi seorang pendidik gitu, menjadi guru di sekolah gitu?


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<td>Iya. Jadi secara kalo dirangkum tadi ekpektassi CI ketika, tadi kan enjoy ya seneng ya waktu mendengar oo mau ditempatkan di Putra Tama sampai sekarang ini harapannya atau ekspektasinya itu berjalan gak? Berjalan suster. Berjalan baik ya, kekawatiran bahwa nanti gimana manana ditolak dibully gitu? Akan dibully, ditolak kek gitu ada karena mereka semua menerima dan ada ya, jadi semacam inspirasi buat mereka gitu sering setiap pagi dipanggil “Hi Miss Hallo Mbak Sinta Mbak Sinta” Jadi yang saya gitu kenal pun mereka tau nama saya gitu lho, “Mbak Sinta mbak Sinta” Jadi rasanya di sana tahu semangat banget. Jadi hilang semua ya. Kekawatirannya bahwa apa dibully atau ditolak. Terus, dari pengalaman yang tadi ya saya melihat bahwa CL merasa enjoy dengan PPL. Di sini juga dibilang very interested bisa berbagi dengan guru bahkan ya ilmu yang didapat di PBI, trus CI sendiri ada ketertarikan untuk menjadi seorang pendidik gitu, menjadi guru di sekolah gitu?</td>
<td>She said that her worries disappeared. She was antusias because she was accepted by the students. She wanted to become schoolteachers. She wanted to teach the students who are from low-income family. She wanted to become a teacher who could motivate the students to learn. She would try to apply in the same school.</td>
<td>ST was enthusiastic ST’s cognitive process. Positive influence</td>
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<tr>
<td>Oo gitu, menarik jawabanne CL lho, gak ini di luar apa di luar bayangan saya lho e punya apa punya hati untuk anak-anak yang low income mereka yang seperti itu yang</td>
<td>She said that teaching students who are slow learner is more valuable rather than teaching smart students</td>
<td>ST’s cognitive process</td>
</tr>
<tr>
<td>Ya jadi lebih he eh peduli mengajar anak-anak yang seperti itu dari pada anak-anak yang sudah pinter dari sananya, kaya dari sananya. Sangat berbeda suster, kayaknya kita lebih bermanfaat kalau kita mengajar anak-anak yang seperti itu.</td>
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<tr>
<td>Jadi kira-kira kalau setelah dari PBI, apa punya rencana untuk melanjutkan itu? Kalo misalkan untuk sementara mungkin kalo nanti kan ada guru yang akan keluar mungkin pengen nyoba, pengen di situ. Tapi untuk sementara saja suster sambil cari-cari yang lain. Sebenarnya pengen banget jadi guru tapi karena apa ya pengen yang lain gitu kerjanya</td>
<td>She wanted to apply to the same school as a teacher</td>
<td></td>
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<tr>
<td>Iya</td>
<td>Iya Suster</td>
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<tr>
<td>Ya. OK, ya terimakasih CL untuk sharingnya, untuk pengalamannya.</td>
<td>Ya, harapannya CL bisa mencapai apa yang dicita-citakan.</td>
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<td>Ya. Amin</td>
<td>Ya. Amin</td>
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<tr>
<td>Semoga tetep dapat menolong banyak anak yang membutuhkan perhatian terlebih di bidang pendidikan. Iya.</td>
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</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI