

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter of research findings and discussion is divided into three sub-chapters according to research questions. The first one is the findings and discussion on the building altruism character in classroom activities, the second one is the findings and discussion on the implementation of altruism character in school member interaction, and the last one is building and adapting altruism character in junior high school environment. .

4.1 Findings of Building Altruism in Classroom Activities

This part presents of how the educators build altruistic character in classroom activities

4.1.1 Public Junior High School 'A' in Jakarta

The teacher used utterances to build the altruism character in classroom. Mostly, teacher gave example and grouped students in building the character and habituating students to do so. In first meeting, teacher began the lesson by asking students' condition. The action was also an exemplify for students of how to show caring to other people. The utterance that teacher used was "*Di, are you okay now?*". Teacher directly mentioned the name of the person to show that the person being asked looked unwell. This action was found in the pre-stage of activities when teacher checked students' attendance and found that the absence student

last week is presence now. Teacher also involved students in correcting the mistake in other students' written. The utterance that teacher used was *"Who can correct it?"*. Then the teacher invited another student to correct the mistake together. In another way, this action also could be considered as helping other people to learn more. This action could be found in whilst-activities, when teacher discussed the task along with the students. Also in the whilst-activities, teacher grouped students randomly. Teacher asked students to perform together with their friends after finishing the tasks. By grouping students, teacher intended to build a character who can work cooperately with anyone despite the differences.

In second meeting, teacher still used the same way to build the altruism character in classroom but added one step which was gave clues. Starting with giving clues, teacher wanted students to think by their own yet also helping students when they faced difficulties. This showed that teacher helped student in any possible way teacher can do. By providing clues, teacher showed an example of how helping people by involving the other party to take action and think by themselves. This action also found in pre-stage of activities, the utterances that teacher used were *"Do you still remember what we discussed last week? Location..Public...?Pla...?"* and *"You will travel to Singapore. You only bring luggage? Okay. Passport. Some money. What else? Okay. Who can answer my question completely?"*. Still in the pre-activities, teacher engaged students to actively participate in teaching and learning process. Through the stage,

teacher wanted to build altruism character of voluntarily answering question by delivering teacher's story so it would be heard as real situation and teacher also engaged students with a question. The utterances teacher used were *"I want to go travel to Singapore. What should I bring?"* and *"Who can write the words?"*. In the post-activities, teacher asked students to work in group by saying *"Ayok. Sekarang kerja kelompok berempat-empat"*.

In third meeting, teacher built altruism character by grouping students so that students were get used to work together cooperatively despite any differences. The utterances teacher used in grouping students were *"I want you to make a group of four. Turn around your chairs. See your friends. Say hai to them. Okay. Each group please introduces yourselves"*, *"I will give you paper and you discuss with your friends what is family"*, *"I will call you per group to present. Everybody listen up. These actions were found during stage pre-activities, whilst-activities, and post-activities.*

In fourth meeting, teacher built altruism character by giving clues, offering solution, voluntarily answering question, and asked students to pay attention during teaching and learning. In giving clues, teacher helped students to recall students' knowledge by saying *"Another traditional music from DKI Jakarta..Betawi...Gam..."*. In whilst-activities, there were problems regarding the corrupt files and interruption during presentation, teacher offered solution by saying *"Begitu juga jika temanmu tidak*

terdengar suaranya. Kalian raise your hand and say louder, please. And then the font should be bigger so your friends in the back can see it. And also the file should be disimpan di flash disk lain. Jadi kalau gabisa diplay, bisa ada back up.”. This action was in line with building altruism in the aspect of offering solution to other people. Teacher also wanted to build students character in paying attention when other people presented or talked. This could be seen when teacher said *“If you want to interrupt your friends, wait until the discussion time. Okay? Tidak ketika mereka sedang presentasi”*. Meanwhile, in building students’ character in answering question voluntarily, teacher used a statement such as *“As we discussed before, you are going to present your project. Now, who would like to present first?”*.

4.1.2 Private Junior High School ‘B’ in Bandung

In this school, teacher used utterances and actions to build the altruism character in classroom. Teacher built the character by offering solution, giving help, and grouping students. In first meeting, students helped teacher during the games proceed. This action related to altruism character in the aspects of helping people in any possible way. Teacher also made students to pay more attention by providing games. Involving students in the fastest games was one of the way teacher used to build students’ character in paying attention during people’s talk and do without giving any interruption. In the pre-activities stage, a problem occurred

during game when students were upset because the score keeper was unfair in choosing the fastest group in raising hands, the teacher provided fair solution to students by saying “*Put down your hands... ssst.... In one... two... three...*”. During whilst-activities, teacher helped students who had difficulties in learning by checking each student work and helping them understand the task they had to do.

In second meeting, teacher used the aspects giving help, answering voluntarily, and sharing stationeries. In the stage of pre-activities, teacher gave clues of what they have to do during the video shown. It would make them easier in finishing their task later. In stage whilst-activities, students were asked to share their opinion regarding the story in the video shown. Teacher also gave example of sharing stationeries between teacher and students. It could be seen that in sharing there is no boundaries between teacher and students. In stage post activities, teacher asked students to share their opinion. The utterance that teacher used was “*So, what is the conflict in this story? Who wants to share opinion*”. This action was interrelated with the altruism aspect which is inviting students to answer voluntarily.

In third meeting, teacher still used the same aspects as in second meeting yet the teacher added two aspects which is reminding school member to not doing any bullying and listening to other’s problem. This is interrelated with the altruism character which is aversive arousal reduction or making justice for anyone. Teacher used a story of ugly ducking as the

media to deliver the bullying implicitly. It can be seen in teacher's conclusion about the story which is *"At first the ugly duck thinks that he is ugly because she doesn't know who she is. Later, when she found out, she becomes confidence about herself."* Brought up the topic about bullying, the teacher asked whether students had the same problem as ugly duck or not. One of the student told her story and teacher offered solution by involving other students. This action happened during post-activity which the teacher said *"Pernah ga kalian feels lonely and nobody is around. And nobody likes me. Then how you overcome it?"* then" and she offered a solution by saying *"Okay. Gini. Orang yang punya crisis identity yang depressed, banyak pikiran, ngerasa lonely. Itu mudah terpengaruh kata-kata orang. Itu awalnya you don't feel condience about yourself. Kalau kamu percaya diri, kamu ga akan ngerasain hal kayak gitu. Kalau kamu ngerasa kamu baik atau apa... kamu ga akan peduli apa kata orang"*. These actions are interrelated with the aspects of altruism listening to others' problems and it related to the character of altruism, caring.

In fourth meeting, teacher builds the character by providing help to students when they face difficulties, the statement that teacher said was *"Ada yang masih bingung ga cara mengerjakannya?"*. In fifth meeting, teacher built the altruism character through delivering aspects paying attention and giving any possible help. These two actions could be found in pre activities and in whilst-activities. In pre-activities, the statement that

teacher used was the statement was *“Ini type berapa? 2 atau 3? Coba liat pake tense apa? Kalau pake past tense kan berat type berapa...Kalau pake present perfect tense berate type berapa...”*... in the sixth meeting, teacher built the altruism character through aspects reminding school member to not bully and listen to their problems. These two actions occurred during whilst-activities and post-activities. In the whilst activities, teacher stated by saying *“So, what you have to do about it?Yes, you have to change your mind. The way you think about something. You have to think everything positively. If you think negative... well, I mean something that is not happened, will happen. So, if you think positively, something you think won't happen, will happen. Meanwhile, in the post-activities, the statement was “Okay... okay.... Let me clarify it. Someone is bigger doesn't always the one who is strongest. So, don't judge someone by his body”. This is related with the altruism character named aversive arousal reduction. In the seventh meeting, teacher also built altruism character through giving any possible help, answering question voluntarily, and offering solution. In giving possible help, the student has difficulty in making a sentence. Teacher gives a clue. For example, *“there are two sentences; he is too young. He can't go to work. Nah, jadinya he is too young to work. Jadi kalau kalimat I am too tired, to...Jadinya apa?”*. Meanwhile in answering question voluntarily, the statement used in building altruism character related to volunteer aspect was *“Okay. Who wants to try? None? Should I pick?”*. In building character of offering*

solution aspects, the action was teacher asks to other students, "Okay, is that correct? So, where is the mistake?".

4.1.3 Islamic Junior High School 'C' in Bogor

The teacher used utterances to build the altruism character in classroom. Mostly, teacher gave example, followed regulation, gave possible help, paid attention, and grouped students in building the character and habituating students to do so. In first meeting, teacher built the aspects of paying attention, sharing stationeries, giving help, and working in a group. These can be seen during pre-activities and post-activities stages. The statements were "*Okay. Is there any marker?*", this related to sharing stationeries. The statement, "*Okay. Listen to miss Ovie. Do you have any experience? Yes. I have*". This action asked students to pay attention and this is related to altruism aspect which is paying attention to others. Meanwhile, statement "*Ngapain aja? She prayed to Allah in front of..? di depan apa? Kakbah. She also visited? Visited apa? Masjidil..? yang berada di Madinah masjidil apa*", teacher tried to build the aspect of giving help in any possible way by giving clues to students during pre-activities stage. In the aspect following regulation, the statement that teacher used to build the character was "*kalau disiplin itu berhubungan dengan apa? Berhubungan dengan apa disiplin? Kamu kan sering telat. Kenapa kamu bisa dikatakan telat? Harusnya masuk jam 7, kamu datang jam 9. Berarti berhubungan dengan apa?*". Teacher also inserted aspect of working together in the post-activities. This action is related to aversive arousal

reduction aspect in building altruism character. The statements that teacher used were *“Okay. Waktunya sepuluh menit dari sekarang jangan ada yang ngobrol”*, *“Rizky, ayo bantuin”*, *“Okay. Nomor satu sama nomor satu. Nomor dua sama nomor dua”*, and *“Jadi ini kertas untuk berdua. Jadi kalian cari teman pasangannya”*. In the second meeting, the aspects that teacher tried to build were similar to previous meeting. The aspects appeared in pre-activities were asking school member who is absent supported by the statement which was *“Who is absent today? Diabsen dulu”*. The next one was giving any possible help which was teacher gave clues to students to the students could get better idea in comprehending the lesson. The statements were *“Kertas yang putih ya. Kemudian scissors. Apa itu scissors?”*, *“Nih. Yang pertama kan ada judul. Yang kedua ada bahan bahannya. Material. Nah, yang ketiga ada metode. Method itu apa? Lang...?”*. And the last aspect appeared in the post-activities was sharing dictionaries which teacher asked students to help finding word. The statement was *“Saya minta Mail yang carikan... coba kan kamu tau caranya pake kamus. Pertama kamu ketik fold. Apa?”*

4.2 Discussion

From the findings of observation classroom, it can be seen that mostly teacher built the altruism character by grouping students, helping students in any possible way such as giving clues and repetition, and paying attention. This in line with what stated by Pilliavin (1981) and Myers

(2012), which is defined altruism as a range behavior that are intended to benefit others such as helping, sharing, comforting, donating, volunteering, and giving attention.

Regarding the students' characteristics, grouping students also have another benefit so that learner can use language to exchange information becomes much more important, and so that learner becomes more social and less egocentric. As Younger learners are always asking questions, it is expected that learners will not pay attention and busy with themselves. They will ask questions not to annoy or interrupt, but to pursue their inherent drive to learn (Poole et al, 2014). However, it did not happened from classroom observation in three school. The students did pay attention as their teacher said "*Listen to your friends*" or "*Sstt.... Be silent. Pay attention*". From group activities, it can be seen that students was willing to work together despite any differences in gender, helped their group friends in memorizing words as it happened in school observation 'B'. This is as expected from learner characteristics defined by Wilson et al (2014) which is young learners characteristics as learners who prefers active involvement in learning, motivated to learn when lessons are related to immediate goals and interests, and shows willingness to work. However, the characteristics active involvement in learning did not happen fully in the three classroom observation.

In school 'B' and 'C', teacher tends to invite students to answer the question by picking the students randomly or by mentioning students

name directly. Although in some meeting, the students were willing to answer question voluntarily yet it is not as many as how the teacher engaged students in learning by calling their names or picking. This might be related to students' characteristics which is moody and unwilling to perform in front of peers (Wilson et al, 2014). In school 'B', during whilst-activity which is the operation included at this stage is verbal and non-verbal stimulation, presentation, and development and use of strategies involved in teaching, problems occurred. Teacher offer solution to students as the students could not connect the laptop. Through this action, teacher wanted to exemplify an action related to altruism character as Durkheim (1990) stated that aspect of altruism behavior is including helping each other without ulterior motive and willing to sacrifice. During the post-activity stage, teacher said, "*Do you have eraser or duster?*" and one student came forward to erase the white board. This action is done by teacher so that students get used to help people as Durkheim (1990) said that it was one of altruism character which is feeling able to help people. In school 'B', there was an action in which students helped to erase the whiteboard without being asked. This may related to students characteristics which is shows willingness to work and sacrifice for social rewards (Wilson et al, 2014).

In school 'A' and 'B', the teacher began the lesson by showing a video about family and playing games. This pre-activity is to stimulate and motivate the students and this action is in line with Kysilka & Davis (1988)

statement who said that in teaching and learning, it is necessary to connect the lessons to be provided with the knowledge it has owned students, or experience or their surrounding.