CHAPTER IV

FINDINGS AND DISCUSSION

The data of the study are altruism praxis in English teaching and learning at Senior High School. This praxis is divided into four sub components namely English classroom activities, English show-up of English club, school member interaction and school environment. Further, the data revealed in the praxis are analysed through three aspects, such as empathy, prosocial behavior, and aversive-arousal reduction. Therefore, in this chapter, the analysis of altruistic behavior praxis will be presented in order to answer the research questions of how those four sub components present the altruistic behavior praxis through the aspects.

4.1. Altruism praxis in English classroom activities

This section presents how classroom activities present aspects of altruism in its praxis in English classroom activities. Many successful altruism praxis at school begins with classroom activities emphasizing awareness of the surrounding (Bialik, 2005). In classroom activities, the teacher in MAN Karawang might encourage the students to be more awareness of the surrounding, thus the occurence of indicators for each aspects are presented on quite dominant. Moreover, the occurence of indicators are spread out in all stages of classroom activities.

Based on the data given from the classroom observation video (see appendix I), three aspects of altruism, that are empathy; prosocial behavior and aversive-arousal reduction, are practiced in all stages of English classroom activities. However, the most dominant aspect practiced is prosocial behavior, which is represented by A32 indicator, Teacher assists student in translating words and phrases. It is practiced in preliminary stage implicitly through the utterances “I will tell some steps to do yoga and clarissa will imitate, *mencontohkan* and *kalian memprakttekannya*.”; “*Untuk menghilangkan rasa lelah dan kantuknya, mari kita* stand up, *berdiri dan berbaris*”. She helps student in translating words and phrases while she is telling the instructions.

The similar purpose is unconciously implied in main stage through the utterances of “I need you to stand up, *saya minta kalian berdiri*”; “I call the game, two corners game, *atau permainan dua sudut*”; “ “We will have a small debate today, *kita akan ada debat kecil. Jadi nanti kalian berikan opinion setuju atau tidak setuju*”; “All you have to do is finding the reasons, *tiap orang cari alasannya*”.

On the closure stage, the praxis is implicitly realized through the utterance of “Next week, you have spoken test. You have to memorize procedure text, *kalian harus menghapal langkah-langkah seusai dengan yang kalian buat di rumah*”. It potrays that teacher uses bilingual or translating the words to help student who do not have many capabilities to

gain the mean of teacher`s talking, so student is able to submit the tasks in the following week.

In other words, teacher does code-switching on purpose. Teacher switchs the language from English to Bahasa Indonesia to help student who do not have many capabilities to gain the mean of teacher`s talking; who are in need to follow the teacher`s commands and who has lack of vocabularies. That utterance, in brief, represents altruistic behavior might be proven by the form of helping behavior or design to help others as argued by Hadori (2014).

By addition, there are other prosocial behavior indicators convinced implicitly in classroom observation video. For instance, in preliminary stage, Teacher moves the seat arrangement to conduct his/her lesson plan (A39) through "E*h, ini nggak rapi nih. Kita rapikan dulu, yuk. Malu dong kalau nggak rapi, nanti kalian juga susah geraknya"*; Student helps teacher to rearrange their seat before and after learning activities (A39) through the student acts of helping teacher to move the table; Teacher uses gestures to get student understood the word or phrases (A34) through teacher acts and utterances of Stands with your feet hip *exemplify by gestures*.

In main stage, there are Student aswers freely teacher`s question toward materials (A35) through student acts of One of student raises hand and student utterances of "*Procedure text merupakan cara membuat atau melakukan sesuatu*, tutorial"; Student borrows school facilities to run the

learning activities (A38) through Student permits to get the properties for group assignments.

Every single utterances or acts already mentioned in previous paragraph is pointed to the concept that somebody is called as altruists as if they habituates to do kindness that is intended to improve the world and benefit others without expecting anything (Panner, 2005; Kamaruddin, 2012; Hadori, 2014).

Moreover, as mentioned in preceeding paragraph, there are two other aspects convinced in classroom observation video, likely empathy and aversive-arousal reduction. Empathy aspect is presented in A1 indicator, Teacher asks student feeling and condition in classroom through the utterances of Hi, class. How are you today?; How do you feel today?; Hari ini kelihatannya pada lemas ya?", A4 indicator, "Student follows teacher`s instruction during classroom learning activities through student acts, like "Students stands up and make a line" along the preliminary stage; "Student starts finding the reasons as the instructions"; and "Student discusses with other members about the topic" along the main stage; and A5 indicator, Student says thanks for the material teacher given in classroom activities through "Thank you, Miss" along the closure stage. All utterances above are proving, beside doing kindness, altruists also need to possess the motive to know another person` state, including his/her thoughts and feelings (Batson, 2002).

On the other hand, aversive-arousal reduction is only practiced in main stage. It is convinced by A43 indicator, Student uses positive language while they are in opposite side through “In my opinion, chocolate is mixed with candy, and candy has much sugar inside that is why it can make us fat”. As the activity is having a little debate, student is divided into for and against side. In delivering the opinion, student uses the positive language, like in my opinion, thus it can reduce the unpleasant feeling as related to concept of aversive-arousal reduction (Batson & Powell, 2003; Feigin, et.al, 2014).

The existence of prosocial behavior as the most dominant aspect practiced is also occured in the data of observation field note. It is referred to such indicators as Student arranges footwares and bags before coming into the classroom or ballroom; Student is being asked the literary meaning of a vocab; Student practices each other in lack of material or pronounciation; Student shares dictionary; Teacher assists student in translating words and phrases; Teacher corrects as if there is mispronounce or misspell over students; Teacher uses gestures to get student understood the word or phrases; Student answers freely teacher`s question toward materials; Teacher moves the seat arrangement to conduct his/her lesson plan; and Student helps teacher to rearrange their seat before and after learning activities.

From all indicators practiced in this component, the hugest indicators are reflected by A26 indicator, student shares dictionary and A28, Student who is more knowledgeable tutoring others who are less able in doing assignments. It is also admitted by the teacher`s interview that

> "*Yang lebih sering muncul adalah aspek sukarela dan tolong menolong, karena dalam pelajaran bahasa inggris mereka biasanya mengerjakan tugas berkelompok dengan menggunakan satu atau dua kamus secara bergantian, dan untuk siswa yang bisa akan mengajarkan kepada yang belum bisa*"".

Those indicators could be seen in the first to third video teacher set the activities to some movements, likely debate; presenting the procedural text and group discussion. Those indicators are translated by Panner et.al (2005) as benefitting another person and may include in doing every kindness as well as larger efforts to improve the world.

Further, as mentioned in the previous paragraph, there were 10 of 20 indicators of prosocial behavior aspect presented in English classroom activities. It is quite satisfied the altruism praxis in Senior high school, since one of the character of Senior high school students is the students are able to maintain the relationship by forming all kindness (RDC, 2013).

The satisfaction might be proven in A25 indicator which is Student practices each other in lack of material or pronounciation. This indicator was appeared in main stage, while the teacher gives the practice in form of presenting the report of group discussion. In addition, in main stages, there is another indicator appeared to strengthening the form of kindness, the indicator is A39 which states Student helps teacher to rearrange their seat

before and after learning activities and depicts that student is adequately kind not only to his/her friend but also to the teacher.

Another aspect of altruism found is empathy. It is presented by indicators, namely Teacher asks the student presence in classroom activities; Student pays attention to teacher`s explanation; Student follows teacher`s instruction during classroom learning activities; Student lends others stuffs they do not have; Teacher leads to pray for student who is absent cause of illness; Teacher commands students to call on their friend who is getting sick for such a long time; Teacher motivates students while they feel anxious; Student keeps silent as teacher is talking; and Student commands others to keep quite as teacher is talking.

During the observation those indicators were appearing frequently. Teacher often asks student presence along the preliminary stages (A1), and student pays attention to teacher explanation along main stages (A3). The appearance of A3 indicators is emphasized in students interview response that they often pay attention to teacher explanation as long as the teacher is not boring and easy to understand by saying, "*Di kelas kalau gurunya asik, aku perhatikan dan dengarkan, kalau bosan paling pura-pura mendengarkan padahal aslinya aku sedang mendengarkan lagu*".

Through the response, it can be concluded that students` character is still affected by their mood, thus the teacher at class sometimes be more creative to engage their interest in learning. In this case, the occurence of boring class appeared on last video, since it has been taken along fasting

day and the teacher is only reviewing the material through lecturing style. On the other hand, in first to third video, due to the cooperative teacher and fun activities, the students were getting along from the pre stage to closing stage.

Further, in teacher response over the interview, he admitted that he often notices who are coming and absence (A1), and as if there is one student not coming to class, he leads to pray for that student (A10). That teacher response is in line with the concept of empathy by numbers of experts, it is that Empathy involves owning the feelings of another aroused in person as when he/she sees another person in grateful or in sadness circumstances (Myers, 2012; Schoner-Reich & Oberle, 2011; Slote, 2007; Baron, 2005; Hoffman, 2000).

As have been mentioned many times and been shown in classroom observation video, the teacher manages the learning activities in main stage through kinds of group discussion. During that activity, 3 indicators are pretty much appeared, those indicators are Student uses positive language during discussion; Student does not force his/her opinions to be realized; and Student appreciates others` opinion by listening carefully. Those indicators, then, are included as the motivation to help by reducing the unpleasant experience and the negative emotion caused by other`s distress (Batson & Powell, 2003; Feigin, et.al, 2014).

By the most dominant characters appeared in this case is prosocial behavior, it seems the character of students have got what should be in aspect of altruism, that the students display the characters through involvement in maintaining the relationship, and resolving the conflict among their peers by forming the kindness.

4.2. Altruism praxis in school activities

School activities include extracurricular that is related to activities happened right after classroom learning activities completed. By the school activities, students might involve to gain more knowledge, competence and experience beside they have learned academically at classroom. School activities concerned in this study is English show-up and was held on 23rd April 2018. To acknowledge what appeared in that school activity, this section elaborates how school activities supports the implementation of altruism through altruism aspects.

Table 4.1 Altruism praxis in school activities

NO	ASPECTS	CODE	INDICATORS
1	Prosocial Behavior	A25	Student practices each other in lack of material or pronounciation
		A30	Students set the music and scene for background of show
		A31	Students carry the properties in and out of the stages along the show
		A37	Student leads to write and translate the script for show-up program
2	Aversive-arousal reduction	A44	Student uses positive language during discussion
		A45	Student does not force his/her opinions to be realized
		A46	Student appreciates others` opinion by listening carefully

In referring to table 4.1, there were 7 indicators presented in English show-up of English club program. As total number of prosocial behavior indicator is four indicator, thus it came up as the highest altruism aspect found along the its praxis in English show-up. The emergence of this aspect is reflected by 4 indicators, namely Student practices each other in lack of material or pronounciation (A25); Students set the music and scene for background of show (A30); Students carry the properties in and out of the stages along the show (A31); and Student leads to write and translate the script for show-up program (A37).

A37 indicator appeared in preparing the show for english club program and proved by the student response who did translation and writing the script in her interview. In interview, she said "*Teman-teman bilang saya yang paling jago di Bahasa Inggris, dan kebetulan saya suka menulis, jadi saya yang menulis skenarionya dan menerjemahkannya ke dalam bahasa inggris*". A25 indicator is appeared while they are doing practice; and for another aspects, like A30 and A31 are appeared as long as they present the English show-up performance. In simply, those indicators are categorized as prosocial behavior aspect is because the students try to benefitting another person and may include in doing every kindness as well as larger efforts to improve the world (Panner, et al., 2005, p. 3).

Next aspect seems to be highlighted is aversive-arousal reduction, it is consisting of any desire or motivation to help by reducing the unpleasant experience and the negative emotion caused by other`s distress (Batson & Powell, 2003; Feigin, et.al, 2014). In this component, Aversive arousal reduction is realized through three indicators, such as Student uses positive language during discussion (A44); Student does not force his/her opinions to be realized (A45); and Student appreciates others` opinion by listening carefully (A46).

Allign with the elaboration in previos sections, prosocial behavior takes place on the highest number of indicator. It is potrayed that students have gently improved by adjusting themselves to be benefit for others. The improvement is expressed in form of doing some kindness not only during English classroom activities but also school activities, in this case is English show up of English club program.

4.3. Altruism praxis among school members interaction

In school setting, there is no day without altruistic behavior revealed, since it is such a big responsibility needly completed by interactions from every members around school (Mujiono, 2000). To get more knowledge toward the altruistic behavior among school members, this section will explain how school member interaction supports the altruism implementation through the aspect of empathy, prosocial behavior and aversive-arousal reduction.

Table 4.2 altruism praxis among school members interaction

NO	ASPECTS	CODE	INDICATORS
1	Empathy	A2	Student asks his/her friends` condition
		A6	Student lends money to others who are in need
		A7	Student shares food with others in break time
		A12	Student listens to his/her friends issues
		A13	Student gives related answer to his/her friends` story
		A14	Student treats his/her friends chocolate to comfort him/her
		A15	Student serves others well by treating them lots of meal
		A16	Student accompanies his/her friends to medical clinic
		A17	Student mourns and visits the principal`s place for the death of his father
		A18	Student feel thankful for security`s help after having them across the street
2	Prosocial Behavior	A23	Student alters to help teachers when they are carrying lots of learning media
		A27	Student helps principal by opening entrance gate for his car getting in
		A28	Student who is more knowleadgeable tutoring others who are less able in doing assignments
		A29	Student helps each other in parking their motorcycle
		A38	Student borrows school facilities to run the learning activities
		A40	Student gives a ride to teacher or others in a need
		A41	Student allows someone to go ahead of him/her in a lineup (at Xerox machine, at canteen).
3	Aversive-arousal reduction	A42	Student asks apologize if they have any mistakes
		A43	Student uses positive language while they are in opposite side

Based on the table 4.2, School member interactions support 21 indicators regarding to altruism aspects. Each characters is practiced by various indicators and circumstances.

Empathy has the biggest appeared indicators. The indicators refer to Student asks his/her friends` condition; Student lends money to others who are in need; Student shares food with others in break time; Student listens to his/her friends issues; Student gives related answer to his/her friends` story; Student treats his/her friends chocolate to comfort him/her; Student serves others well by treating them lots of meal; Student accompanies his/her friends to medical clinic; Student mourns and visits the principal`s place for the death of his father; and Student feel thankful for security`s help after having them across the street.

A6 indicators are commonly occured around the interactions among students, it is also supported by the response of student in the interview, that stated "*Biasanya aku kasih tebengan atau pinjemin uang, aku juga suka traktir temen*". For the occurence of A7 indicator, it is emphasized by teacher interview, that "*ketika istirahat sebagian dari mereka membeli makanan di kantin dan memakan bersama di kelas, sehingga mereka bisa bertukar makanan*."

Meanwhile A17 was experienced on 5th May 2018, the principal was sorrowful upon the death of his father, almost the school members were coming, teacher, administration staff, security and even the representative of students. In addition, A18 is occured everytime students accross the

road, either in the morning or in the afternoon. Those indicators, then, are classified as empathy, due to the similarities meaning with the concept of empathy, which is involving owning the feelings of another aroused in person as when he/she sees another person in grateful or in sadness circumstances (Myers, 2012).

Another aspect that is concerned and revealed in this component is Prosocial behavior. It is practiced through Student alters to help teachers when they are carrying lots of learning media; Student helps principal by opening entrance gate for his car getting in; Student who is more knowleadgeable tutoring others who are less able in doing assignments; Student helps each other in parking their motorcycle; Student borrows school facilities to run the learning activities; Student gives a ride to teacher or others in a need; and Student allows someone to go ahead of him/her in a lineup (at Xerox machine, at canteen). Those indicators are analysed by Dovidio, et. al (2004) as having another person beneficial, thus those are appropriately supported the implementation of altruism in term of prosocial behavior.

Turn into aversive-arousal reduction, student and teacher have only done two indicators, likely Student asks apologize if they have any mistakes and Student uses positive language while they are in opposite side. What they have done, then, are put down as aversive arousal, since they desire to help by reducing the unpleasant experience and the negative emotion caused by other`s distress (Batson & Powell, 2003; Feigin, et.al, 2014).

Deriving from the findings, it can be noted that both teacher and student in MAN Karawang have applied empathy characters as well as it has the highest total indicators appeared. That finding depicts that teacher has successfully exemplified how to be a well human-being and students completely are able to display what they learn in asect of altruism by respectful not only to others but also to principal, teachers and other school members.

4.4. Altruism praxis around school environment

This section explains how school environments support the altruism implementation through its aspects. School environment as stated by Singh, et al, (2010) is an avalaible place to measure of the quality of cognitive, emotional and social support their school life. It would give highly contribution in altruism implementation, however due to the emergence of altruism praxis is in form of banner or sign sticked around school, thus not too many indicators presents the aspect of altruism.

Table 4.3 altruism praxis around school environment

NO	STATEMENTS	CODE	INDICATORS	ANALYSIS
1	BOX ASPIRASI TANGGAPI, BAHAS DAN MUSYAWARAH	A46	Aspiration sign and box toward school improvement	This sign is categorized as aversive-arousal reduction aspect, and is aimed to reduce the unpleasant feeling in giving opinion towards the school improvement.

As have been seen in table 4.3, there is only an indicator realized in this component, that is sign represents desire or motivation to help by reducing the unpleasant experience and the negative emotion caused by other`s distress is sign and box of aspiration towards school improvements (Batson & Powell, 2003; Feigin, et.al, 2014). The existence of this sign is beneficial, since there is somebody who feel anxious in delivering the opinion. Therefore, trough this sign, either student, teacher, or other school members are possible to participate in developing the school.

In brief, that finding is figuring out that the existence of the signs or banners around school is not quite necessary. Despite of using signs, principal and teachers of MAN Karawang inculcate the character education, altruism in particular, since the registration of student. They introduce the vision and mision of MAN Karawang, which is "*terbentuknya peserta didik yang berprestasi dan berakhlakul karimah*" and remind them as long as they are in area of MAN Karawang.

4.5. Altruism praxis in English teaching and learning in MAN Karawang

This section explains how all of components, likely classroom activities; school activities; school members interaction and school environment support the implementation of each aspect of altruism, such as empathy, prosocial behavior and aversive-arousal reduction.

All in all, despite of the student personality is rather solitary and introvert, student in MAN Karawang has contributed in altruism praxis in English teaching and learning in SMA by encouraging three aspects of altruism, namely empathy, prosocial behavior, and aversive-arousal reduction in four components of school implementation, such as English classroom activities, English show up in English club program, among school member interactions and around school environment.

Not only student who is actively contributed but also the teacher, it is marked on his statement by telling "*Manfaatnya sangat besar bagi lingkungan, ketika siswa peduli satu sama lain, maka itu akan menjadi barameter ketertiban sekolah dan jika sekolah tertib maka pembelajaran akan nyaman. Selanjutnya siswa tidak akan merasa tertekan sendiri atau penggencetan (bullying) di sekolah karena lingkungan sekitar peduli. Manfaat lainnya, implementasi altruism akan berdampak pada prestasi siswa di sekolah*".

The contribution of MAN Karawang in altruism praxis in English teaching and learning is represented through habituating and reminding each others, as told by the teachers that "*bentuk altruisme itu berasal dari didikan kebiasaan yang berkaitan dengan norma kesusilaan dan kesopanan*". It is rather different with the altruism praxis in teaching and learning economy, it is noted in Amri (2016) journal that altruism and empathy in teaching and learning economy can be realized through illustrating, simulating and constructing in the way of students`

understanding towards the problem and theory. Another different occurence of altruism praxis is presented in Branas-Garza (2006) report, He reported that altruism can be realized in two settings, such as classroom activities using grade points and regular experiments with monetary incentives.

Moreover, related to the data, prosocial behavior is nominated as the most dominant aspect on the praxis of altruism aspects around four components and proven in various form of acts and utterances realized in such indicators. The most dominant indicators that is clearly presented are Student helps each other in parking their motorcycle; and Student helps principal by opening entrance gate for his car getting in. Those indicators are realized every school days due to allowance of riding motorcycle to school and the presence of student who is in coincidence passing by the entrance gate and seeing the principal is coming.

Besides, empathy and aversive-arousal reduction also appeared in Man Karawang, they appeared mostly through telling stories, listening and giving related answer thorough the stories, having a line while food transaction, asking apologize and using positive language during debating or discussion.