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BUILDING CHARACTER OF ALTRUISM PRAXIS IN ENGLISH TEACHING AND LEARNING AT MAN KARAWANG

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Abstract

This study aimed at investigating the altruism praxis in English teaching and learning classroom activities in Senior High School. This study employed a case study and conducted in MAN Karawang. The data in this study were the occurrence of altruism aspects in English teaching and learning classroom activities. This study employed three instruments in collecting data, namely observation, interview and audiovisual materials. This study revealed that three aspects of altruism, empathy; prosocial behavior and aversive-arousal reduction appeared in English teaching and learning classroom activities and the most dominant is prosocial behavior. In other words, it can be concluded that MAN Karawang has contributed in altruism praxis in English teaching and learning classroom activities. The contribution is shown by habituating and maintaining the behaviors that represent aspects of altruism, such as Student follows teacher's instruction; Student lends others stuffs they do not have and student uses positive language during discussion.

Keywords : Altruism, English teaching and learning, Senior High School

Several types of character educations are highly promoted around school practice in Indonesia, and altruism is one of that highlighted character. Altruism can be defined as the willingness to help others without expecting in return (Baron & Byrne, 2005). Nevertheless, Altruism seems barely to find (Wibowo, 2014). It is due to the activities which are more concerned on the developing the cognitive rather than on affective (moral or character) and psicomotoric (Yeung, 2006). Yet in fact, character – altruism - will invariably be attempted to wide range of professions (Bialik, 2015).

To prevent the degradation of Altruism in school practice, Uliana & Setyowati (2013) suggested that Altruism might be implemented and integrated in the teaching and learning process. For instance, in teaching and learning English. The English language might be considered as a tool to create Altruism among students by reflecting, discussing, sharing ideas and feelings. Furthermore, somebody who is good at English is able not only to read and write in English, but he/she is also able to interpret the social situations (Jimenez & Diaz, 2018).

Drawing upon those phenomena, there had been some studies intended to be conducted in terms of altruism praxis in English classroom, such as Jimenez & Diaz (2018) found that English language is considered as a tool to create anti bullying attitudes among students. English is chosen as the subject since it is a neutral common language for all the students. Further, in Indonesia, there is Novianti (2017) who reported a study on the teaching of character education in higher education using English Bidungsromans, Jane Eyre. The study aimed at finding at whether students were able

to identify, get involved and have insights with the virtues contained in a story, textual analysis drawing upon Parker Ackerman. The results show that most students have successfully identified the virtues in a novel and can relate to characters and their events. However, only a few students are able to show their involvement with and insight of the virtues contained in the novel.

Those recent studies confirmed that the school subject and learning process are suitable to be used as the way to build the character education. Nevertheless, there are still few studies investigating the altruism praxis in English teaching and learning at Senior High School particularly in Indonesia. As limited literature demonstrated, hence this study attempts to investigate the Altruism praxis in English teaching and learning classroom activities.

Summing up what is noted in the background, the problem of study is How is altruism practiced in English teaching and learning classroom activities at MAN Karawang?

METHOD

This study employed case study, it is because this study intended to describe the extension of particular program or innovation has been implemented, which is the movement to inculcate character building, especially altruism (Gay, Mills, & Airasian, 2012, pp. 444 & 445). The data in this study were several activities occurred in classroom and school activities; interaction among teachers-students, students-students, students-school staffs and principal-students; and picture, postures and other written signs attached around the school. In addition, the materials which is used as the instruments to collect the data were Observation, interview and audiovisual. The explanation of each instruments is as following :

Observation was used to explore the Altruism praxis in English classroom at MAN Karawang. The observation had already begun since the beginning of May, but due to the fasting and semester holiday, the collecting data was postponed for several weeks, afterwards it has been resumed in the middle of July. Another cases, the classroom activities were ended in the middle of May, thus for the classroom observation, this study conducted only 4 meetings and the rest of time, that is around a month, was utilized for collecting data on school activities, school members` interaction and school environment.

Observational checklist (see appendix B) is used as the instrument to identify the data related to aspects of altruism, likely empathy; prosocial behavior; and aversive-arousal reduction in English classroom activities. The identification was done by ticking based on the components and giving the details of praxis on notes column.

Besides, this study also used interview data. The interview was directed to find out teacher`s and students` opinions toward the praxis of Altruism at school. The questions in the interview were not designed in a rigid way. They are related with the praxis of altruism aspects and the reason beyond the praxis in perspective of teacher and students. Further, to make the interview clearer and more comfortable, the language used for the questions of the interview is Bahasa Indonesia

On the other hand, audiovisual materials were employed in order to capture the symbol, sign, and poster that relate to altruism in school building.

The data analysis in this study includes several steps such as transcribing the recorded interview; the recorded classroom observation and observation field note into written form; and after it was converted, the data were then categorized into several codes as summarized in the table analysis in Appendix C.

After that, the researcher interpreted the data by calculating the total of each indicators realized in praxis of each altruism aspects and drew a shared perspective related to the most dominant aspects are presented English classroom activities at MAN Karawang.

RESULTS AND DISCUSSION

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 occurrence of indicators for each aspects are presented on quite dominant. Moreover, the occurrence of indicators are spread out in all stages of classroom activities.

Based on the data given from the classroom observation video (see appendix C), 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 unconsciously 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 portrays 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 switches 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 “*Eh, 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’s acts and utterances of stands with your feet hip *exemplify by gestures*.

In main stage, there are students’ answers, teacher’s question toward materials (A35) through student who 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’s 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 occurred 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 pronunciation; 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 pronunciation. This indicator was appeared in main stage, while the teacher gives the practice in form of presenting the report of group discussion. In addition, there is another indicator appeared to strengthening the form of kindness, the indicator is A39 in main stage 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 students’ 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 students' presence along the preliminary stages (A1), and students pay 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 mendengarkan, kalau bosan paling pura-pura mendengarkan padahal aslinya aku sedang mendengarkan lagu*".

Through the response, it can be concluded that students' character are still affected by their mood, thus the teacher at class sometimes be more creative to engage their interest in learning. In this case, the occurrence 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.

CONCLUSION

In brief, altruism praxis in English teaching and learning classroom activities can be presented in form of habituating and maintaining the behavior that represents aspects of altruism, which are empathy; prosocial behavior and aversive-arousal reduction. For instance, 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 could answer freely of teacher's question toward materials; Student pays attention to teacher's explanation; Student follows teacher's instruction during classroom learning activities; Student lends others stuffs they do not have; Student uses positive language during discussion; and Student does not force his/her opinions to be realized.

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APPENDIX A. ALTRUISM INDICATORS

NUMBER	ALTRUISM	CODE	INDICATORS
1	Empathy	A1	Teacher asks the student feeling and condition in classroom
		A2	Student asks his/her friends` condition
		A3	Student pays attention to teacher`s explanation
		A4	Student follows teacher`s instruction during classroom learning activities
		A5	Student says thanks for the material teacher given in classroom activities
		A6	Student lends money to others who are in need
		A7	Student shares food with others in break time
		A8	Student lends others stuffs they do not have
		A9	Teacher leads to pray for student who is absent cause of illness
		A10	Teacher commands students to call on their friend who is getting sick for such a long time
		A11	Teacher motivates students while they feel anxious
		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
		A19	Sign/banner represents to keep doing 5 S (Senyum, Salam, Sapa, Sopan, Santun) during at school area
		A20	Student keeps silent as teacher is talking
		A21	Student commands others to keep quite as teacher is talking
2	Prosocial Behavior	A22	Student arranges footwares and bags before coming into the classroom or ballroom
		A23	Student alters to help teachers when they are carrying lots of learning media
		A24	Student is being asked the literary meaning of a vocab
		A25	Student practices each other in lack of material or pronunciation
		A26	Student shares dictionary
		A27	Student helps principal by opening entrance gate for his car getting in
		A28	Student who is more knowledgeable tutoring others who are less able in doing assignments
		A29	Student helps each other in parking their motorcycle

		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
		A32	Teacher assists student in translating words and phrases
		A33	Teacher corrects as if there is mispronounce or misspell over students
		A34	Teacher uses gestures to get student understood the word or phrases
		A35	Student aswers freely teacher`s question toward materials
		A36	Teacher moves the seat arrangement to conduct his/her lesson plan
		A37	Student leads to write and translate the script for English show-up program
		A38	Student borrows school facilities to run the learning activities
		A39	Student helps teacher to rearrange their seat before and after learning activities
3	Aversive-Arousal reduction	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).
		A42	Student asks apologize if they have any mistakes
		A43	Student uses positive language while they are in opposite side
		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
		A47	Aspiration sign and box toward school improvement

Indicators are developed based on the altruism aspect from Batson (2002); Batson (2011); Myers (2012); Dovidio et.al (2004); Panner et. Al (2012); Batson & Powell (2003) and Feigin et.al (2014).

APPENDIX B. OBSERVATIONAL CHECKLIST FOR ALTRUISM PRAXIS AT SMA

Put the tick (v) on four components columns while they are appearing and give details on note column

No	Aspects	Code	Indicators	CA	Notes
1.	Empathy	A1	Teacher asks the student feeling and condition in classroom	V	Every opening stages by stating "Good morning, everyone. How are you today? Is everybody here today?")
		A2	Student asks his/her friends` condition		
		A3	Student pays attention to teacher`s explanation	V	in every main stages in classroom learning activities
		A4	Student follows teacher`s instruction during classroom learning activities	V	in every main stages in classroom learning activities
		A5	Student says thanks for the material teacher given in classroom activities	V	In last stages in classroom observation
		A6	Student lends money to others who are in need		
		A7	Student shares food with others in break time		
		A8	Student lends others stuffs they do not have	V	teacher interview; student interview
		A9	Teacher leads to pray for student who is absent cause of illness	V	Teacher interview
		A10	Teacher commands students to call on their friend who is getting sick for such a long time	V	teacher interview
		A11	Teacher motivates students while they feel anxious	V	Main stages in classroom observation
		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		

		A19	Sign/banner represents to keep doing 5 S (Senyum, Salam, Sapa, Sopan, Santun) during at school area		
		A20	Student keeps silent as teacher is talking	v	In every stages in classroom observation
		A21	Student commands others to keep quite as teacher is talking	v	In every stages in classroom observation
		A22	Student arranges footwares and bags before coming into the classroom or ballroom	v	Recorded video before student is going in class
		A23	Student alters to help teachers when they are carrying lots of learning media		
		A24	Student is being asked the literary meaning of a vocab	v	In main stages in classroom observation
		A25	Student practices each other in lack of material or pronunciation	V	teacher interview; student interview
		A26	Student shares dictionary	v	In main stages in classroom observation
		A27	Student helps principal by opening entrance gate for his car getting in		
		A28	Student who is more knowledgeable tutoring others who are less able in doing assignments		
		A29	Student helps each other in parking their motorcycle		
		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		
		A32	Teacher assists student in translating words and phrases	V	In main stages in classroom observation
		A33	Teacher corrects as if there is mispronounce or misspell over students	V	In main stages in classroom observation
		A34	Teacher uses gestures to get student understood the word or phrases	V	In every stages in classroom observation
		A35	Student answers freely teacher's question toward materials	V	In every stages in classroom observation
	Prosocial Behavior				

		A36	Teacher moves the seat arrangement to conduct his/her lesson plan	V	In main stages in classroom observation
		A37	Student leads to write and translate the script for English show-up program		
		A38	Student borrows school facilities to run the learning activities		
		A39	Student helps teacher to rearrange their seat before and after learning activities	V	In main stage in classroom observation
		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).		
	Aversive-Arousal Reduction	A42	Student asks apologize if they have any mistakes		
		A43	Student uses positive language while they are in opposite side		
		A44	Student uses positive language during discussion	V	In discussion session of main stages in classroom observation
		A45	Student does not force his/her opinions to be realized	V	In discussion session of main stages in classroom observation
		A46	Student appreciates others` opinion by listening carefully	V	In discussion session of main stages in classroom observation
		A47	Aspiration sign and box toward school improvement		

Indicators are modified by researcher from Olitalia (2014), Pranowo (2013), Rushton et.al (1981); Batson (2002); Myers (2012); Dovidio et.al (2004); Batson & Powell (2003) and Feigin et.al (2014).

APPENDIX I. TABLE ANALYSIS OF CLASSROOM OBSERVATION

This table is used to answer the research question one, further elaborations are summarized in discussion section on chapter four.

STAGES	UTTERANCES / ACTIVITIES	CODE	INDICATOR	ANALYSIS
Preliminary	Hi, class. How are you today?	A1	Teacher asks student feeling and condition in classroom	Every single morning, while teacher is starting the class, she never forgets to ask her student`s feeling or condition. This activity is classified into empathy and has purpose to ensure the receiver of learning materials are getting ready.
	How do you feel today?	A1	Teacher asks student feeling and condition in classroom	This activity is classified into empathy and has purpose to ensure the receiver of learning materials are in good mood.
	Hari ini kelihatannya pada lemas ya?	A1	Teacher asks student feeling and condition in classroom	This statement is defined as empathy aspect and translated as teacher is aware to students feel. Further, this statement is used to bridge upcoming activities they will do.
	I will tell some steps to do yoga and clarissa will imitate, mencontohkan and kalian memprakttekannya .	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps student who are in need to follow the instructions or commands.
	Untuk menghilangkan rasa lelah dan kantuknya, mari kita stand up, berdiri dan berbaris	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps student who has got perplexing.
	Students stands up and make a line	A4	Student follows teacher`s instruction during classroom learning activities	Students respect to his/her teacher, thus they place themselves into her place by following her instructions. Due to that circumstance, this activity is classified into empathy aspect.
	Eh, ini nggak rapi nih. Kita rapikan dulu, yuk. Malu dong kalau nggak rapi, nanti kalian juga susah gerakannya.	A36	Teacher moves the seat arrangement to conduct his/her lesson plan	Teacher is aware to students` comfortable in following learning activities, so she kindly moves the table and chair behind, further this act of teacher is called as prosocial behavior.

	Stands with your feet hip *exemplify by gestures*	A34	Teacher uses gestures to get student understood the word or phrases	To ease students in understanding what they have to do, teacher often uses gestures in delivering the materials. It is prosocial behavior, since it is one kindness form in benefitting others.
	Student helps teacher to arrange the table	A39	Student helps teacher to rearrange their seat before and after learning activities	It is prosocial behavior representative, since student helps teacher not only for own benefit but also for others` beneficial.
Whilst	I need you to stand up, saya minta kalian berdiri	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps student who are in need to follow the instructions or commands.
	I call the game, two corners game, atau permainan dua sudut.	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps student who are in need to follow the instructions or commands.
	We will have a small debate today, kita akan ada debat kecil. Jadi nanti kalian berikan opinion setuju atau tidak setuju	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps student who are in need to follow the instructions or commands.
	All you have to do is finding the reasons, tiap orang cari alasannya.	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps student who are in need to follow the instructions or commands.
	In my opinion, eating chocolate makes fat because it contains much sugar	A43	Student uses positive language while they are in opposite side	As the activity is having a little debate, student is splitted 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.
	Student starts finding the reasons as the instructions	A4	Student follows teacher`s instruction during classroom learning activities	Student puts highest attention to teacher`s position due to the difficulty of being a teacher, thus student initiates to respect her by following her instructions. Because of that, this activity is classified into empathy aspect.
	One of student raises hand	A35	Student aswers freely teacher`s question toward materials	Questions-answer activity is revealed during the observation. While teacher is throwing the question, student actively raises her hand to answer. In simply, it is

				categorized as prosocial behavior.
	In my opinion, chocolate is mixed with candy, and candy has much sugar inside that is why it can make us fat	A43	Student uses positive language while they are in opposite side	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, that can reduce the unpleasant feeling as related to aversive-arousal reduction.
	Teacher goes around the class to help students and translating word	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps students who are lack of vocabulary.
	Student discuss with other members about the topic	A4	Student follows teacher`s instruction during classroom learning activities	Student respects to his/her teacher by following her instructions. Because of that, this activity is classified into empathy aspect.
	Aku nggak tau bahasa inggrisnya apa, coba lihat di kamus	A26	Student shares dictionary	This utterance is classified into prosocial behavior as they help each other to acknowledge the translation.
	Procedure text merupakan cara membuat atau melakukan sesuatu, tutorial	A35	Student aswers freely teacher`s question toward materials	Questions-answer activity is revealed during the observation, while teacher is throwing the question, student is actively and voluntary raising her hand to answer. It is included in voluntary aspect which also categorized as prosocial behavior.
	Student permits to get the properties for group assignments	A38	Student borrows school facilities to run the learning activities	In that time, the activity is writing procedural text, one of group has got to present how to dribble basketball. In order to the presentation is running well, one of group member iniatively permits to get and borrow basketball from PE teacher. It is prosocial behavior since he iniatively do such a kindness action to benefit other members in his group.
Closure	You have to memorize procedure text, kalian harus menghapal langkah-langkah sesuai dengan yang kalian buat di rumah.	A32	Teacher assists student in translating words and phrases	This utterance is depicted as prosocial behavior aspect and defined that teacher helps 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.

	Thank you, Miss.	A5	Student says thanks for the material teacher given in classroom activities	In the end of class activities, Student is adjusted to thank for activities and materials teachers given on that day. Moreover, by thanking teacher, student can feel how teacher effort in delivering the materials, so it means student is respectful and further is classified into empathy aspect.
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