ANALYSIS OF STUDENTS' BEHAVIOUR TO USE ENGLISH IN EFL CLASS AT SMK MUHAMMADIYAH 2 BONTOALA

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Partial Fulfillment of the Requirement for the Degree of Education Bachelor

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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MOTTO AND DEDICATION

"Yakinlah ada sesuatu yang menantimu selepas banyak kesabaran (yang kau jalani) yang akan membuatmu terpana hingga kau lupa pedihnya rasa sakit"

(Ali Bin Abi Thalib Alaihi Salam)

"Surely there ease after hardship"

(QS. Al Inshirah: 5)

Pick yourself up. Learn to energize yourself. Be positive. Be strong. Be hopeful.

Do not give up on life!

(The Researcher)

This thesis is proudly presented to:

- ❖ My great father
- ❖ My beloved mother
- ❖ My brothers and sisters
- ❖ My sisters in law
- ❖ My nephews and nieces

ABSTRACT

SINARWATI. 2018. *Analysis of Students' Behaviour to use English in EFL class at SMK Muhammadiyah 2 Bontoala.* A Thesis. English Education Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Bahrun Amin and Ratu Yulianti Natsir.

This research aimed to find out the students' behaviour in students motivation and attention in English class.

The population of this research was the eleventh grade students of SMK Muhammadiyah 2 Bontoala in academic year 2018/2019 with 30 students as sample. The method used in this research was descriptive qualitative method. The researcher got data by using questionnaire as instrument to measure students' behaviour.

The result showed that students' behaviour at the eleventh grade students of SMK Muhammadiayh 2 Bontoala was good with the mean score was 62.54. Based on data analysis, there were 21 (70 %) students who were indicated as high behaviour. Then, there were 9 (30 %) students had medium behaviour. The researcher concluded that most of students at the eleventh grade students of SMK Muhammadiyah 2 Bontoala in academic year 2018/2019.

Key word : Students' behaviour, motivation and attention.

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In the name of Allah, the Most Gracious, the Most Merciful. Firstly, the researcher would like to thank to Allah Subhananhu Wa Ta'ala because of His blessing, the researcher can finish this graduating paper as a partial fulfillment of the requirements for the Undergraduate Degree of English Education Department, Muhammadiyah University of Makassar. Peace and salutation always be given to our beloved Prophet Muhammad SAW that we hope his blessing in the judgment day.

However, this success would not be achieved without the support, guidance, advice, help and encouragement from individuals and institutions. In this occasion, the researcher would like to express her great and deepest gratitude to her beloved parents, Haris Dg. Suro (beloved father) and Almh. Hasbia Dg. Baji (beloved mother) who always gives motivation and moral encouragement to the researcher. To beloved brothers (Rahmat Nurhidayat and Firmansyah) and beloved sisters (Fitriani, Hikmawati, and Firdawati) who always give support either, material and spiritual.

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5. The English teachers and students of SMK Muhammadiyah 2 Bontoala

6. All her friends in English Department especially her classmates in "Diamond Class"

Finally, the researcher realizes that this thesis is still far from being perfect. Critics and suggestion are really acceptable to make it better.

Makassar, November 2018

The Researcher

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CHAPTER I

INTRODUCTION

This Chapter deals with background, research questions, objectives, significance and scope of the research.

A. Background

Classroom management is an important aspect of teacher's competence to create teaching-learning effectively. It has closely related with teachers and their roles. It focuses on a teacher's ability to plan and deliver the lessons, and to control the students' behavior. Harmer (1991:56-57) cited Ali Zulfikar (2010) states that the effectiveness of the teacher and the learning activities depends on how teacher directs, guides, inspires, facilitates and controls the student to participate in learning activities. If the management of classroom is not effective, it can disrupt the teaching-learning process in classroom. It is characterized by " the classroom environment in which the student are disordery as no good planning and controlling ; and they are disrespectful as no apparent rules to guide their behavior; and less or no clear   procedures settled for directing their activities " (Rasyid, 2013:3) cited Hamsho (2017).

The present research has conducted informal interviews to Learning English as a foreign language (EFL) teacher and the students at vocational school at SMK Muhammadiyah 2 Bontoala Makassar. She found that there were some students' misbehaviors in this school such as coming late to the class, not having assignments done, forgetting to submit homework, and talking loudly with friends

when the teacher explained the material. But also, there were some has good behaviour. The students' who has good behaviour that learning English in the second grade is important because they have to focus on their training field and in their training field also prepare they will use English. Themselves to face their national examination because it is an obligatory subject.

Hence, the EFL teachers should be aware of the importance of classroom management and its effects for students. The responsibility of the EFL teachers is how they manage the classroom effectively, including their students' behaviors. Rasyid (2013:8) cited Hamsho (2017) suggests that the teacher should keep agreed classroom regulations with the students and teach the students how to be discipline themselves. They, students will share reponsibilities with him, so that the EFL teacher and the students have positive expectations to succeed in learning because they know what to do.

In learning English, EFL teacher do not only focus on how to deliver their knowledge, but also manage their class including students' behaviors. Each student has a different way of learning that can influence their behavior. The difference may be derived from different expectations. Students who obey the rules in the classroom are considered to have good behaviors while those who disrupt the teaching-learning process are always judged to have bad behaviors that will influence how the EFL teachers teach in the classroom. That is why it is important for the teachers to discover the factors of the students' behaviors that relate to students' perception for bettering their classroom management and it can influence students has bad behaviours.

Some researchers have conducted research related to behaviors. The present researcher also has conducted a research about students' behaviors. However, this research is different from the previous research studies. The difference is on the subject of this research. This research focuses on students' behaviors based on EFL. Most of the previous researchers only focused on the teachers perception of students' behaviors in the classroom. They attempted to identify the types, characteristics, and strategis to overcome the students' behaviors without considering their students' point of view. In the present researcher's point of view, it is true that teacher's perception on students' behaviors is doubtless to say important and useful, but it is not complete if it is not supported by students perception. In order to analyze students' behaviors, the present researcher also needs to understand the types of students' behaviors and causes of students' to use English. Thus, this research attempts to find out the students good behaviours. In learning English, so the teachers can use these strategies as an approach in the classroom.

This research is feasible to be conducted because the present researcher has done a preliminary survey at a vocational school in Makassar. The teachers and students in that vocational school highly welcome the idea of doing this kind of research. To find out the EFL teachers and students' perceptions about students' behaviors, the present researcher is interested to conduct a research under the title " Analysis of students' behaviour to use English in EFL at vocational schools in Makassar."

B. Problem Statement

Based on the discussion in the background, the present researcher focused her research on the student' behaviors which cover types of students' behaviors that occur in learning English, factors that cause their behaviors, and ways used by the EFL teachers of dealing with the students' behaviors. Referring to this focus, the research question are stated in the following:

1. How the internal factors cause the students' behaviors to use English at Vocational High School in SMK Muhammadiyah 2 Bontoala Makassar ?

C. Objectives of the Research

In line with the research questions, the objectives of the research are to find Out :

1. The internal factors that cause the students' behaviors to use English at Vocational High School in SMK Muhammadiyah 2 Bontoala,

D. Significance of the Research

The findings of this research are expected to give theoretical and practical contribution, as follows:

Theoretically, the findings enrich the existing theory of handling students' behaviors in learning particularly in learning English based on EFL teachers' and students' perceptions.

Practically, the findings provide useful guidance for the EFL teachers in managing their students' behaviors in learning English. Besides, it is a reference for further researches that intend to find out more about students' behaviors.

E. Scope of the Research

This research covers types of students' behaviours to use English. It focuses on internal factors make students' have good behaviours such as motivation & attention. The information is gained through descriptive qualitative research to identify the students' behaviors reported by EFL teachers and the second grade of Accounting Program students of Vocational High Schools at SMK Muhammadiyah 2 Bontoala.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses previous pertinent studies, some pertinent ideas, and conceptual framework.

A. Previous Related studies

In the following lines, brief descriptions of some pertinent studies related to students' behaviour are presented below.

Ali,et.al. (2010) state that it is recommended that students should be provided with more incentives, rewards, appreciation and encouragement in addition of the more challenging environment for their judicious behavior. Further study is recommended to find out the effect of motivation on students` behavior.

Kelly and Pohl (2018) conducted Four things must happen in order for this transformation to occur: First, a proper training and implementation system must be developed that helps the teachers, novice and veterans, to learn and apply new behavior modification techniques such as the five suggestions described in this paper; second, administrators must support this new system, encouraging the teachers with incentives, money, and professional development opportunities; third, teachers and administrators must buy into the new paradigm of today's classroom and the reality of a more diverse learning environment; and fourth, education colleges and teacher preparation programs will have to be more in-tune with the current realities and challenges of today's public schools.

All the researchers briefly discussed above focused on only one data source of perception, either on teachers' perceptions or on students' perceptions, yet they all dealt with students' behaviour which is also the focus of the present research. The newness of this research that differentiates it from the previous research in the present research convered both teachers' perceptions and students' perceptions.

B. Some Pertinent Ideas

1. Learning English as a foreign Language

In Indonesia, English is considered as the primary foreign language which is considered more important than other foreign languages. This point is well clarified by Lauder (2008: 9-20) , he explains that: ―The expanding or extending circle refers to nations which recognize the importance of English as an international language, but which were not colonized by the countries of inner circle, and which have not given English any special official status. In these countries, English is taught as a foreign language. Indonesia belongs to this group. According to Junaidi by Braine (2005: 71), to equip Indonesians with an ability to communicate at the international level, English is the first foreign language officially taught to students from junior secondary school. So, English language cannot be separated from Indonesian educational system and Indonesian students daily life.

Learning a foreign language is not as the same as acquiring a first language, especially while we have to use for communicative purposes. Many studies have shown that many factors such as sociological, linguistic,

psychological, economical factors may influence students behavior . Nevertheless, this study just focused to investigate the psychological factor that greatly affects English students' behaviour performance of Expanding circle students.

Now a days, one of the big problems that affect EFL students' English speaking practices is without any doubt psychological barrier. Why does the researcher focus on psychology? Because he believes that psychology is the number one key to success for most EFL students behavior. Most of the EFL students behaviour who learned English for many years, most of them have difficulties to use the language to speak, whereas when we analyse, but it is also a question of psychology, your believe, your confidence, your strong feelings in yourself. Most of those EFL students have weak motivation; they never develop confidence in themselves.

2. Learning Behaviour

In 1957 a piece of literature appeared that would come to affect how we view language, human behaviour and language learning. Skinner's *Verbal Behaviour* (1957) applied a functional analysis approach to analyze language behaviour in terms of their natural occurrence in response to environmental circumstances and the effects they have on human interactions.

Skinner's behaviour learning approach relies on the components of classical, which involves unconditioned and conditioned stimuli, and operant conditioning but particularly the elements of operational conditioning. Operational

conditioning refers to a method of learning that occurs through rewards and punishments for behaviour.

Behaviour operates on the environment to bring about favorable consequences or avoid adverse ones. These same ideas of operant conditioning can also be applied to language acquisition because Skinner believed that language could be treated like any other kind of cognitive behaviour. According to the behaviourist theory, language learning is a process of habit formation that involves a period of trial and error where the child tries and fails to use correct language until it succeeds.

Infants also have human role models in their environment that provide the stimuli and rewards required for operant conditioning. For example, if a child starts babblings, which resembles appropriate words, then his or her babbling will be rewarded by a parent or loved one by positive reinforcement such as a smile or clap. Since the babblings were rewarded, this reward reinforces further articulations of the same sort into groupings of syllables and words in a similar situation (Demirezen, 1988).

Children also utter words because they cause adults to give them the things they want and they will only be given what they want once the adult has trained or shaped the child through reinforcement and rewards speech close to that of adult speech. Before long children will take on the imitation or modeling component of Skinner's theory of language acquisition in which children learn to speak by copying the utterances heard around them and by having their responses

strengthened by the repetitions, corrections and other reactions that adults provide. However, before a child can begin to speak, they first start by listening to the sounds in their environment for the first years of their life.

Gradually, the child learns to associate certain sounds with certain situations such as the sound of endearment a mother produces when feeding her child. These sounds then become pleasurable for the child on their own without being accompanied by food and eventually the child will attempt to imitate these sounds to invite the attention of his mother or another adult. If these sounds resemble that of adult language the mother will respond with reward and the operant conditioning process begins.

3. Factors of students' behaviour

As a result of the process of teaching and learning activities, the positive learning behaviour of students will appear through the embodiment and characteristic of learning behaviour itself, there are two types of factors that can affect human behaviour such as internal factors and external factors. internal factors are any behaviours and skills possessed or controlled by individuals in their development, derived from heredity or because of hereditary interactions with the environment. While external factors are all things received by individuals from their environment, the behavior shown by the individual is not something done alone but always in interaction with the environment (Nana Syaodih Sukmadinata, 2009).

a. Internal Factors

1. Motivations

Woolfolk (1998: 372) cited Rahman, et. al. (2014: 1) defines "motivation as an internal state that arouses, directs and maintains behaviour". He defines motivation as a way to arouse the spirit and maintain behaviour internally.

Salvin (2001: 345) cited Rahman, et. al. (2014: 1) defines, "motivation as an internal process that activates, guides and maintains behaviour over time". He says that motivation can be used to activates, maintain, guide, that behaviour from the internal process of someone.

According to Gardner (1985), " motivation is a much more important predictor than ability and aptitude in successful language learning. It is drive that sustains and raises our interest and direct our behaviour to achieve a certain goal. Whilst there may be interest in achieving a goal, and action to instigate that goal should be taken and effort expended is required". He considered that motivation is more essential than ability and aptitude of the people in the case of successful language learning, but that motivation has to be followed by actions for achieving the goals.

Naiman cited Gardner, (2004 : 7) makes conclusion that there are certain typical characteristics in students' motivation. Some of these are:
a. Positive Task Orientation

The learner is willing to tackle tasks and challenges and has confidence in his or her success.
b. Ego-Involvement

The learner finds it important to success in learning in order to maintain and promote his/her own (positive) self-image

c. Need For Achievement

The learner has a need to achieve to overcome difficulties and succeed in what he/she out to do.

d. High Aspiration

The learner is ambitious, goes for demanding challenges, high proficiency, top grades.

e. Goal Orientation

The learner is very aware of the goals of learning, or of specific learning activities, and directs his or her efforts toward achieving them.

f. Perseverance

The learner consistently invests a high level of effort in learning, and is not discouraged by setback or apparent lack of progress.

g. To Learner of Ambiguity

The learner is not disturbed or frustrated by situation involving a temporary lack of understanding or confusion.

2. Attention

Attention was defined as attending to the area specified by the teacher (e.g., attending to the activity or paying attention to teacher instruction). Inattentiveness was defined as not attending to a teacher-specified area (e.g., horseplay, working on an activity different from the one prescribed by the teacher, and/or doodling).

Lahaderne (1968) attention was coded if a student engaged in one of the following behaviors:

(a) looking at teacher.

(b) looking at another student who is talking to the class.

(c) writing down an answer.

In attention was operationalized into three different categories: (a) not 9 attending to assignment; (b) looking around; and (c) out-of-chair. Additional classroom behaviors were coded in this study and included: (a) talk-to-peer-positive (e.g., about academic work); (b) volunteers (e.g., raises hand to answer teacher's qu estion); (c) compliance; and (d) self-stimulation (e.g., student is not paying attention to assignment because they are scratching self, rubbing material of clothing between two fingers, etc.).

b. External Factors

1. Family

Parents have traditionally been held responsible for their children's behaviour or character, until they reach adolescence. When youngsters misbehave, the natural tendency is to blame it on parental mismanagement or family disintegration.

You should, however, note that your pupils' behaviour patterns can be influenced by family patterns and practices. These include:

a) Maintenance of large families A large number of family members may lead to a shortage of domestic resources and frustration.

b) Socio-economic status of the family Poverty is a major factor which affects the education of boys and girls in Eastern and Southern Africa. However, girls tend to be affected more because of the attitude of society towards them. When there is limited income, the parents will usually direct the little money they have towards the education of their male children. Girls are left at home to wait for marriage and provide labour. This attitude has seriously reduced access to schooling for girls in the region.

2. Environment

Environment has a significant influence on the development of the individual and on his/her subsequent behaviour and attitudes. For normal development, there must be a good environment. A bad environment will adversely affect normal development and behaviour. The following types of environment can be identified:

a) Physical Environment This may consist of geographical factors: climate, physical features, an urban or rural environment - all affect the development of the individual. They affect personality, character and outlook. They affect ways of talking, ways of dressing and even ways of walking, behaviour and attitudes.

b) Social Environment This is provided mainly by the people around the child. The voices the child hears, the food he/she takes or drinks, all have an influence on the way the child develops. Good care will make a child feel that he/she belongs somewhere and is secure. A poor social environment, on the other hand, contributes to maladjustment in child behaviour.

According to the explanation above there are two factors influence students' behaviour to use English, they are internal and external factors. In this research the researcher just focus on internal factors such as motivation and attention. The researcher believes that it has a big role in students' behaviour to use English because motivation and attention can influence students' learning style to be a good learners in EFL classroom.

C. Conceptual Framework

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            ┌─────────────────────────┐
            │   Learning English as a │
            └─────────────────────────┘
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            │  Factors affecting students' │
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        ▼                               ▼
  ┌──────────────┐              ┌──────────────┐
  │  Motivation  │              │  Attention   │
  └──────────────┘              └──────────────┘
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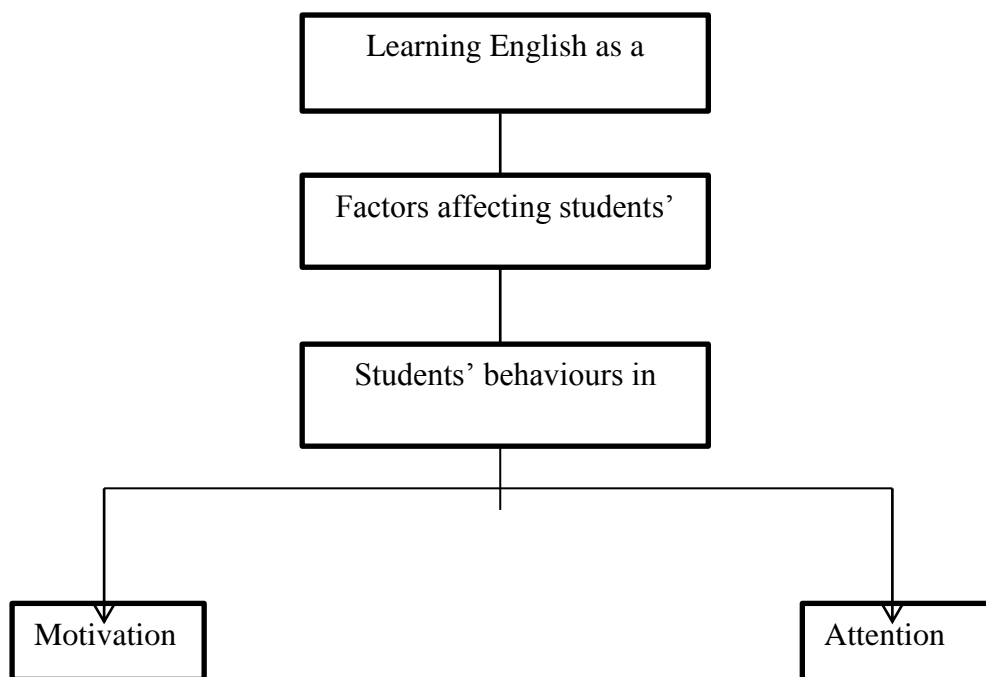
this research was under the investigation of students' behaviour in learning English as a foreign language. In learning, learners had many good behaviour. the research focused on the factors that may the internal factors of students' behaviour in learning. where the factors that may influence students' behaviour in learning. the internal problems which caused by the factors that might influence

students' good behaviour in learning English: motivation and attention. It was hoped this analysing can help teachers in understanding students' behaviour internal factors and can find out the internal factors that cause the students' behaviours.

CHAPTER III

RESEARCH METHOD

A. Research Method

Descriptive qualitative as research design was applied in this research (Sugiono, 2017: 283). Application of research designed to describe and analyse students' behaviour to use English in EFL class through providing questionnaire. The method of study conducts to one class as way to investigate how the internal factors of students' behaviour through analysis result of students by fulfil questionnaire.

B. Participant

The participant of this research was the eleventh grade at SMK Muhammadiyah 2 Bontoala Makassar. Meanwhile the researcher took 1 class of the 9 class as a sample of this research. The sample of the research is XI Accounting Program that consists of 30 students.

C. Research Instrument

The questionnaire was a technique of data collection done by giving a set questions or a written statement to the respondent to answer (Sugiyono, 2016). In this research using an instrument with a Likert scale. Likert scale was used to measure attitudes, opinion, someone or some people perceptions about social phenomena (Sugiyono, 2016).

The answer for every item of instrumen used Likert scale have gradation from Always, Often, Sometimes, Seldom. In this study, the instrument

respondents were asked to choose their report to signify one of the number from 1 to 4 based on explanation for the numbers, those are:

Table 3.1 Likert Scale Rating

Always	4
Often	3
Sometimes	2
Seldom	1

(Sugiyono 2016: 135)

D. Procedure of Collecting Data

Qualitative research approach relied heavily on the questionnaires. The researcher applied simple questionnaire in this research by doing these following procedures.

1. The researcher used questionnaires about students' behaviour.

2. The researcher gave the explanation to the students about the objective of the questionnaire and how to answer the questionnaire.

3. The researcher informed the objectives of the questionnaire after distributing to the pasticipants.

4. The pasticipants answered the questionnaire on the answer sheet and they had 30 minutes to answer the questionnaire.

E. Technique of Data Analysis

This research followed the procedures below.

1. Questionnaire

This instrument used to find out the students' attitude toward the questionnaire especially in Students' behaviour. The questionnaire used Likert scale. Always, Often, Sometimes and Never are option for the statements. The questinnaire used 20 questions, whenwhile motivation 10 questions and attention 10.

2. Coding

Coding was an activity of changing the data in form of letter into another form in which the purpose was to make the process of data analysis easier. Coding was done to put specific code to the respondent answer sheet (questionnaire) to simplify processing the data.

3. Interpretation

Data that have been collected were interpretation qualitatively. Special for data that was taken from questionnaire the researcher used percentage analysis to know the more often appeared factor that make students behaviour in class. The researcher used the following formula.

To calculate the questionnaire data, the formula is :

$$Score = \frac{total\ score}{Total\ question} \times 100$$

(Sugiyono, 2012: 135)

$$P = \frac{f}{N} x100\%$$

In which:

P   = Percentage

F = Frequency of respondents answer

N = Sum of samples (respondents)

(Arikunto, 1993:34)

The researcher calculated mean score by using the following formula:

$$\overline{X} = \frac{\sum x}{N}$$

Where:

$\overline{X}$: The mean score

$\sum X$: The respondents total score

N : The total number of respondents

(Gay, 1981: 298)

To rate Students' Behaviour, the researcher used the criteria as follows:

Table 3.2

Score classification	Category
81-100	Very High
61-80	High
41-60	Medium
21-40	Low

(Sudijono, 2003: 40)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the finding of the research and the discussion of the research. The finding presents the result of data analysis that is collected through questionnaire about whether the students' behaviour in EFL class deal with description of the findings in the research.

A. Findings

In this section, the researcher presents the result of data analysis which is based on the problem statements. the researcher took the score of Students' behaviour by using 20 item questionnaire to find out the students' behaviour in EFL class. Based on the data collected from questionnaire, the mean score of students' behaviour in EFL class presented in the following table:

Table 4. 1.

The mean score of students' behaviour in EFL class

Item	Mean score	Classification
Students' behaviour	78	High

The illustration of the table above describes that the score of students' behaviour in eleventh grade students was 62.54 and based on the standard classification, it was classified as "High". It means that students had high students' behaviour in EFL class.

Furthermore, the frequency and percentage of students' behaviour in eleventh grade students can be seen in the following table:

Table 4. 2.

The Frequency and Percentage of Students Behaviour

No	Score	Classification	Frequency	Percentage
1	81-100	Very High	10	33 %
2	61-80	High	20	67 %
3	41-60	Medium	-	-
4	21-40	Low	-	-
5	0-20	Very low	-	-
Total			30	100%

As shows in the table, that there were 10 (33 %) students who were indicated as Very high behaviour. Then, there were 20 (67 %) students had high behaviour. The researcher concluded that most of students at the eleventh grade students of SMK Muhammadiyah 2 Bontoala had High behaviour in EFL class.

Figure 4.1

Percentage of student' behaviour in EFL class.
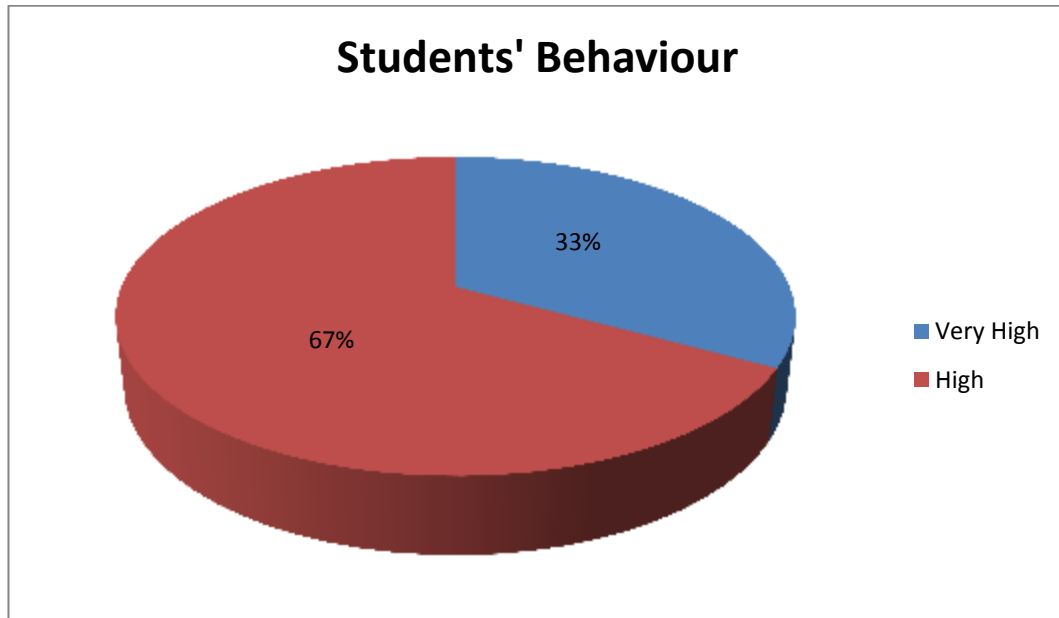
Based on the figure 4. 1 above, it shows about percentage of students'
behaviour in EFL class of SMK Muhammadiyah 2 Bontoala Makassar. there were
33 % students who were indicated as very High behaviour. Then, there were 67
% students had high behaviour. The researcher concluded that most of students at
the eleventh grade students of SMK Muhammadiyah 2 Bontoala had High
behaviour in EFL class.

In more detail the results of students' behaviour questionnaire in each
indicator in the following:

Table 4.3

The mean score of motivation and attention

No	Indicator	Mean score	Category
1	Motivation	77	High
2	Attention	79	High
Overall mean score		78	

Category	High

Table 4.3 shows about the result of questionnaire in each indicator. A shows that the mean score of students' motivation at the eleventh grade students of SMK Muhammadiyah 2 Bontoala Makassar was 77 and it categorized as high. in addition, the mean score of students attention was 79 and also interpreted as high.

The students' behaviour in EFL class is also can be seen from the percentage of each questionnaire items in the following tables.

a. **Item 1**

Table 4.4

The task given by the teacher can provide challenges so that my confidence increases in completing the task.

(Tugas yang diberikan guru dapat memberikan tantangan sehingga kepercayaan diri saya meningkat dalam menyelesaikan tugas.)

No	Options	Frequency	Percentage
1	Always	10	33.33 %
2	Often	17	56.67 %
3	Sometimes	3	10 %
4	Seldom	-	-
	Total	30	100 %

The table shows that 10 (33.33 %) students chose Always, then there were 17 (56.67 %) students chose often and only 3 (10%) students chose sometimes. It

means task given by teacher often can increase students' confidence in completing the task

   b. **Item 2**

Table 4.5

I am looking for other references to increase my understanding when the teacher's explanation is not optimal.

(Saya mencari referensi lain untuk menambah pemahaman saya ketika penjelasan guru kurang maksimal.)

No	Options	Frequency	Percentage
1	Always	11	36.66 %
2	Often	13	43.34 %
3	Sometimes	6	20 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 11 (36.66 %) students chose always, then 13 (43.34 %) students chose often and 6 (20 %) students chose sometimes. The researcher can concluded that most of students often looking for other references to increase their understanding when the teacher's explanation is not optimal.

c. **Item 3**

Table 4.6

I often discuss with teachers and friends in English lessons related to the material discussed.

(Saya sering berdiskusi dengan guru maupun teman dalam pelajaran bahasa inggris terkait materi yang dibahas.)

No	Options	Frequency	Percentage
1	Always	7	23.34 %
2	Often	14	46.66 %
3	Sometimes	9	30 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 7 (23.34 %) students chose always, then 14 (46.66 %) students chose often and 9 (30 %) students chose sometimes. The researcher can concluded that most of students often discuss with teachers and friends in English lessons related to the material discussed.

d. **Item 4**

Table 4.7

I have ambitions in learning English.

(Saya memilihki ambisi dalam pembelajaran Bahasa Inggris)

No	Options	Frequency	Percentage
1	Always	5	16.66 %
2	Often	13	43.34 %

No	Options	Frequency	Percentage
3	Sometimes	12	40 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 5 (16.66 %) students chose always, then 13 (43.34 %) students chose often and 12 (40 %) students chose sometimes. The researcher can concluded that most of students often had ambitions in learning English.

e. Item 5

Table 4.8

I am confident that I will be success in learning English.

(Saya percaya diri akan sukses dalam pembelajaran Bahasa Inggris.)

No	Options	Frequency	Percentage
1	Always	14	46.67 %
2	Often	11	36.67 %
3	Sometimes	5	16.66 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 14 (46.67 %) students chose always, then 11 (36.67 %) students chose often and only 5 (16.66 %) students chose sometimes. The researcher can concluded that most of students always confident that they will be success in learning English.

f. Item 6

Table 4.9

I often repeat the lesson.

(Saya sering mengulang (mereview) pembelajaran)

No	Options	Frequency	Percentage
1	Always	5	16.66 %
2	Often	14	46.67 %
3	Sometimes	11	36.67 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 5 (16.66 %) students chose always, then 14 (46.67 %) students chose often and 11 (36.67 %) students chose sometimes. It shows that dominant students often repeat the lesson.

g. Item 7

Table 4.10

I don't give up when I don't understand learning.

(Saya tidak berputus asa ketika tidak memahami pembelajaran)

No	Options	Frequency	Percentage
1	Always	11	36.67 %
2	Often	13	43.33 %
3	Sometimes	6	20 %
4	Seldom	-	-

	Total	30	100 %

Table above shows that there were 11 (36.67 %) students chose always, then 13 (43.33 %) students chose often and only 6 (20 %) students chose sometimes. The researcher can concluded that most of students often don't give up when they don't understand learning.

h. Item 8

Table 4.11

I am not discouraged when I fail.

(Saya tidak berkecil hati apabila mengalami kegagalan.)

No	Options	Frequency	Percentage
1	Always	11	36.67 %
2	Often	16	53.33 %
3	Sometimes	3	10 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 11 (36.67 %) students chose always, then 16 (53.33 %) students chose often and only 3 (10 %) students chose sometimes. We can concluded that students prefer to be discouraged when they fail.

i. Item 9

Table 4.12

I am diligent in learning foreign languages or English to reach a higher level.

(Saya tekun dalam belajar bahasa asing atau bahasa inggris untuk mencapai level yang lebih tinggi.)

No	Options	Frequency	Percentage
1	Always	9	30 %
2	Often	14	46.66 %
3	Sometimes	7	23.34 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 9 (30 %) students chose always, then 14 (46.66 %) students chose often and 7 (23.34 %) students chose sometimes. We can concluded that most of students often diligent in learning foreign languages or English to reach a higher level.

j. Item 10

Table 4.13

I once realized the importance of learning English.

(Saya pernah menyadari pentingnya belajar bahasa inggris.)

No	Options	Frequency	Percentage
1	Always	10	33.34 %
2	Often	15	50 %
3	Sometimes	5	16.66 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 10 (33.34 %) students chose always, then 15 (50 %) students chose often and 5 (16.66 %) students chose sometimes. We

can concluded that most of students often realized the importance of learning English.

k. Item 11

Table 4.14

I often note the main things when listening to learning.

(Saya sering mencatat hal-hal pokok ketika menyimak pembelajaran.)

No	Options	Frequency	Percentage
1	Always	9	30 %
2	Often	20	66.66 %
3	Sometimes	1	3.34 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 9 (30 %) students chose always, then 20 (66.66 %) students chose often and 1 (3.34 %) students chose sometimes. It shows that most of students often note the main things when listening to learning.

l. Item 12

Table 4.15

I am active in the learning process such as asking, answering, and so on.

(Saya aktif dalam proses pembelajaran seperti bertanya,menjawab,dsb.)

No	Options	Frequency	Percentage
1	Always	8	26.66 %
2	Often	15	50 %
3	Sometimes	7	23.34 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 8 (26.66 %) students chose always, then 15 (50 %) students chose often and 7 (23.34 %) students chose sometimes. It shows that most of students often active in the learning process such as asking, answering, and so on.

m. Item 13

Table 4.16

I am disciplined in collecting assignments given by the teacher.

(Saaya disiplin dalam mengumpulkan tugas yang diberikan oleh guru.)

No	Options	Frequency	Percentage
1	Always	13	43.34 %
2	Often	14	46.66 %
3	Sometimes	3	10 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 13 (43.34 %) students chose always, then 14 (46.66 %) students chose often and 3 (10 %) students chose sometimes. It shows that most of students often disciplined in collecting assignments given by the teacher.

n. Item 14

Table 4.17

I am interested in learning media provided by the teacher in learning.

(Saya tertarik dengan media pembelajaran yang diberikan oleh guru dalam pembelajaran.)

No	Options	Frequency	Percentage
1	Always	13	43.34 %
2	Often	11	36.66 %
3	Sometimes	6	20 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 13 (43.34 %) students chose always, then 11 (36.66 %) students chose often and 6 (20 %) students chose sometimes. It shows that most of students often interested in learning media provided by the teacher in learning.

o. Item 15

Table 4.18

I did not pay attention to the task given by the teacher.

(Saya tidak memperhatikan tugas yang diberikan guru)

No	Options	Frequency	Percentage
1	Always	11	36.66 %
2	Often	16	53.34 %
3	Sometimes	3	10 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 11 (36.66 %) students chose always, then 16 (53.34 %) students chose often and only 3 (10 %) students chose sometimes. It shows that most of students often pay attention to the task given by the teacher.

p. Item 16

Table 4.19

I pay attention to friends during the learning process.

(Saya memperhatikan teman pada saat proses pembelajaran.)

No	Options	Frequency	Percentage
1	Always	6	20 %
2	Often	19	63.34 %
3	Sometimes	5	16.66 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 6 (20 %) students chose always, then 19 (63.34 %) students chose often and 5 (16.66 %) students chose sometimes. It shows that most of students often pay attention to friends during the learning process.

q. Item 17

Table 4.20

I pay attention to friends who are talking or giving ideas in class.

(Saya memperhatikan teman yang sedang berbicara atau memberikan ide didalam kelas.)

No	Options	Frequency	Percentage
1	Always	11	36.66 %
2	Often	14	46.67 %
3	Sometimes	5	16.67 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 11 (36.66 %) students chose always, then 14 (46.66 %) students chose often and 5 (16.67 %) students chose sometimes. It shows that most of students often pay attention to friends who are talking or giving ideas in class.

r. Item 18

Table 4.21

I raised my hand to answer the teacher's question.

(Saya mengangkat tangan untuk menjawab pertanyaan dari guru.)

No	Options	Frequency	Percentage
1	Always	10	33.34 %
2	Often	16	53.33 %
3	Sometimes	4	13.33 %
4	Seldom	-	-

	Total	30	100 %

Table above shows that there were 10 (33.34 %) students chose always, then 16 (53.33 %) students chose often and 4 (13.33 %) students chose sometimes. It shows that most of students often raised their hand to answer the teacher's question.

s. Item 19

Table 4.22

I always write the right answer.

(Saya selalu menulis jawaban yang benar.)

No	Options	Frequency	Percentage
1	Always	7	23.34 %
2	Often	14	46.66 %
3	Sometimes	9	30 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 7 (23.34 %) students chose always, then 14 (46.66 %) students chose often and 9 (30 %) students chose sometimes. It shows that most of students often write the right answer.

t. Item 20

Table 4.23

I once discussed with friends about English lessons.

(Saya pernah berdiskusi dengan teman tentang pelajaran bahasa inggris.)

No	Options	Frequency	Percentage

1	Always	10	33.34 %
2	Often	16	53.33 %
3	Sometimes	4	13.33 %
4	Seldom	-	-
	Total	30	100 %

Table above shows that there were 10 (33.34 %) students chose always, then 16 (53.33 %) students chose often and only 4 (13.33 %) students chose sometimes. It shows that most of students often discussed with friends about English lessons.

B. Discussion

This part deals with presentation of data obtained from the questionnaires. The data are obtained from different questionnaires. The first questionnaire was about motivation in EFL class and the second questionnaire was about attention.

The present study had one objective, it was to find out the internal factors that cause the students' behaviors to use English at Vocational High School at SMK Muhammadiyah 2 Bontoala. The internal factors consisted of students' motivation and attention.

To reach the objective of the research, the questionnaire was use to find out internal factors cause the students' behaviors in EFL class, those were students motivation and attention. Based on the finding above, the mean score of the students' behaviour was 78 that classified as high. It means that the students' behaviour in EFL class was high.

Based on data analysis, there were 10 (33 %) students who were indicated as very high behaviour. Then, there were 20 67 %) students had high behaviour.

The researcher concluded that most of students at the eleventh grade students of SMK Muhammadiyah 2 Bontoala had High behaviour in EFL class.

As mentioned before students' behaviour consist of two indicators namely as motivation and attention. Based on the results of descriptive analysis, students' motivation at the eleventh grade students of SMK Muhammadiyah 2 Bontoala Makassar had high motivation with mean score 77. Meanwhile, the mean score of students attention at the eleventh grade students of SMK Muhammadiyah 2 Bontoala Makassar was 79 and based on the category, it was interpreted as high.
. Here explanation about each statement in the following.

1. The first item shows that most of students chose "often" that task given by teacher can increase students' confidence in completing the task.

2. The second item shows that most of students chose often that looking for other references to increase their understanding when the teacher's explanation is not optimal.

3. The third item shows that most of students often discuss with teachers and friends in English lessons related to the material discussed.

4. The fourth item that most of students often had ambitions in learning English.

5. The fifth item shows that most of students always confident that they will be success in learning English.

6. The sixth item shows that dominant students often repeat the lesson.

7. The seventh item shows that most of students often don't give up when they don't understand learning.

8. The eighth item shows that most of students prefer to be discouraged when they fail.

9. The ninth item shows that students often diligent in learning foreign languages or English to reach a higher level.

10. The tenth item shows that most of students often realized the importance of learning English.

11. The eleventh item shows that most of students often note the main things when listening to learning.

12. The twelfth item shows that most of students often active in the learning process such as asking, answering, and so on.

13. The thirteenth item shows that most of students often disciplined in collecting assignments given by the teacher.

14. The fourteenth item shows that most of students often interested in learning media provided by the teacher in learning.

15. The fifteenth item shows that most of students often pay attention to the task given by the teacher.

16. The sixteenth item shows that most of students pay attention to friends during the learning process.

17. The seventeenth item shows most of students often pay attention to friends who are talking or giving ideas in class.

18. The eighteenth item shows most of students often raised their hand to answer the teacher's question.

19. The nineteenth item shows most of students often write the right answer.

20. The twentieth item shows most of students often discussed with friends about English lessons.

Based on data obtained from questionnaire the researcher found that from all question most of students chose often and sometimes.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the previous chapters, in this chapter the researcher gives some conclusions. It also provides the suggestions for both teachers and students involved in the teaching and learning process, in term of students' behaviour in EFL.

A. Conclusion

The researcher concluded that students' behaviour in EFL class at the eleventh grade students of SMK Muhammadiyah 2 Bontoala was high. Based on the finding, the mean score of the students' behaviour was 78 that classified as high. It means that the students' behaviour in EFL class was high.

Based on the results of descriptive analysis, students' motivation at the eleventh grade students of SMK Muhammadiyah 2 Bontoala Makassar had high motivation with mean score 77. Meanwhile, the mean score of students attention at the eleventh grade students of SMK Muhammadiyah 2 Bontoal Makassar was 79 and based on the category, it was interpreted as high.

B. Suggestion

1. Although the result of the research found that the level of students' behaviour in the eleventh grade students of SMK Muhammadiyah 2 Bontoala was high, but the researcher suggested to the teachers and students to improve students' behaviour, motivation in learning so that the

students more have motivation and the students will be more motivated to learn English.

2. The result of this research showed that most of students at the eleventh grade at SMK Muhammadiyah 2 Bontoala had high students' behaviour, but the researcher suggested to teacher to always support students to learn English and always give motivation and attention in learning.

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APPENDIX 1

Number Student	Question Number																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Student 1	4	3	3	2	4	2	4	3	4	3	3	3	3	4	3	4	4	3	
Student 2	4	4	2	4	4	1	4	3	3	4	3	4	3	4	4	2	3	3	
Student 3	3	4	2	3	4	3	2	4	3	4	4	3	4	2	2	3	3	3	4
Student 4	4	3	3	4	3	3	2	4	3	3	3	3	4	4	3	3	2	4	2
Student 5	3	4	3	3	2	4	3	3	4	3	4	4	3	4	4	3	3	4	
Student 6	3	3	4	3	3	3	2	4	3	4	3	2	4	4	3	3	4	3	
Student 7	2	3	2	4	3	4	3	4	2	3	3	3	2	3	4	4	3	2	4
Student 8	4	3	3	2	3	2	4	4	3	4	4	3	4	3	4	2	3	4	
Student 9	3	2	3	4	2	2	3	3	4	2	3	4	3	2	3	3	2	4	4
Student 10	3	2	3	2	4	2	3	3	3	2	3	3	4	3	3	4	4	3	2
Student 11	3	4	4	3	4	4	3	2	4	4	3	3	2	4	3	3	4	2	2
Student 12	3	4	4	3	3	2	4	4	3	3	4	2	3	3	4	2	4	3	
Student 13	2	3	3	2	2	3	3	3	3	4	2	3	3	4	3	3	2	3	
Student 14	3	4	2	2	4	2	2	3	4	4	3	4	3	3	2	4	3	4	2
Student 15	3	2	2	2	4	2	4	3	2	2	3	3	2	4	3	3	4	2	
Student 16	4	2	3	2	2	2	3	2	3	3	4	2	3	3	4	2	4	3	
Student 17	3	4	4	2	2	2	3	3	2	2	3	2	4	4	3	3	4	3	
Student 18	3	4	4	2	4	3	3	3	2	3	3	3	4	4	3	3	2	4	
Student 19	2	3	2	2	4	3	2	3	2	4	3	4	4	2	2	2	3	3	
Student 20	3	2	2	2	3	2	3	4	3	3	4	3	3	3	4	3	4	3	
Student 21	3	3	3	3	4	3	4	3	3	3	3	2	4	2	3	3	3	3	
Student 22	4	3	3	3	3	4	4	4	3	3	3	4	3	3	4	3	4	4	

Student 23	3	4	3	3	4	3	4	4	2	3	3	3	3	4	4	3	3	4	
Student 24	4	3	2	3	4	3	2	2	4	3	3	2	4	2	3	3	3	3	
Student 25	3	2	4	2	3	3	3	3	4	4	3	3	3	4	4	3	3	4	
Student 26	4	4	3	3	3	4	3	3	3	3	4	3	3	4	3	3	2	4	
Student 27	3	3	2	3	4	3	4	3	4	4	3	2	4	2	3	3	3	3	
Student 28	4	4	3	3	3	3	4	4	4	3	3	4	4	3	4	4	3	2	
Student 29	3	3	3	4	4	3	3	4	3	3	4	3	4	3	3	3	4	3	
Students 30	4	3	4	3	3	3	4	3	2	2	4	4	3	3	3	4	3	3	
	TOTAL SCORE
	Mean score

APPENDIX 2

MOTIVATION

Number Student	Question Number										Total	Final score
	1	2	3	4	5	6	7	8	9	10		
Student 1	4	3	3	2	4	2	4	3	4	3	32	80
Student 2	4	4	2	4	4	1	4	3	3	4	33	82
Student 3	3	4	2	3	4	3	2	4	3	4	32	80
Student 4	4	3	3	4	3	3	2	4	3	3	32	80
Student 5	3	4	3	3	2	4	3	3	4	3	32	80
Student 6	3	3	4	3	3	3	2	4	3	4	32	80
Student 7	2	3	2	4	3	4	3	4	2	3	30	75
Student 8	4	3	3	2	3	2	4	4	3	4	32	80
Student 9	3	2	3	4	2	2	3	3	4	2	28	70
Student 10	3	2	3	2	4	2	3	3	3	2	27	67
Student 11	3	4	4	3	4	4	3	2	4	4	35	87
Student 12	3	4	4	3	3	2	4	4	3	3	33	82
Student 13	2	3	3	2	2	3	3	3	3	4	28	70
Student 14	3	4	2	2	4	2	2	3	4	4	30	75
Student 15	3	2	2	2	4	2	4	3	2	2	26	65
Student 16	4	2	3	2	2	2	3	2	3	3	26	65
Student 17	3	4	4	2	2	2	3	3	2	2	27	67
Student 18	3	4	4	2	4	3	3	3	2	3	31	77
Student 19	2	3	2	2	4	3	2	3	2	4	27	67
Student 20	3	2	2	2	3	2	3	4	3	3	27	67

Student 21	3	3	3	3	4	3	4	3	3	3	32	80
Student 22	4	3	3	3	3	4	4	4	3	3	34	85
Student 23	3	4	3	3	4	3	4	4	2	3	33	82
Student 24	4	3	2	3	4	3	2	2	4	3	30	75
Student 25	3	2	4	2	3	3	3	3	4	4	31	77
Student 26	4	4	3	3	3	4	3	3	3	3	33	85
Student 27	3	3	2	3	4	3	4	3	4	4	33	85
Student 28	4	4	3	3	3	3	4	4	4	3	35	87
Student 29	3	3	3	4	4	3	3	4	3	3	33	85
Students 30	4	3	4	3	3	3	4	3	2	2	31	77
TOTAL											925	2.314
Mean score												77

APPENDIX 3

ATTENTION

Number Student	Question Number										Total	Final score
	11	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**		
Student 1	3	3	3	4	3	4	4	3	3	3	33	82
Student 2	3	4	3	4	4	2	3	3	3	3	32	80
Student 3	4	3	4	2	2	3	3	3	4	3	31	77
Student 4	3	3	4	4	3	3	2	4	2	3	31	77
Student 5	4	4	3	4	4	3	3	4	3	4	36	90
Student 6	3	2	4	4	3	3	4	3	3	4	33	82
Student 7	3	3	2	3	4	4	3	2	4	2	30	75
Student 8	4	3	4	3	4	2	3	4	3	3	33	82
Student 9	3	4	3	2	3	3	2	4	4	3	31	77
Student 10	3	3	4	3	3	4	4	3	2	4	33	82
Student 11	3	3	2	4	3	3	4	2	2	4	30	75
Student 12	4	2	3	3	4	2	4	3	3	3	31	77
Student 13	2	3	3	4	3	3	2	3	3	2	28	70
Student 14	3	4	3	3	2	4	3	4	2	4	32	80
Student 15	3	3	2	4	3	3	4	2	2	4	30	75
Student 16	4	2	3	3	4	2	4	3	3	3	31	77
Student 17	3	2	4	4	3	3	4	3	3	4	33	82
Student 18	3	3	4	4	3	3	2	4	2	3	31	77
Student 19	3	4	4	2	2	2	3	3	2	2	27	67
Student 20	4	3	3	3	4	3	4	3	3	3	33	82
Student 21	3	2	4	2	3	3	3	3	4	4	31	77

Student 22	3	4	3	3	4	3	4	4	2	3	33	82
Student 23	3	3	3	4	4	3	3	4	3	3	33	82
Student 24	3	2	4	2	3	3	3	3	4	4	31	77
Student 25	3	3	3	4	4	3	3	4	3	3	33	82
Student 26	4	3	3	4	3	3	2	4	3	3	32	80
Student 27	3	2	4	2	3	3	3	3	4	4	31	77
Student 28	3	4	4	3	4	4	3	2	4	2	33	82
Student 29	4	3	4	3	3	3	4	3	2	3	32	80
Students 30	4	4	3	3	3	4	3	3	3	3	33	82
TOTAL											951	2.367
Mean score												79