# THE EFFECTS OF TEACHERS' INTERPERSONAL BEHAVIOR

# ON EFL STUDENTS' ACHIEVEMENT

**THESIS**

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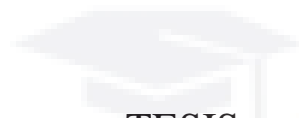
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# THE EFFECTS OF TEACHERS' INTERPERSONAL BEHAVIOR

# ON EFL STUDENTS' ACHIEVEMENT

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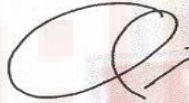
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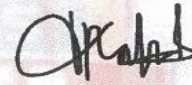
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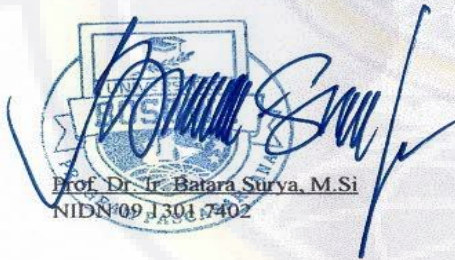
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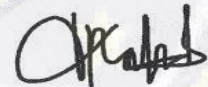
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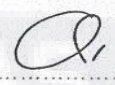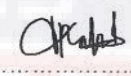
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# ABSTRACT

GALUH PRAMESWARI NUSWANTORO. *The Effect of Teachers' Interpersonal Behavior on Students' Achievements.*(Advisors: Syarifuddin Dollah and Ramli)

The aim of this study was to know to what extent the teachers' interpersonal behavior on students affected students' achievements and students' perception about teachers' interpersonal behavior at SMA Plus Budi Utomo (Boarding School).

This study was descriptive using quantitative approach. The population was all students of SMA Plus Budi Utomo Makassar. The sample size were 124 students, determined based on the Isaac and Newton tables. The sampling technique was proportionate stratified random sampling. Data were collected by means of a questionnaire and documentation. Data analysis was performed using descriptive analysis with the help of SPSS software version 20.0

The results of this study shows that positive teachers' interpersonal behavior can give positive effect on student learning outcomes both cognitive and affective domains. The three behaviors were leadership, helpful/friendly, and understanding. The leadership behavior dominantly contributes on students' achievement. In the cognitive domain, student learning activities and motivation depends on the teachers' behavior in the classroom, because the teachers are stimuli who are expected to increase student learning activities and motivation.

The increasing of student learning outcomes will be achieved along with increased student learning activities and motivation. In the affective domain, the teacher's interpersonal attitude can also have a positive influence. Positive student perceptions of the teacher's interpersonal behavior will lead them to achieve good performance. Good learning result will come along good performance. In this study, majority students perceive that their teacher are good leaders, almost half of the whole sample perceive that their teacher are helpful/friendly, and understanding.

Keywords: interpersonal behavior, students' achievement, perception

# ABSTRAK

GALUH PRAMESWARI NUSWANTORO. *The Effect of Teachers' Interpersonal Behavior on Students' Achievements.*(Pembimbing: Syarifuddin Dollah dan Ramli).

Penelitian ini bertujuan untuk mengetahui sejauh mana sikap interpersonal guru mempengaruhi pencapaian siswa dan persepsi siswa tentang sikap interpersonal guru di SMA Plus Budi Utomo (Boarding School).

Penelitian ini bersifat deskriptif dengan menggunakan pendekatan kuantitatif. Populasi dari penelitian ini adalah seluruh siswa SMA Plus Budi Utomo Makassar. Ukuran sampel sebanyak 124 siswa ditentukan berdasarkan table Isaac dan Newton. Teknik pengambilan sampel adalah proportionate stratified random sampling. Data dikumpulkan dengan angket dan dokumentasi. Analisi data dilakukan dengan analsis deskriptif dengan bantuan perangkat lunak SPSS versi 20.0

Hasil penelitian ini menunjukkan bahwa perilaku interpersonal guru yang positif dapat memberikan efek positif pada hasil belajar siswa baik ranah kognitif maupun ranah afektif. Tiga perilaku itu adalah kepemimpinan, membantu / ramah, dan pengertian. Perilaku kepemimpinan secara dominan berkontribusi pada prestasi siswa. Dalam ranah kognitif, aktivitas dan motivasi belajar siswa tergantung pada perilaku guru di kelas, karena guru adalah stimuli yang diharapkan dapat meningkatkan aktivitas dan motivasi belajar siswa.

Peningkatan hasil belajar siswa akan tercapai seiring dengan meningkatnya aktivitas dan motivasi belajar siswa. Dalam ranah afektif, sikap interpersonal guru juga dapat memiliki pengaruh positif. Persepsi siswa yang positif tentang perilaku interpersonal guru akan mengarahkan mereka untuk mencapai kinerja yang baik. Hasil belajar yang baik akan terwujud bersama kinerja yang baik. Dalam penelitian ini, sebagian besar siswa menganggap bahwa guru mereka adalah pemimpin yang baik, hampir setengah dari seluruh sampelsiswa menganggap bahwa guru mereka membantu / ramah, dan pengertian.

Kata kunci: sikap interpersonal, hasil belajar siswa, perspesi

**WISE WORDS**

KNOWLEDGE DOESN'T COME

YOU HAVE TO GO TO IT"

-Imam Malik-

EVERYTHING IS DIMINISHES WHEN IT IS USED

Except

KNOWLEDGE

-Imam Ali (as)-

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# CHAPTER I

## INTRODUCTION

This chapter dealt with background, problem statements, objective, significance, and scope of the research.

## A. Background of the Research

Globally, teachers were noted as the most important resources in any school system and interaction between them and their students had been perceived to be a vital component in teaching and learning process (Bashir, et al, 2017: 1). To support their work, teachers should be multi-talented, as professional teachers not only transferring knowledge, but also preparing and planning the lessons that would be presented in class to obtain optimal result. (Ribahan, 2018:17). In addition, Omar, et al (2014: 190) stated that an important component considered to be closely related to the quality of education was teachers' interpersonal behavior.

Teacher interpersonal behavior took an important part in decreasing the effect of a learning environment, other competence-based or less competence based on students' intrinsic motivation (Misbah, et al, 2015: 16) and had direct impact on students. It was the crucial factors for the success of learning both experience and outcomes as explained by Aldhafiri (2015: 53) in his research that teachers who could manage a good relationship with their students had

unmediated impact and could improve students' learning achievement. Teachers-students interpersonal behavior could be shaped from persistent transaction.

Classroom condition is very influential in learning process. The capability of controlling classroom properly and to form positive interpersonal relationship with students could thus be considered as important factors as teacher emotional wellbeing in the job (Haganauer, et al, 2015: 397). Interactions and classroom observations played a dominant role in teaching and learning process in school (Bashir, et al, 2017: 3001). Social bonding between teachers and students took an important part to develop a positive ambience (Hashim, et al, 2014: 114). Hence, according to Cetin, et al (2014: 1043) to control student behavior and to direct students' activities in the classroom, authoritative teachers were needed.

Indonesian government is intensively programming a variety ways to improve the quality of teachers. Keurieos and Evripidou (2013: 11) argued that a successful English teachers should have a sense of humor, be enthusiastic and creative, open-minded, patient, kindhearted, realistic, flexible, optimistic, enthusiastic, having good behavior toward new ideas. Not all students in our country consider English was easy and fun. Therefore, Ozturk and Ok (2014: 125) said that teachers must be able to motivate students to reduce students' anxiety and prejudice toward English such as by providing humor and positive jokes.

Education experts and practitioners believe that the teacher is an important element that could not be separated in terms of improving the quality and student

learning outcomes. Being a successful teacher was no longer had to a dictatorial in the classroom, but recognizing each individual and student, language anxiety, ability and interest in order plan an appropriate learning environment (Keurieos and Evripidou, 2013: 11), and Dincer, et al (2013: 2) added that the popularity of a language teacher both inside and outside the classroom could affect student learning outcomes as well.

English teachers should attempt to meet the criteria of English teachers. According to Ribahan (2018: 17), a very important factor in improving the quality of teaching English was the teacher who met the criteria. That statement was supported by Dincer et al, (2003: 5) and Arbon et al (2018: 1109) that teachers had to pay attention to students' needs in studying English and created a supportive studying atmosphere and made them comfortable in class in order to students could be motivated to study..

The demand in educating EFL students was teacher competency in teaching and teachers' good personalities to ensure students could learn effectively. These good personalities according to Hasyim et al (2014: 103, 112) included caring, fair and respectful, having a positive attitude towards the teaching profession, engaging in social interactions with students, being sincere, and practicing reflective teaching, so when students are asked about their best teachers, they would describe how the teacher looked like before mentioning how much they learned. According to Arbon, et al (2018: 1109), an effective English

teacher was the one who could teach students much about the English language and the one who made them comfortable in class.

Caring, good relationships and attachment created by the teachers affected not only school grades, but also influenced the development of positive attitudes towards school (Cetin, et al, 2014: 1044) (Krstic, 2015: 180). Some teachers used various ways to communicate while they were teaching by being friendly to students, but some did not applied this method as they kept their distance from students. Misbah (2015: 6) said that various forms of relationships between teachers and students were created by different teachers implementing dissimilar strategies. One of the characteristics of teacher practice affecting student performance and quality as well as relationships with teachers was teaching support (Krstic, 2015: 179). Next, according to Jahedizadeh, et al,(2016: 14) teachers were in charge for recognizing student interests and modifying methodologies, materials, and learning environments based on students' needs and preferences that lead to positive perceptions of class activities which affected student orientation and academic achievement.

Some previous researches found focusing on the relationship between students' motivation and EFL teachers' behavior, the relationship between teachers' behavior toward students' outcomes at vocational high school and primary school but research about the effect of teachers' interpersonal behavior toward EFL students' affective and cognitive achievement in learning at Islamic

boarding school seemed rarely to be studied. Thus, the researcher analyzed the effects of teachers' interpersonal behavior on EFL students' achievement.

### B. Problem Statements of the Research

Acquired from the background above, the researcher presents the research questions as follows:

1. To what extent teachers' interpersonal behaviors affect EFL students' achievement?
2. What are students' perceptions toward teachers' interpersonal behavior?

### C. Objective of the Research

1. To know what extent teachers' interpersonal behavior affected EFL students' achievement.
2. To know students' perceptions toward teachers' interpersonal behavior.

### D. Significance of the Research

The result of this research was intended to affect in English education field, both theoretically and practically. Theoretically, the result of this research was intended to provide the fact about the effect of teachers' interpersonal behavior to students' achievement in EFL. Thus, this research could be the literature for new or non-experienced teachers to increase their awareness and readiness to teach in language class. By reading this research, it was expected that

EFL teachers could understand students' perception about teachers' interpersonal behavior. Thus, they could apply those perceptions in teaching.

The result of this research practically was intended to provide useful information for enriching the understanding of EFL teachers in teaching, behaving, and treating their students in the class. Therefore, they could assist themselves to be aware in their teaching process. This was also expected become a reference for those who want to manage a research of similar topic.

**E. Scope of the Research**

This research was under the discipline of English language. The contents of teaching English subject in the current curriculum includes: (1) Developing communicating abilities both in spoken and written languages. Those abilities include listening, speaking, reading, and writing. (2) Growing the awareness of nature and importance of English as one of the foreign languages which becomes the main mean of learning. (3) Developing an understanding of the relationship between language and culture, and developing cultural horizons. Thus students had cross-cultural and involve their selves in cultural diversity.

This research dealt with to what extent teachers' interpersonal behavior affected students' achievements and the perceptions of students about teachers' interpersonal behavior at SMA Plus Budi Utomo Makassar (Boarding School).

## CHAPTER II

## LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter consists of concepts, theoretical foundations and relevant research or findings of previous studies related to the problem underpinning the research that is being carried out and conceptual framework. Things related to the literature review will be described below.

**A. Literature Review**

**1. Interpersonal Behavior**

**a. Definition**

Everyone is naturally a social being who needs each other. Everyone always has relationships with other people in all areas of his life. Relationships that are intertwined between individuals will form a bond of mutual feelings, giving rise to pleasant and annoying feelings (Trianingsih, 2014: 26).

Behavior is an impression about our social interaction partner, which includes an impression about his or her level of power (Mast, 2010: 4). Interpersonal behavior is the information available to the interaction partner with which to form an impression of the other's (Mast, 2010: 6). A central principle in interpersonal theory is the system approach to communication, which means that mutual relationship between can play a role at the same time (Zijlstra, et al, 2013).

Hasyim, et al, (2014: 105) described that a successful teacher was if the teacher could attract students to be involved in the learning process with interesting and good personalities. In addition, teachers should respect students and built good relationships with the parents in various ways. In short, according to Ribahan (2018: 17) the improvement of quality in teaching and learning was influenced and supported by effective teachers.

Furthermore, Trianingsih (2014: 28) defined that interpersonal relationship as the relationship that is lived between two individuals, had distinctive characteristics based on the level of continuity, sharing of experiences, and interaction of interdependencies based on background conditions and activities. Perceived interpersonal teacher behavior is by far the most important predictor of all types of student engagement in the different models. An important factor influencing for student participation in different ways up to now was the teachers' interpersonal behavior (van Uden, et al, 2014: 28).

Pennings, et al, (2018: 42) conceptualized interpersonal adaptation as association between (a) behavioral patterns of partners in interaction (i.e., moment-to-moment behavior), and (b) as overall levels over time (i.e., interpersonal styles).

**b. Model of Interpersonal Teacher Behavior**

Passini et al (2015: 549) combined the idea from Leary (1957: 62) and Wubbels et al (2006: 6) about the model for interpersonal teacher behavior, it

consisted two orthogonal bi-dimensional axes-namely Control (Dominance-Submission) and Affiliation (Hostility-Affection) order interpersonal behavior. Furthermore, they explained that the realm of control measured the extent to which teachers influence students (dominance), or influenced by them (submission). The realm of affiliates assessed the extent to which teachers could relate well with students in terms of cooperation (affection) or, conversely, conflict occurred when they interact with students (hostility).

The two dimensions of interpersonal behavior were adapted from Leary (1957: 62) namely, Influence (dominance versus submission) and Proximity (cooperation versus opposition) (Maulana, et al,2012: 252). Who controlled or directed the communication process and how often related to influence dimension, while proximity dimension expressed the level of collaboration or compactness between those involved in the communication process (Goh, 2009: 32).
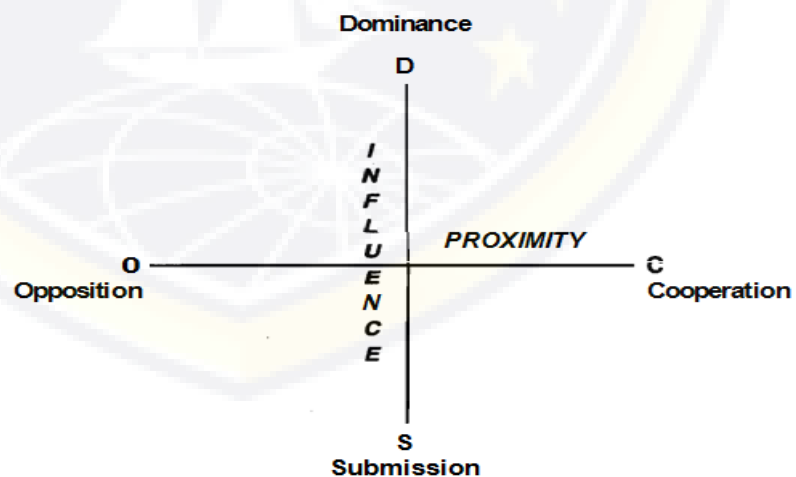
Picture 1. Two-dimensional coordinate system of the model for interpersonal teacher behavior

### c. The Eight Teacher Behavior Scales

As shown in picture 1, the model of interpersonal teacher behavior consisted of eight teacher behaviors, namely Leadership, Helping, Friendly, Understanding, Student Responsibility. Freedom, Uncertain, Dissatisfied, Admonishing, and Strict behavior (translated by Wubbels and colleagues from a Dutch version). Started from leadership behavior (DC) and ended at strict behavior (DO), the model formed an octagon with eight sectors representing the eight facets of teacher behavior (Goh, 2009: 34)
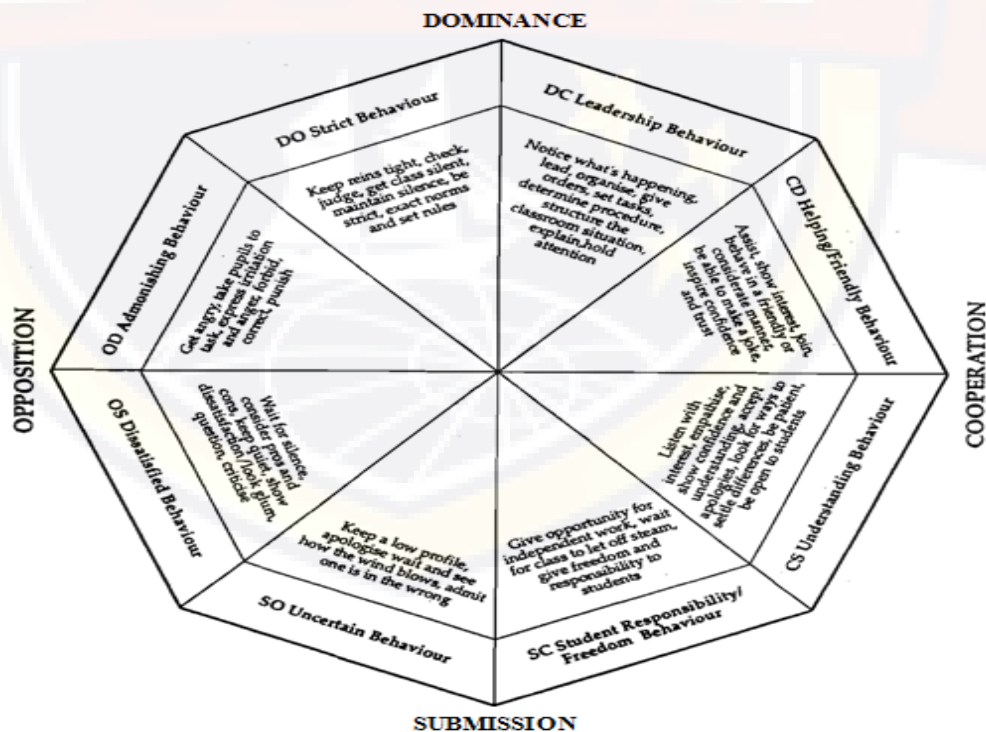
Picture 2. Model for interpersonal teacher behavior (Wubbels, Brekelmans,2005).

Based on the picture above, Goh (2009: 34) gave further explanation; each teacher's behavior pattern is described as follows:

1) Leadership behavior related to paying attention on what was happening, guiding, arranging, commanding, giving tasks, determining procedure, forming the situation in the classroom, explaining and holding students' attention.

2) Helping/friendly behavior related to being able to help students, being friendly, nice, and funny, and giving trust to students.

3) Understanding behavior related to showing empathy, being good listener, having self confidence, forgiving, having the problem solving skill, being open to students

4) Student responsibility/freedom behavior related to allowing students to work independently, waiting for class to let off steam, giving responsibility to students.

5) Uncertain behavior related to being low profile, apologizing, waiting and seeing how the wind blows, admitting when one was in the wrong.

6) Dissatisfied behavior related to not directing students to  be silence, considering pros and cons, keep being quiet, showing dissatisfaction, looking glum, asking question and criticizing.

7) Admonishing behavior related being angry, burdening students into task, expressing irritation and anger, forbidding, correcting, and giving punishment.

8) Strict behavior related to having strong determination, checking, judging, keeping and maintaining the class silent, being strict, setting exact norms and rule.

Aiming to measure the eight scales of teacher behaviors, the Questionnaire on Teacher lnteraction was specially developed (originally in the Dutch language and later translated into English). Some studies conducted in secondary schools in The Netherlands, the U.S.A. and Australia used the QTI and had been found result that reliability and validity were satisfying. Teachers in these countries nowadays use the Questionnaire on Teacher lnteraction to obtain feedback from students to examine their classroom interactional behavior (Goh, 2009: 37)

Table 1. Rating scales for observation of students' perceptions at the message and interaction level (Wubbels and Brekelmans, 2005: 10).

| Dominance (D) | | Submission (S) |
|---|---|---|
| The teachers decided students' activities | 5-4-3-2-1 | The students can decide their own activities |
| Cooperation (C) | | Opposition (O) |
| The teacher accepted the students and the behavior | 5-4-3-2-1 | The teacher refused of the students and the behavior |

## 2. Students' Achievement

### a. Definition

In Oxford Dictionary (2011: 4), achievement came from the word achieve. It meant gaining or reaching something with effort, skills, or courage. In education, achievement was aimed to direct the students' attention focus as they frame which underline achievement emotion. The one who was considered to have mastered if he or she was able to focus his/her attention on the ongoing activities and took the positive value. (Pekrun, et al, 2014: 116).

In psychology, the main problem observed and measured is behavior. Although it is recognized that changing of behavior is the result of learning, not all changes in behavior can be called as learning outcomes. Behavioral changing that are excluded learning outcomes include behavior changes caused by maturity and instinctual ( Karwono & Mularsih, 2018: 12).

Furthermore, Karwono and Mularsih (2018: 13) explained several points: (1) Learning products in the form of behavioral change, mental processes where learning outcomes must be interpreted into observable behaviors and actions. The characteristic of learning outcomes is change; a person is called to have learned if his/her behavior has shown changing. (2) Change in behavior is relatively permanent, it means that it stays for a long time, but can disappear or change. (3) Change in behavior does not always occur directly after the learning process is

completed. (4) Change (behavioral potential) comes from experience or training. (5) Experience or training must be strengthened.

According to Suryabrata (2006: 297) learning achievement was the values of final formulation related to the progress of student learning awarded by the teachers for a certain time. Whereas Dimyati and Mudjiono (2009: 4) said that learning achievement is an achievement of teaching objectives which is indicated by an increase in students' mental abilities.

As explained by Alrabai (2016: 22), that there were several factors triggering the low achievement of learning English, namely 1) factors related to students (gender, motivation, and anxiety) 2) socio-cultural factors (the influence of first language, community, culture, and faith) 3) factors of EFL instruction (teachers' practice and behavior, the curriculum and teaching method) and other factors related to the educational system (overcrowded classes, a lack of teacher training, and a lack of technology).

**b. Kinds of Achievements**

Learning objectives must refer to three domains, namely the realm of thought processes (cognitive), the realm of values or attitudes (affective), and the realm of skills (psychomotor) (Asrul, et al, 2014: 99). Cognitive domain is the domain that includes mental activities (brain). It involves the process of recognition and / or discovery (Asrul, et al, 2014: 99). It also includes associations between elements, concept formation, problem discovery, and

problem solving skills which subsequently form new thoughts. Thinking, reasoning, valuing, and imagining are mental activities related to the cognitive realm (Karwono & Mularsih, 2018: 40).

The affective domain is the domain related to attitudes and values. Attitude is one of the terms in the field of psychology that deals with perception and behavior. Attitude can also be interpreted as a construct to allow the sight of an activity. The notion of attitude itself can be viewed from various related elements such as attitude with personality, motives, level of confidence and others (Asrul, et al, 2014: 105). According to Karwono & Mularsih (2018: 41), the affective domain relates to how a person reacts to stimuli or the environment faced to provide an assessment. Affective learning outcomes related to managing emotions, encouragement, interests, and attitudes.

The psychomotor domain is related to how a person is able to control his physical activities. Psychomotor learning contains mental and physical aspects (Karwono & Mularsih, 2018: 42).

c. **Factors Influencing Students' Learning Achievement**

Basically, the factors influencing students' achievement can be divided into two parts, namely internal and external factors. According to Syah (2006: 144), internal factors is the factors within students, they are the physical / spiritual state / condition of the student. Meanwhile, according to Slameto (2010: 54-72),

there are two points included the internal factors, namely physical and psychological factors.

1) Physical factors; (a) health factors; a person's learning process will be disrupted if one's health is disrupted, besides that he/she will also be tired, less enthusiastic, easily dizzy, drowsy if the body is weak, lacking blood or there is a disturbance / neglect of the senses and the body. In order for a person to study well, he must ensure that his/her physical health is guaranteed by paying attention to the provisions regarding work, study, rest, sleep, eat, exercise, recreation and worship; and (b) disability factors; The state of disability also affects learning, students with learning disabilities are also disturbed by psychological factors (intelligence, attention, interests, talents, motives, maturity, readiness) and fatigue

2) Psychological factors; (a) intelligence was an ability which consisted of three kinds, namely the ability to adapt to new situations quickly and effectively, recognizing / applying abstract concepts effectively, knowing relationships and learning them quickly. Large intelligence influences learning progress. In the same situation, students who have a high level of intelligence will be more successful than those who have a low level of intelligence. But students who have a high level of intuition are not sure of success in learning. (b) Attention; to be able to guarantee good learning achievement, then students must have attention to the material learned, if the subject matter is not a concern of

students, then there arises boredom, so that he/she no longer likes learning. (c) interests; great interest in its influence on learning, because if the study material learned does not match the interests of students, students will not learn as well as possible, because there is no attraction for them. (d) talent; talent has an influence on learning because if the learning material students learn is in accordance with their talents, the learning outcomes are better, students become happy learning and are more active in learning; (e) motives; the motive is closely related to the goal to be achieved. In the learning process, we must consider what can encourage students to learn well or have a motive for thinking and focusing, planning and carrying out activities related / supporting learning; (f) maturity; learning will be more successful if the child is ready (mature), this is because new progress to have those skills depends on maturity and learning; and (g) readiness; is a willingness to respond. Readiness needs to be considered in the learning process, because if students learn and there is readiness then the learning outcomes will be better.

3) Fatigue factor; could be divided into two types, namely (a) fatigue body that is seen with a weak body and a tendency to lay down the body; and (b) spiritual exhaustion can be seen by lethargy and boredom so that the interest and drive in producing something is lost. From this explanation, it can be understood that fatigue can affect learning.

The external factors according to Slameto (2010: 54-72), were: family factors (the relationship of educating parents, relationship among family members, home ambience, family economic conditions, understanding parents, development background), school factors (teaching methods, bonding, teachers-students relationship, inter-students relationship, school discipline, teaching media, school duration, lessons standard, building construction, learning methods, homework) and community factors (student activities in the community, mass media, social partners , community life forms).

According to Syah (2006: 144), external factors were factors from outside students; namely the environmental conditions around students. In addition, Syah (2006: 144) added a factor influencing students' achievement, namely learning approach factors, it was student learning efforts that included strategies and methods used by students to carry out learning activities of subject matter.

## B.  Some Previous Research Findings

Trianingsih (2014: 191) found that the teacher-student interpersonal relationship does not have a significant correlation with the learning achievement of class XII students in Building Image Engineering Expertise in Yogyakarta State Vocational High School 2 2013/2014. However, it does not mean that the teacher-student interpersonal relationship to learning achievement can be ignored, because even though the contribution given is small but not the impact given from

interpersonal relationships between teachers and students on student learning achievement is meaningless.

Aldhafiri (2015: 54) found that teachers who could manage a good relationship with their students had unmediated impact and could improve students' learning achievement. Teachers-students interpersonal behavior could be shaped from persistent transaction of their interaction.

In line with the above study, van Uden, et al (2014: 28) found that the important variable of learning was student engagement. Good engagement had been shown to be related to better achievement at school. Teachers' interpersonal behavior was considered as the most important factor of all categories of student engagement in the different models. Panayiotou, et al (2014: 18) found that the eight teacher factors were common factors that statistically significant affected on student achievement gains in all the participating countries.

Wei, et al (2009: 169) found that there was no correlation among all other teachers' interpersonal behaviors and student achievement. Regression analysis showed no or little effect of the interpersonal behavior on student achievement.

Some previous research findings above were only focused on students' academic/cognitive achievement and English fluency. In this research, the researcher tried to find not only students' academic achievements, but also the affective achievement or the changing of students' attitude. This was because the researcher did the research at Islamic boarding School which the students come

from various cities in Indonesia and they lived apart from their parents. The parents expected that not only cognitive achievement would be reached by their children, but also the changing of attitude better than before. Here, the role of teacher was not only as an educator, but also substituting their parents and as role models.

## C.  Conceptual Framework

Students' perceptions of teacher-student interpersonal relationships were the process of understanding students through vision, hearing, feeling, and smell in an effort to translate/interpret an object and event that students experience in the school environment. Every student had various perceptions about teacher-student interpersonal relationships. This was because students' perceptions were influenced by perceptual formation processes, namely on students' interpretations (Trianingsih, 2014: 20).

The major aspect of the learning   environment in class was teachers' interpersonal behavior because it was related to the cognitive and affective results of students. Teachers who showed better behavior (for example, leadership (leadership) and understanding (understanding) in every interactions with students would provide a development of favorable behavior and better learning achievement in students, teacher behavior was negative (for example, uncertain (hesitant) and dissatisfied (not satisfied) would produce the opposite effect.

In general, student learning achievement was influenced by the presence of internal and external factors. Teacher-student interpersonal relationships were one of the factors that are thought to influence student achievement. Good interpersonal relation between teachers and students was important in the teaching and learning process in the classroom. This could be analogous to that learning was a process activity involving interaction between teacher and students. Good interaction was an interaction that can transfer knowledge, attitudes, and skills. The teacher-student interaction section was an interpersonal relationship that could shape student attitudes and in turn motivated students to learn. Student motivation was formed, and then could improve student learning achievement. Students' perceptions of teacher-student interpersonal relationships had an important role in the teaching and learning process in the class. It result was in the form of attitudes and in turn motivate students to learn better, so that it could affect student achievement.

By knowing teacher-student interpersonal relationship of EFL students at Budi Utomo Boarding School which was measured through student perceptions, schools, especially teachers, would know whether there was an effect of teacher interpersonal behavior and student achievement. If there was a positive and significant effect of teachers' interpersonal behavior to students' achievement so that the school would strive to improve the teachers' interpersonal behavior better to improve students' achievement.

To facilitate this research, the framework of thinking was described as follows:

```
        ┌─────────────────────────────────────┐
        │   Teacher Interpersonal Behavior    │
        └─────────────────────────────────────┘
                         ↓
              ┌──────────────────────┐
              │  Students of SMA     │
              │  Plus Budi Utomo     │
              │  Boarding School     │
              └──────────────────────┘
                 ↙              ↘
```

| Students' Achievements (Cognitive and Affective) as the effects of teachers' interpersonal behavior | Students' perceptions towards teachers' interpersonal behavior |
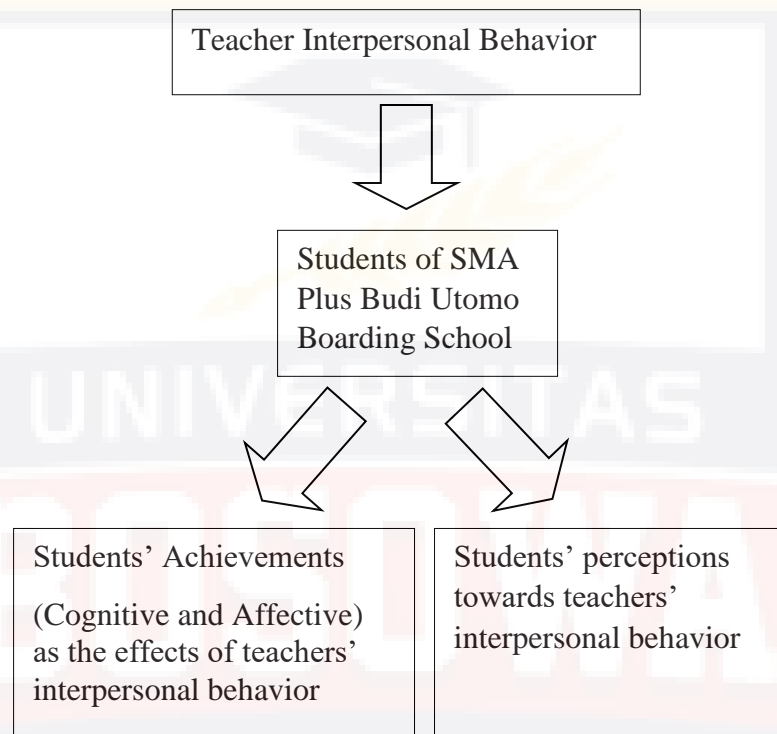
Picture 3. Conceptual Framework

## D. Hypothesis

Based on the description of the theory and theoretical framework above, the hypothesis could be formulated as follows "Teachers' interpersonal behavior could give positive effects to students' cognitive and affective achievements".

# CHAPTER III

## RESEARCH METHOD

This chapter contains research design, research location, population and sample, definitions of variables, research instruments, data collection and analysis technique.

### A.  Research Design

Research in common parlance refers to a search for knowledge. In this research, the writer conducted a descriptive quantitative research. The descriptive problem formulation was a problem statement relating to the question of the independent variable, either only on one or more variables. So in this study, the researcher would not make a comparison of that variable in another sample, and looked for the relationship of that variable with another variable.

### B.  Research Location

This research took place at Budi Utomo Senior High School (Boarding School). It is located on Jl. Berua Raya 1A, Paccerakkang, Biringkanaya, Makassar, South Sulawesi. This school has an area 1092 meters square. This school has 9 classrooms both on the first and second floor. This school accreditation is A. This school has totally seventeen teachers. There are three English teachers to teach grade X, XI, and XII.

## C. Population and Sample

The population of this research was all social and science students of Budi Utomo Senior High School from grade X, XI, and XII. The following are the table about the numbers of student's grade X, XI, and XII:

Table 2. Total number of student's grade X, XI, and XII.

| No | Class | Number of students |
|---|---|---|
| 1 | X Science 1 | 33 |
| 2 | X Science 2 | 27 |
| 3 | X Social | 22 |
| 4 | XI Science 1 | 29 |
| 5 | XI Science 2 | 26 |
| 6 | XI Social | 23 |
| 7 | XII Science 1 | 25 |
| 8 | XII Science 2 | 37 |
| 9 | XII Social | 20 |
| Total Number | | 242 |

According to Sugiyono (2018: 81), sample is part of the number and characteristics of the population.Qualified sample in quantitative research was those that represent the selected population, selecting a representative sample was not a haphazard process (Gay, et al, 2012: 130).

The sampling technique used by the researcher was proportionate stratified random sampling. Proportional stratified sampling was sampling technique in stratified populations by taking samples from each sub-population

(Gay, et al, 2012: 133). This technique was used if the population has inhomogeneous members and proportional strata (Sugiyono, 2018: 82).

The sample in this technique was calculated based on comparison. The size of the sample in this study was determined using the Isaac and Michael tables at the error level of 10%. The population was 245 students, obtained a sample size of 124 students.

Table 3. Number of population and sample

| No | Class | Number of students | Number of sample |
|----|-------|--------------------|------------------|
|    | X Science 1 | 33 | 17 |
|    | X Science 2 | 27 | 14 |
|    | X Social | 22 | 11 |
|    | XI Science 1 | 29 | 15 |
|    | XI Science 2 | 26 | 13 |
|    | XI Social | 23 | 12 |
|    | XII Science 1 | 25 | 13 |
|    | XII Science 2 | 37 | 19 |
|    | XII Social | 20 | 10 |
|    | Total number | 242 | 124 |

Note:

X Science 1    : (33/245) x 127: 17

X Science 2    : (27/245) x 127: 14

X Social       : (22/245) x 127: 11

XI Science 1   : (29/245) x 127: 15

XI Science 2   : (26/245) x 127: 13

XI Social      : (23/245) x 127: 12

XII Science 1  : (25/245) x 127: 13

XII Science 2  : (37/245) x 127: 19

XII Social     : (20/245) x 127 : 10

## D. Research Instruments

The research instruments used in this research were questionnaire, test, and teachers' daily journal as follows:

## 1. Questionnaire

Questionnaire used to obtain information about teachers' interpersonal behavior. In quantitative research, the quality of instruments related to the validity and reliability of instruments and the quality of data collection regarding the accuracy of the methods used to collect data. This research used only a questionnaire namely QTI because the respondent chose the answer and it was expected that the respondent chose the answer that matched the actual situation. The type was a closed questionnaire.

The QTI was first developed by Wubbels and his colleagues in 1985 in the authors' native language, Dutch, for use in a teacher education project at Utrecht University, The Netherlands (Wei et al. 2009: 159). The (original) QTI consisted of 77 items and was developed for the Dutch context via the modification,

rewording, and reduction of the 128 items of the *Interpersonal Adjectives Checklist* (ICL) (Brok, 2012: 188). Its development involved four rounds of testing using different sets of items. Interviews with teachers, students, teacher educators and researchers were conducted to judge the face validity of items.

Teacher interpersonal behavior as measured with the QTI examines eight behavior sectors, represented by scales corresponding to the behavior sectors of the MITB: Leadership (DC), Understanding (CS), Uncertain (SO), Admonishing (OD), Helpful/Friendly (CD), Student Freedom (SC), Dissatisfied (OS) and Strict behavior (DO) (Wubbels & Levy, 1993: 13). In this research, the researcher adapted the Australian version of QTI which consist of 48 items and was translated in Bahasa. The researcher also changed several items according to student needs to make it easier to understand and to avoid misunderstandings.

The development of this measuring instrument was based on the theoretical framework that had been compiled, then developed in indicators and then the indicator was applied as a starting point for composing the items of instrument in the structure of statement items.

2.  **Test**

In general, there were two functions of test, namely: As a measuring tool against students. In this case, the test served to measure the level of development or progress that had been achieved by students after they have gone through the teaching learning process within a certain period of time. As a measuring tool of

the success of teaching programs, cause through the test would be able to know how far the program predetermined teaching could be achieved.

In this research, the researcher used achievement test to know the result of students' learning. Achievement test was a test used to assess the results of lessons learned given by the teacher to his students, or by the lecturer to students, within a certain period (Purwanto, 2009: 33). A half of questions used for the test was taken from Makassar English Teacher Forum where all the member scheduled a meeting a month before the test to compose questions for the test, the rest of the questions was made by the group of English teachers of SMA Plus Budi Utomo Makassar.

**3. Teachers' Daily Journal**

Teachers' journal is a journal of teaching and learning activities at school. The journal was filled every time the teacher taught at the class. The teachers could create and save their daily journal both in the application and by handwriting so that it makes easier to remember the teaching and learning activities undertaken. In this study, the researcher together with the teachers summarized the social and spiritual journals of the students that had been done by the teachers in every meeting of English subject. The result of the journal was written on the report book as affective score. Affective score was not given in the form of numbers, but in the rank of letter A-D even though in the daily assessment used numeric score.

**E. Research Variables**

According to Sugiyono (2018: 38) all things related to the attributes, traits, people value, objects or activities selected by the researcher to be studied and concluded were called research variables. According to the relationship between one variable and another variable in this study there were two kinds of variables namely independent variables and dependent variables.

Sugiyono (2018: 39) said that the independent variable was a variable affected or became a cause of change or of dependent variables and dependent variable was a variable influenced or became a result caused of the existence of independent variables. The variables in this study were teachers' interpersonal behavior as independent variables (X) and student learning achievement as dependent variables (Y).

**F.** Primary data was a data source that provided data to the data collector directly (Sugiyono, 2015: 223). In this study, primary data **Kinds and Sources of Data**

**1. Kinds of Data**

This study used the type of data in the form of qualitative and quantitative.

**a.** Qualitative data was the data in the form of words, schemes, and images. In this study, the qualitative data were general description of research location, vision and mission, foundation's organization structure and other data taken from foundation and teachers documents.

**b.** Quantitative data were the data in the form of numbers or qualitative data that was compiled into numbers. In this study, the quantitative data were the result of QTI and students' English score.

**2. Source of Data**

There were two types of source of data, namely primary and secondary data.

**a.** Primary data was obtained by distributing questionnaire to the students.

**b.** Secondary data was a data source that did not provide information to the accumulators directly, for example through other people or through documents. The secondary data in this study were teachers' daily journal and students' English score.

**G. Technique of Data Collection**

**1. Questionnaire**

Questionnaires were data collection techniques that are done by giving a set of questions or written statements to the respondent to answer (Sugiyono, 2018: 142). The information obtained relates to what is currently happening and was not complicated by either the past behavior or future intentions or attitudes of respondents (Kothari, 2004: 100). The questionnaire used in this study was a closed questionnaire.

The QTI was first distributed to the students on the first week of December before the students had their summative test for the second semester.

The teachers distributed the QTI based on their schedule of teaching English for each class. They took the last 15 minutes before they ended the class. The students who were not chosen as the sample were allowed to the class earlier.

## 2. Test

The test used to obtain the data about students' achievements was summative test. The data that obtained from summative test was students' cognitive score. The summative test was held on the third week of December for two weeks. The students' report books were distributed two weeks after the test.

## 3. Teachers' Daily Journal/Documentation

Teachers' daily journal was used to obtain students' affective score. To get the data, the researcher directly took it from the English teachers of each class. The data taken from each teacher were data collected from every meeting since the class begun on the second semester.

## H. Technique of Data Analysis

Data analysis was the process of systematically searching for and compiling data obtained from the questionnaires given to respondents. In quantitative research, the data analysis technique used was clear, which is directed to answer the problem statements or to test the hypothesis that had been formulated. To analyze the data obtained from the respondents, the researcher used the help of computer software namely SPSS 20.0 for windows.

The data obtained was described by descriptive statistical calculations. Descriptive statistic was the statistic that is used to analyze data by describing the data that had been collected without having the intention to make conclusions applied to the public or generalization (Sugiyono, 2018). Descriptive analysis for each research variable is used to determine the average value of mean (M), standard deviation (SD), median (Me), and mode (Mo).

## I. Operational Definition of Variables

Variable operationalization was needed to determine the types and the indicatorsof the variables associated in this study. Besides that,operationalization of the variable was aimed to determine the measurement scale ofeach variable, so that, the hypothesis testing using the toolhelp could be done appropriately.

### 1. Teachers' Interpersonal Behavior

Interpersonal behavior is the information available to the interaction partner with which to form an impression of the others. A principle in interpersonal theory was the communication approach, which means that mutual relationship between can play a role at the same time. Teacher-student Interpersonal Relations according to student perceptions were interpreted as a process of understanding students through vision, hearing, feeling, and smell in an effort to translate / interpret an object and event that students experience in the school environment. Students try to understand by selecting, compiling,

processing, interpreting, and interpreting a stimulus both verbal and nonverbal messages received by the senses of students.

The independent variable in this study was measured through an ordinal scaled questionnaire. This scale measurement followed the Likert scale that used to measure a person's attitudes, opinions, and perceptions or a group of people about predefined social phenomena specifically by researchers referred to as research variables (Sugiyono, 2018: 133-134). In this research, the scale using five alternatives answers. The answers were: "always", "often", "sometimes", "rarely" and "never ". For each a answer, the researcher provided scoring for each answer item from the lowest interval to the highest score between zero to four.

## 2. Students' Achievement

Student learning achievement is an achievement of teaching goals seen from the increase in cognitive abilities obtained by students after learning activities in a subject, which is indicated by the value of tests given by subject teachers for a certain time. Students' affective achievements relate to managing emotions, encouragement, interests, and attitudes. The impact of teaching is measurable results, such as those contained in report book.

Students' cognitive achievement in this research was the result of formative test. Based on the lesson plan, each basic competency will be taught average 3-5 meetings, after that the researcher will give the students the formative

test. The formative test consisted of 50 multiple choice questions. The assessment model for the questions was be calculated with the following formula:

$$\frac{obtained score}{maximum score} x100$$

To measure students' affective achievement, the researcher collected the information from teachers' daily journal. Teachers' daily journals were taken from each teacher were data collected from every meeting since the class begun on the second semester.

## J. Instruments Validity and Reliability

## 1. Instrument Validity Testing

Before the research instruments used in data collection, it was first needed to be tested whether the instruments were defensible and dependable to use or not. A valid instrument meant that the assessing instrument used to get the data (measuring) was valid. Valid meant that the instrument could be used to measure what should be measured. Reliable instruments were instruments used several times to measure the same object were dependable and produced the same data. By using a valid and reliable instrument in data collection, it was expected that research results will be valid and reliable. So a valid and a reliable instrument were absolute requirement to get valid and reliable research results (Sugiyono, 2018).

In this research, the instruments were tested with construction validity. According to Sugiyono (2018: 267) to test the validity of construction, the

opinion of the expert (expert judgment) could be used. In this case after the instrument was constructed about aspects that would be measured based on certain theories, then it would be consulted with experts.

The testing of this research instrument was carried out through validation tests by experts. For testing the validity of this study through expert judgment from one of the experts related to this research. Before the instrument was sent to the expert, first it was translated by the researcher into Bahasa Indonesia. The results of this expert judgment still found several words that needed to be revised because of the inaccurate choice of words in translating, so that they needed to be replaced by words that easier to understand. Next, he suggested that when translating the items of questionnaire, the researcher should consider the background of the expected respondents. Used the common term and avoid the multiple interpretations would be helpful. This would make respondents willing to participate and respond the questionnaire easier. The expert judgment results then corrected according to those suggested by the expert well.

## 2. Instrument Reliability Testing

Reliability was the level of instrument accuracy. Reliable research result was if there were similarities of data in different times (Sugiyono, 2011: 121). The reliability in this study used the Alpha coefficient formula (Cronbach's) using computer software namely SPSS (Statistical Product Service Solutions) 20.0 for

windows. Before knowing the result of reliability test, it was better to know the level of reliability result according to (Arikunto, 2010: 319).

Table 4. Level of Reliability Result

| Interval | Reliability level |
|---|---|
| 0.00-0.20 | Not reliable |
| 0.21-0.40 | Low |
| 0.41-0.60 | Rather low |
| 0.61-0.80 | Sufficient |
| 0.81-1.00 | High |

Assumed from the outcome of the analysis using the Alpha coefficient formula (Cronbach's) with the help of computer software SPSS (Statistical Product Service Solutions) 20.0 for windows obtained the Alpha value 0,699 and categorized as sufficient. It meant that the instrument was reliable to use.

The result of the reliability test could be summarized in the table as follow:

Table 5. Result of Reliability Test

| Cronbach's Alpha | N of Items | Interpretation | Description |
|---|---|---|---|
| .699 | 48 | sufficient | reliable |

# CHAPTER IV

## RESEARCH RESULT AND DISCUSSION

This chapter presents an overview of the research location, the results of hypothesis testing, and discussion of research results.

### A. General Description of Research Location

### 1. About SMA Budi Utomo

SMA Plus Budi Utomo (Boarding School) was located at Berua Raya street number 1A. It was an integrated Islamic school under the auspices of Budi Utomo Foundation. It was first operated in 2012. This school had three-story building with fifteen classrooms. This school also had a mosque for student to do prayers and others religious activities. This school was one of good-reputation Islamic school because it had produced good quality graduations and has A accreditation. The students won many kinds of championship at student events in both city and provincial level.

At its inception, this school only had sixteen students, but by the time, this school began to be known by the community not only in the city, but also in eastern Indonesia and even throughout whole Indonesia. This school combined two different curriculums. The students studied based on the education department curriculum at school, and in the afternoon they studied using the curriculum of the religious department at the dormitory. This school tried to

balance between academic and religion activities as their motto "Belajar Giat, Ibadah Taat, Prestasi Hebat"

There were many kinds of extracurricular activities in this school such as volley ball, futsal, English club, adiwiyata club and many more. This school offered three superior programs namely: MTI, tahfidzul qura'an, and special class for martial art. MTI stood for Media of Teaching Islam. MTI was a club of students who wanted to learn to interpret holy qur'an using English deeply. In tahfidzul qur'an class, the students had to memorize some verses of holy qur'an and presented in front of the teacher every day and they had target that had to be achieved every month. In the special class of martial art, they were incorporated in a organization namely Persinas ASAD where not only learnt about self defense, but also prepared to join some competition.

2. **Vision and Mission**

The vision and mission were the terms of reference in implementing the activities at SMA Plus Budi Utomo were as follows:

a. Vision

"The development of smart humans with Islamic character, skillful and independent "

b. Missions

- Embedding teaching and learning behavior throughout life (lifelong education)

- embedding work ethic, honest behavior, commitment, and empathy for the environment

- Fostering Muslim electuality and an entrepreneurial spirit

- building productive behavior and being able to develop a network of diligent and compact work (team work)

- Developing intellectual skills, managerial skills, and life skills

- Increasing love and devotion to the nation and state

**B. Prerequisite Testing Analysis**

**1. Normality Testing**

Normality testing for the data in this study used the help of computer software SPSS 20.0 for windows. The purpose of doing a normality test was to assess the distribution of data in a group of data or variables, whether the data distribution was normally distributed or not

The rule used in the normality test was if $p > 0.05$ the distribution was declared as normal and vice versa if $p < 0.05$ the distribution was declared as abnormal. After being analyzed using a computer software program SPSS 20.0 for windows, the result of the probability price (p) of each variable could be summarized in the table as follow:

Table 6. Normality Testing Result

| No | Instrument variables | Probability count | Alpha | Description |
|----|----------------------|-------------------|-------|-------------|
| 1 | Teachers' Interpersonal | 1.246 | 0.05 | Normal |

| | Behavior | | | |
|---|---|---|---|---|
| 2 | Students' Achievement | 1.836 | 0.05 | Normal |

Based on table 6, the teachers' interpersonal behavior variable was known the calculated probability count (p) = 1,246>0.05, it meant the data was normal distributed while for the variable of student achievement calculated value probability count (p) = 1,836> 0.05 meant the data was normally distributed. So it could be concluded that teachers' interpersonal behavior variables and students' achievement variable had normal distribution data, this was indicated by the calculated probability value greater than Alpha (α) which was 0.05.

## 2. Linearity Testing

Linearity test was aimed to decide whether two variables had a linear relationship or not. The analysis on SPSS used linearity testing with a significance level 0.05. Two variables were said to have a linear relationship if the significance was less than 0.05.

The basic rule to make decision in linearity test could be done in two ways, if p > 0.05 on Deviation from Linearity, the relationship between the two variables was linear or the price of Fcount < Ftable. The relationship between the two variables was linear. However, if p < 0.05 then the relationship between the two variables was not linear or Fcount > Ftabel, the relationship between the two variables was not linear. The result of linearity testing could be summarized in the table as follow:

Table 7. Linearity Testing Result

| no | Variables | | | Fcount | Ftable | Conclusion |
|---|---|---|---|---|---|---|
| | independent | Dependent | | | | |
| 1 | X | Y | Deviation for linearity | 1.751 | 3.07 | Linear |

From the table above we could see that the price of Fcount was 1.751 and Ftable was 3.51. If 1.751 < 3.07, it meant that the relationship between independent and dependent variable was linear.

## C. Hypothesis Testing

The hypothesis was a temporary answer to the problems contained in the research questions. It needed the proof to determine the relationship between variables contained in the study. Before determining whether the hypothesis proposed by the researcher was accepted or not, there must be a name for the testing principle where:

If sig> 0.05, then Ho is accepted

If sig <0.05, then Ha is accepted

According to Sugiyono (2007) the guideline to provide the following coefficient interpretations:

0.00-0.199 = Very Low

0.20-0.399 = Low

0.40-0.599 = Medium

0.60-0.799 = Strong

0.80-1.000 = Very Strong

The results of statistical analysis with the help of computer software SPSS 20.0 program for windows, obtained a significance level of 0.929 where $P < 0.05$, which meant the null hypothesis was rejected and the alternative hypothesis was accepted.

## D. Research Findings

## 1. Leadership Behavior

Teachers' leadership behavior was described as when the teachers notice what's happening, lead, organize, give orders, set tasks, determine, procedure, structure the classroom situation, explain, hold the attention. It was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4.

Table 8. Data Analysis Result of Leadership Behavior

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 20.01 |
| 2 | Mode | 20 |
| 3 | Standard deviation | 2.444 |
| 4 | Range | 12 |
| 5 | Minimum | 16 |
| 6 | Maximum | 28 |

Based on the research analysis obtained mean 20.01, mode 20, standard deviation 2.444, range 12, minimum score 16 and maximum score 28. The ideal parameter value could be known as follow:

- Ideal minimum score  $= 6 \times 0 = 0$

- Ideal maximum score  $= 6 \times 4 = 24$

- Ideal mean score (Mi) $= 24/2 = 12$

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Very high    = > Mi + 1.5 SDi = > 17.5

- High         = Mi to Mi + 1.5 SDi = 12  to 17.5

- Fairly high  = Mi – 1.5 SDi to < Mi = 6.5 to < 12

- Low          = < Mi – 1.5 SDi = < 6.5

Table 9.  Classification of Teachers' Leadership Behavior

| No | Ideal Interval Score | Frequency | Percentage | Category |
|----|----------------------|-----------|------------|-----------|
| 1  | > 17.5               | 105       | 84.5       | Very high |
| 2  | 12 – 17.5            | 19        | 15.5       | High |
| 3  | 6.5 - <12            | 0         | 0          | Fairly high |
| 4  | <6.5                 | 0         | 0          | Low |

Based on the table above, the result showed that in the tendency of students' perception of teachers' leadership behavior, from 124 students, there were 105 students (84.5%) in very high category, and 19 students (15.5%) in high category. None of the students was in fairly high and low category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teachers' leadership behavior were obtained Mean 20.01 located in the interval score class >17.5 (very high) category, so it could be concluded that teachers' leadership behavior was in the  very high category.

The percentage of teachers' leadership behavior could be determined by following calculation:

$$\frac{mean}{idealmaximumscore} x100\% = \frac{20,01}{24}x100\% = 83,4\%$$

## 2. Helping/Friendly Behavior

Teachers were described as helping/friend if they assist, show interest, join behave in a friendly or concurrent manner, be able to make a joke, inspire confidence and trust.Teachers' helping/friendly behavior was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4.

Table 10. Data Analysis Result of Helping/Friendly Behavior

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 9.84 |
| 2 | Mode | 7 |
| 3 | Standard deviation | 2.667 |
| 4 | Range | 12 |
| 5 | Minimum | 5 |
| 6 | Maximum | 17 |

Based on the research analysis obtained mean 20.01, mode 20, standard deviation 2.444, range 12, minimum score 16 and maximum score 28. The ideal parameter value could be known as follow:

- Ideal minimum score = 6 x 0 = 0

- Ideal maximum score = 6 x 4 = 24

- Ideal mean score (Mi) = 24/2 = 12

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Very high = > Mi + 1.5 SDi = > 17.5

- High = Mi to Mi + 1.5 SDi = 12 to 17.5

- Fairly high      = Mi – 1.5 SDi to < Mi = 6.5 to < 12

- Low              = < Mi – 1.5 SDi = < 6.5

Table 11. Classification of Teachers' Helping/Friendly Behavior

| No | Ideal Interval Score | Frequency | Percentage | Category |
|----|----------------------|-----------|------------|----------|
| 1 | > 17.5 | 0 | 0 | Very high |
| 2 | 12 – 17.5 | 41 | 33 | High |
| 3 | 6.5 - <12 | 79 | 63.7 | Fairly high |
| 4 | <6.5 | 4 | 3.2 | Low |

Based on the table above, the result showed that in the tendency of students' perception of teachers' helping/friendly behavior, there was no student in very high category, 41 students (33%) in high category, 79 students (63.7%) in fairly high category, and 4 students (3.2% in low category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teacher helping/friendly behavior were obtained Mean 9.84 located in the interval score class 6.5 =<12 (fairly high) category, so it could be concluded that teachers' leadership behavior was in the  fairly high category.

The percentage of teachers' helping/friendly behavior could be determined by following calculation:

$$\frac{mean}{idealmaximumscore} x100\% = \frac{9.84}{24} x100\% = 41\%$$

3.  **Understanding Behavior**

Teachers' understanding behavior was described as listening with interest, empathizing, showing confidence and understanding, accepting apologies, looking for ways to settle, being patient, being open to students. It was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4. could be presented in the following tables:

Table 12. Data Analysis Result of Understanding Behavior

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 10.86 |
| 2 | Mode | 10 |
| 3 | Standard deviation | 2.670 |
| 4 | Range | 20 |
| 5 | Minimum | 4 |
| 6 | Maximum | 24 |

Based on the research analysis obtained mean 10.86, mode 10, standard deviation 2.670, range 20, minimum score 4 and maximum score 24. The ideal parameter value could be known as follow:

- Ideal minimum score    = 6 x 0 = 0

- Ideal maximum score   = 6 x 4 = 24

- Ideal mean score (Mi)  = 24/2 = 12

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Very high        = > Mi + 1.5 SDi = > 17.5

- High          = Mi to Mi + 1.5 SDi = 12  to 17.5

- Fairly high     = Mi – 1.5 SDi to < Mi = 6.5 to < 12

- Low $\quad\quad = < \text{Mi} - 1.5\ \text{SDi} = < 6.5$

Table 13.  Classification of Teachers' Understanding Behavior

| No | Ideal Interval Score | Frequency | Percentage | Category |
|----|---------------------|-----------|------------|----------|
| 1  | > 17,5              | 1         | 0.8        | Very high |
| 2  | 12 – 17,5           | 38        | 31.4       | High |
| 3  | 6,5 - <12           | 81        | 65.3       | Fairly high |
| 4  | <6,5                | 3         | 2.4        | Low |

Based on the table above, the result showed that in the tendency of students' perception of teachers' understanding behavior, there was 1 student in very high category, 38 students (31.4%) in high category, 81 students (65.3%) in fairly high category, and 3 students (2.4% in low category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teacher understanding attitudes were obtained Mean 10.86 located in the interval score class 6.5 =<12 (fairly high) category, so it could be concluded that teachers' understanding behavior was in the  fairly high category.

The percentage of teachers' understanding behavior could be determined by following calculation:

$$\frac{mean}{idealmaximumscore}\,x100\% = \frac{10,86}{24}\,x100\% = 45.25\%$$

**4.Student Responsibility/Freedom**

Student responsibility / freedom behavior was giving opportunity for independent work; waiting for class to let off steam, giving freedom a

responsibility to students. Student responsibility/freedom behavior was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4.

Table 14. Data Analysis Result of Student Responsibility /Freedom

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 6.94 |
| 2 | Mode | 8 |
| 3 | Standard deviation | 1.840 |
| 4 | Range | 8 |
| 5 | Minimum | 3 |
| 6 | Maximum | 11 |

Based on the research analysis obtained mean 6.94, mode 8, standard deviation 1.840, range 8,  minimum score 3 and maximum score 11. The ideal parameter value could be known as follow:

- Ideal minimum score   = 6 x 0 = 0

- Ideal maximum score   = 6 x 4 = 24

- Ideal mean score (Mi)  = 24/2 = 12

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Very high       = > Mi + 1.5 SDi = > 17.5

- High            = Mi to Mi + 1.5 SDi = 12  to 17.5

- Fairly high     = Mi – 1.5 SDi to < Mi = 6.5 to < 12

- Low             = < Mi – 1.5 SDi = < 6.5

Table 15.  Classification of Teachers' Student Responsibility /Freedom

| No | Ideal Interval Score | Frequency | Percentage | Category |
|----|----------------------|-----------|------------|----------|

| 1 | > 17.5 | 0 | 0 | Very high |
| 2 | 12 – 17.5 | 0 | 0 | High |
| 3 | 6.5 - <12 | 85 | 68.5 | Fairly high |
| 4 | <6.5 | 39 | 31.5 | Low |

Based on the table above, the result showed that in the tendency of students' perception of teachers' student responsibility /freedom behavior, there was no student in very high and high category, 85 students (68.5%) in fairly high category, and 39 students (31.5%) in low category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teacher student responsibility /Freedom attitudes were obtained Mean 6.94 located in the interval score class 6.5 =<12 (fairly high) category, so it could be concluded that teachers' student responsibility /Freedom was in fairly high category.

The percentage of teachers' student responsibility/freedom behavior could be determined by following calculation:

$$\frac{mean}{idealmaximumscore} x100\% = \frac{6,94}{24} x100\% = 29\%$$

**5. Uncertain Behavior**

Teachers' uncertain behavior was defined as keeping a low profile, apologize, waiting and seeing how the wind blows, admit one is in the wrong. It was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4.

Table 16. Data Analysis Result of Uncertain Behavior

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 8.27 |
| 2 | Mode | 7 |
| 3 | Standard deviation | 2.961 |
| 4 | Range | 14 |
| 5 | Minimum | 4 |
| 6 | Maximum | 1 |

Based on the research analysis obtained mean 8.27, mode 7, standard deviation 2.961, range 14, minimum score 4 and maximum score 18. The ideal parameter value could be known as follow:

- Ideal minimum score  = 6 x 0 = 0

- Ideal maximum score  = 6 x 4 = 24

- Ideal mean score (Mi)  = 24/2 = 12

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Low          = > Mi + 1.5 SDi = > 17.5

- Fairly High    = Mi to Mi + 1.5 SDi = 12  to 17.5

- High          = Mi – 1.5 SDi to < Mi = 6.5 to < 12

- Very high     = < Mi – 1.5 SDi = < 6.5

Table 17. Classification of Teachers' Uncertain Behavior

| No | Ideal Interval Score | Frequency | Percentage | Category |
|----|---------------------|-----------|------------|----------|
| 1 | > 17.5 | 1 | 0.8 | Low |
| 2 | 12 – 17.5 | 17 | 13.7 | Fairly high |
| 3 | 6.5 - <12 | 66 | 53.3 | High |
| 4 | <6.5 | 40 | 29.3 | Very high |

Based on the table above, the result showed that in the tendency of students' perception of teachers' uncertain behavior, there was one student (0.8%) in low category, 17 students (13.7%) in fairly high category, 66 students (53.3%) in high category and 40 students (29.3%) in very high category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teacher uncertain behavior were obtained Mean 8.27 located in the interval score class 6.5 =<12 (fairly high) category, so it could be concluded that teachers' uncertain behavior was in fairly high category.

The percentage of teachers' uncertain behavior could be determined by following calculation:

$$\frac{mean}{ideal\,maximum\,score} x100\% = \frac{8,27}{24} x100\% = 34.4\%$$

## 6. Dissatisfied Behavior

Teachers' dissatisfied behavior was defined as waiting for silence, considering pros and cons, keeping quiet, showing dissatisfaction/looking glum, questioning, criticizing.Teachers' dissatisfied behavior was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4.

Table 18. Data Analysis Result of Dissatisfied Behavior

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 8.38 |
| 2 | Mode | 10 |
| 3 | Standard deviation | 3.242 |
| 4 | Range | 19 |
| 5 | Minimum | 0 |
| 6 | Maximum | 19 |

Based on the research analysis obtained mean 8.38, mode 10, standard deviation 3.242, range 10, minimum score 0 and maximum score 19. The ideal parameter value could be known as follow:

- Ideal minimum score   = 6 x 0 = 0

- Ideal maximum score   = 6 x 4 = 24

- Ideal mean score (Mi)  = 24/2 = 12

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Low                = > Mi + 1.5 SDi = > 17.5

- Fairly High      = Mi to Mi + 1.5 SDi = 12  to 17.5

- High                = Mi – 1.5 SDi to < Mi = 6.5 to < 12

- Very high        = < Mi – 1.5 SDi = < 6.5

Table 19.  Classification of Teachers Dissatisfied Behavior

| No | Ideal Interval Score | Frequency | Percent | Category |
|---|---|---|---|---|
| 1 | > 17,5 | 1 | 0.8 | Low |
| 2 | 12 – 17,5 | 21 | 16.9 | Fairly high |
| 3 | 6,5 - <12 | 69 | 55.6 | High |
| 4 | <6,5 | 33 | 26.7 | Very high |

Based on the table above, the result showed that in the tendency of students' perception of teachers' dissatisfied behavior, there was one student (0.8%) in low category, 21 students (16.9%) in fairly  high category, 69 students (55.6%) in high category and 33 students (26.7%) in very high category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teacher dissatisfied behavior were obtained Mean 8.38 located in the interval score class 6.5 =<12 (fairly high) category, so it could be concluded that teachers' dissatisfied behavior was in fairly high category.

The percentage of teachers' dissatisfied behavior could be determined by following calculation:

$$\frac{mean}{idealmaximumscore} x100\% = \frac{8,38}{24} x100\% = 34,9\%$$

## 7. Admonishing Behavior

Teachers would be categorized to have admonishing behavior when they were angry, take pupils to task, express irritation and anger, forbid, correct, and punish.Teachers' admonishing behavior was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4.

Table 20. Data Analysis Result of Admonishing Behavior

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 9.36 |
| 2 | Mode | 13 |
| 3 | Standard deviation | 3.980 |
| 4 | Range | 19 |
| 5 | Minimum | 0 |
| 6 | Maximum | 19 |

Based on the research analysis obtained mean 9.36, mode 13, standard deviation 3.980, range 19, minimum score 0 and maximum score 19. The ideal parameter value could be known as follow:

- Ideal minimum score   = 6 x 0 = 0

- Ideal maximum score   = 6 x 4 = 24

- Ideal mean score (Mi)  = 24/2 = 12

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Low                    = > Mi + 1.5 SDi = > 17.5

- Fairly High    = Mi to Mi + 1.5 SDi = 12  to 17.5

- High               = Mi – 1.5 SDi to < Mi = 6.5 to < 12

- Very high       = < Mi – 1.5 SDi = < 6.5

Table 21.  Classification of Teachers Admonishing Behavior

| No | Ideal Interval Score | Frequency | Percentage | Category |
|----|---------------------|-----------|------------|----------|
| 1 | > 17.5 | 2 | 1.6 | Low |
| 2 | 12 – 175 | 47 | 37.8 | Fairly high |
| 3 | 6.5 - <12 | 37 | 29.8 | High |
| 4 | <6.5 | 38 | 27.7 | Very high |

Based on the table above, the result showed that in the tendency of students' perception of teachers' admonishing behavior, there were two student (1.6%) in low category, 47 students (37.8%) in fairly  high category, 37 students (29.8%) in high category and 38 students (27.7%) in very high category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teacher admonishing behavior were obtained Mean 9.36 located in the interval score class 6.5 =<12 (fairly high) category, so it could be concluded that teachers' admonishing behavior was in fairly high category.

The percentage of teachers' admonishing behavior could be determined by following calculation:

$$\frac{mean}{idealmaximumscore} x100\% = \frac{9,38}{24} x100\% = 39\%$$

## 8. Strict Behavior

Teachers' strict behavior was defined as keeping reins tight, checking, judging, getting class silent, maintaining silence, being strict, exact norms and setting rules. Teachers' strict behavior was measured through a questionnaire 6 statements using Likert scale with a score 0 to 4.

Table 22. Data Analysis Result of Strict Behavior

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 8.04 |
| 2 | Mode | 8 |
| 3 | Standard deviation | 2.311 |
| 4 | Range | 14 |
| 5 | Minimum | 2 |
| 6 | Maximum | 16 |

Based on the research analysis obtained mean 8.04, mode 8, standard deviation 2.311, range 14, minimum score 2 and maximum score 16. The ideal parameter value could be known as follow:

- Ideal minimum score   = 6 x 0 = 0

- Ideal maximum score   = 6 x 4 = 24

- Ideal mean score (Mi)  = 24/2 = 12

- Ideal standard deviation score (SDi) = 24/6 = 4

To know the score tendency could be done by the calculation below:

- Low          $=>$ Mi + 1.5 SDi $=>$ 17.5

- Fairly High   $=$ Mi to Mi + 1.5 SDi $=$ 12 to 17.5

- High         $=$ Mi – 1.5 SDi to $<$ Mi $=$ 6.5 to $<$ 12

- Very high    $=<$ Mi – 1.5 SDi $=<$ 6.5

Table 23. Classification of Teachers' Strict Behavior

| No | Ideal Interval Score | Frequency | Percent | Category |
|----|----------------------|-----------|---------|----------|
| 1 | > 17.5 | 0 | 0 | Low |
| 2 | 12 – 17.5 | 7 | 5.6 | Fairly high |
| 3 | 6.5 - <12 | 98 | 79 | High |
| 4 | <6.5 | 19 | 15.3 | Very high |

Based on table above, the result showed that in the tendency of students' perception of teachers' strict behavior, there was no student (0%) in low category, 7 students (5.6%) in fairly high category, 98 students (79%) in high category and 19 students (15.3%) in very high category.

Data obtained from questionnaires distributed to 124 respondents showed that students' perceptions of teacher admonishing behavior were obtained Mean 8.04 located in the interval score class 6.5 =<12 (fairly high) category, so it could be concluded that teachers' strict behavior was in fairly high category.

The percentage of teachers' strict behavior could be determined by following calculation:

$$\frac{mean}{idealmaximumscore} x100\% = \frac{8,04}{24} x100\% = 33.5\%$$

9. **Students Achievement**

In term of students' cognitive achievement, it was measured by summative testing in English subject. After the students were given the summative test, then the teachers processed the score to be written in the report book. Here, the researcher collected the score from each teacher then analyzed using the help of computer software SPSS 20.0. The result of the analysis obtained the Mean 81.8387, Median 80.0000, Mode 80.00, Standard deviation 5.79092, Range 25.00, minimum score 70.00, maximum score 95.00. The result could be summarized in the table below:

Table 24. Data Analysis Result of Students' Cognitive Achievement

| No | Name | Result analysis |
|----|------|-----------------|
| 1 | Mean | 81.8387 |
| 2 | Median | 80.000 |
| 3 | Mode | 80.00 |
| 4 | Standard deviation | 5.79092 |
| 5 | Range | 25.00 |
| 6 | Minimum | 70.00 |
| 7 | Maximum | 95.00 |

The ideal parameter value could be known as follow:

- Ideal minimum score $= 50 \times 0 = 0$

- Ideal maximum score $= 50 \times 2 = 100$

- Ideal mean score (Mi) $= (100+10)/2 = 55$

- Ideal standard deviation score (SDi) $= (100-10)/6 = 15$

To know the score tendency could be done by the calculation below:

- Very high $= > Mi + 1.5 \ SDi => 71.5$

- High $\qquad$ = Mi to Mi + 1.5 SDi = 55 to 71.5

- Fairly high $\qquad$ = Mi – 1.5 SDi to < Mi = 38.5 to < 55

- Low $\qquad$ = < Mi – 1.5 SDi = < 38.5

Table 25.  Classification of Students' Cognitive Achievement

| No | Ideal Interval Score | Frequency | Percentage | Category |
|----|----------------------|-----------|------------|----------|
| 1 | >71.5 | 122 | 98.4 | Very high |
| 2 | 55 – 71.5 | 2 | 1.6 | High |
| 3 | 38.5 - <55 | 0 | 0 | Fairly high |
| 4 | <38.5 | 0 | 0 | Low |

Based on the table above we concluded that majority students' achievements (98%) were in very high category and only 2 students (1.6%) in high category, none of the students in fairly high and low category of 124 respondents.

In term of students' affective achievement, document of teachers' daily journal used determine it. The score frequency taken from teachers' daily journal could be summarized in the table below:

Table 26. Frequency Distribution of Students' Affective Achievement

| No | Score | Frequency | Percent |
|----|-------|-----------|---------|
| 1 | 4 | 8 | 6.5 |
| 2 | 3 – 3.9 | 102 | 82.2 |
| 3 | 2 – 2.9 | 14 | 11.3 |
| 4 | < 2 | 0 | 0 |

Table 27. Classification of Students' Affective Achievement

| No | Score | Grade | Category |
|----|-------|-------|----------|
| 1 | 4 | A | Very good |

| 2 | 3 – 3.9 | B | Good |
| 3 | 2 – 2.9 | C | Less |
| 4 | < 2 | D | Bad |

Based on the tables above, there were 8 students (6.5%) scored 4 for their affective score and automatically categorized as very good, and the 102 students (82.2%)  scored on range 3 – 3.9 and categorized as good. The rest 14 students were scored on range 2 – 2.9 and categorized in less. The last, no students scored below 2 or in bad category.

Below was the chart of percentage of eight teachers' interpersonal behaviors
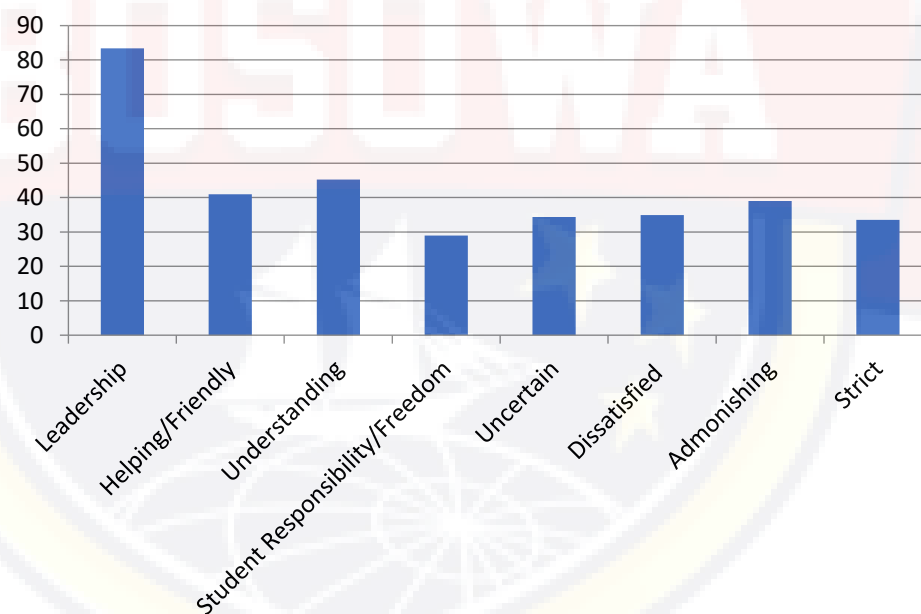


Picture 4. Percentage Chart of Teachers' Interpersonal Behavior

**E. Discussions**

This part presents the discussion of the research findings. There are two research question proposed in this study. The discussion focuses on the finding of the two proposed research questions.

**1. To What Extent Teachers' Interpersonal Behavior Affect Students' Achievement.**

The research came with a finding that there was a significant and positive effect of teachers' interpersonal behavior on the students' achievement. According to the research conducted by Wubbels et al (2006) and Wei et al (2009) that Leadership, Helpful/Friendly and Understanding behavior were positively related to student outcomes. The result of this research was clear, based on the percentage of the obtained data; three of eight teachers' interpersonal behavior had positive contribution on students' achievement. They were Leadership, Helping/Friendly, and Understanding behavior.

Leadership behavior was dominantly contributed on students' achievement. It was located in the dimension called Dominance. Dominance measured the level to which the teacher exercises affect the students (Passini, et al, 2015). Goh (2009) explained that Leadership behavior was notice what's happening, lead, organize, give orders, set tasks, determine, procedure, structure the classroom situation, explain, hold the attention. Based on Goh's explanation, we could safely assume that students became more obedient if their teacher had

leadership behavior. Students perceived that the teachers were the one they could rely on. The teachers could handle the class well so that the students paid more attention in their class.

That was contrary with the research result conducted by Suryaratri and Putra (2018) that there was significant effect between leadership, understanding, and admonishing behavior simultaneously on student learning interests and the effect was negative. It meant that the higher teachers' interpersonal behavior on the dimensions of leadership, understanding, and admonishing simultaneously, the lower the students' interest in learning. Strict behavior which located in Dominance dimension as well did not get high percentage. Teachers with strict behavior were not preferred by students because students thought that their class was too bored because they kept reins tight, checked, judged, got class silent, maintained silence, be strict, exact norms and set rules (Goh,2009)

Helping/Friendly and Understanding behavior were located in Cooperation dimension, cooperation evaluated the level to which teachers were able to build students' relational bonds in term of cooperation (affection) (Passini, et al, 2015). In this case, the teachers who had Helping/friendly and Understanding behavior were highly needed by students who lived apart from their parents. According to Goh (2009), Helping / friendly behavior was assist, show interest, join behave in a friendly or concurrent manner, be able to make a joke, inspire confidence and trust while Understanding behavior was listen with

interest, empathize, show confidence and understanding, accept apologies, look for ways to settle, be patient, be open to students.

For the boarding students, teachers played a role to substitute the existence of their parents. Their communication did not happen not only at school, but also in the boarding house. Students asked and consulted everything popped up in their mind to their teachers. If the teachers could develop a Helping/Friendly and Understanding behavior, then there would be closeness between teachers and students. If bonding and closeness had been formed, it could be expected to be able to increase students' motivation. The increasing of student learning outcomes will be achieved along with increased student learning activities and motivation.

In the cognitive domain, student learning activities and motivation influence on the teachers' behavior in the classroom, because the teachers were stimuli who are expected to increase student learning activities and motivation. The increasing of student learning outcomes will be achieved along with increased student learning activities and motivation. The relationship exists between students and teachers shows social relationships that help in achieving learning goals.

This was in line with the research result conducted by Muflichah (2016) and Fathurrohman (2018) that the higher teachers' interpersonal behavior and communication, the higher students' learning achievement, and vice versa. Student learning activities and motivation depends on the teachers' behavior in

the classroom, because the teachers were stimuli who were expected to increase student learning activities and motivation. Aldhafiri (2015) also assumed that a positive teacher-student interpersonal relationship between teachers and EFL students would improve the learning experience, and learning outcomes.

Those statements above were proven by students' achievement that majority students scored as very high category and pass the minimum passing grade that had been set by education authority. The affective score was also showed a pleasant result. More than a hundred students were categorized in B category or in the other word they had good attitude. These results were the summary from teachers' daily journal which was written since the first day of the semester was begun.

Other five teachers' interpersonal behaviors did not give significant effect on students' achievement. Students Responsibility/Freedom and Uncertain behavior were located in the dimension called Submission while Dissatisfied and Admonishing behavior were located in the Opposition dimension. According to Passini et al (2015), Submission was the contrary of the Dominance where the teachers were passively influenced by students and Opposition was when the teachers tend to conflict when interacting with students.

The researcher also found a new finding about students' responsibility/freedom behavior, this behavior obtained the lowest percentage. It means that students' perception on teachers related to this behavior was low. Its

effect influences to the learning process. The students often skip the class and tend to leave just for avoiding the teacher they do not expect. One of the reasons is because the school environment or classroom situation does not provide comfort for students. Providing freedom for students becomes one solution in solving the problem of truancy of students. If students have a place and role in the educational process, this can spur them to be loyal to stay in school because they have to participate in their own educational process. The freedom given does not mean the real freedom, but freedom that gives space for students to learn, express themselves according to what they know, and have a relationship with lessons at school.

Moreover, this research implied that good teachers' interpersonal behavior was needed in teaching and learning process. Considering the research finding drawn above, it implied that the use of teachers' interpersonal behavior was capable of helping students to get good and high achievement. It was expected that teachers were highly recommended to improve and manage their interpersonal behavior.

## 2. What are Students' Perceptions toward Teachers' Interpersonal Behavior.

In this context, the teachers were one of the elements contributing to the opportunities for students to learn. Shortly, teachers' interpersonal behavior was teacher behavior as perceived by the students.In term of students' perception

toward teachers' interpersonal behavior, the result was generally positive. There were 83,4 % students perceived that their teachers were good leader, and over 40% students believed that their teachers were very helpful/friendly and understanding. More than 30% students stated that their teachers were uncertain, dissatisfied, admonishing, and strict. It was surprised that less that 30% students believed that their teachers had student responsibility/freedom behavior. They perceived that their teachers did not give opportunity for independent work, wait for class to let off steam, give freedom a responsibility to them (Goh, 2009).

A research conducted by Ahmad et al (2017) to pre-university students in Malaysia showed that there was no significant relationship between students' perception towards the Mathematics lecturers' teaching and learning with their achievement in Mathematics. It was contrary with the research result conducted by Effendie et al (2019), they implied that if students had positive perception on their teacher, then they had positive result in learning.

## 3. Limitation of the Research

This study applied descriptive design with quantitative approach. The validity of instruments in this study was tested by using expert judgment while reliability of instruments was tested using cronbach's alpha formula SPSS 20.0 for windows. The sampling technique was proportionate stratified random sampling. And the numbers of sample were 124 students. The results of this study could not be concluded as the only one factor that affected students' achievement.

Teaching style, teaching media, students' behavior and motivation could be the factor of students' achievement. Facilities and infrastructure might be considered as the factors affected students' achievement as well.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusions

As stated in the formulation of the problems in the previous chapter, this study aims at finding out students' perception about teachers' interpersonal behavior and to what extent it can affect on students' achievement. Based on the research findings and the discussion in the previous chapter, the researcher proposes some conclusions in the following paragraph.

Positive teachers' interpersonal behavior gives positive and significant effect on students' achievement. The three behaviors were leadership, helpful/friendly, and understanding. The leadership behavior dominantly contributes on students' achievement. The students tend to be obedient to the teachers who have those three behaviors. The final score of students' cognitive achievement shows that almost all of the sample students scored above passing grade criteria and categorized in very high category. Positive teachers' interpersonal behaviors also give positive and significant effect on students' affective achievement.

Most of the students perceive that their teachers are good leader and over forty percents students believe that their teachers are very helpful/friendly and understanding. More than thirty percents students state that their teachers are uncertain, dissatisfied, admonishing, and strict. The surprising result is less than

1

thirty percents students believe that their teachers have student responsibility/freedom behavior who give them freedom and responsibility. This causes some problems in the classroom; one of them is the fact that students tend to leave the class in order to avoid the teachers they do not expect.

## B. Suggestions

With regard to the conclusions above, the researcher proposes some suggestions for teachers, students, and future researchers. The researcher suggests that all teachers can manage their interpersonal behavior that is needed in teaching and learning process. Teachers and all related parties at school need to create a comfortable environment in order to the students can study well. The researcher also suggests that the teachers should behave as well as they are expected to be by the students because when teachers behave well in the classroom, students will feel comfortable and they will improve their motivation and performance. If the motivation and performance are improved, it is expected that students; achievement will be improved as well.

Through good and positive teachers' interpersonal behavior, it is expected that students will be highly motivated to study and improve their performance to get better achievement. For the future researchers, the researcher expects that future researcher can investigate whether there is significant and positive effect of teachers' interpersonal behavior not only on students' cognitive and affective achievement, but also on psychomotor/skill achievement, so it can be a complete

and linear finding to the assessment carried out by each educational unit that contains three aspects of intelligence, namely cognitive, affective, and psychomotor.

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**APPENDIX 1**

**RESEARCH INTRUMENT**

QTI

Student Questionnaire of Teacher Interaction

STUDENTS QUESTIONNAIRE

This questionnaire asks you to describe the behavior of your teacher. This is NOT a test. Your opinion is what is wanted.

This questionnaire has 48 sentences about the teacher. For each sentence, circle the number corresponding to your response. For example:

.

| This teacher expresses himself/herself clearly | Never | | | | always |
|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 |

if you think that your teacher always expresses himself/herself clearly, circle the 4. If you think that your teacher never expresses himself/herself clearly, circle the 0. You also can choose the numbers 1, 2, and 3 which are in between. If you want to change your answer, cross it out and circle a new number. Thank you for your cooperation.

Don't forget to write the name of the teacher and other details at the top of the reverse side of this page.

-----------------------------------------------------------------------

| | Never | Always | Teacher Use |
|---|---|---|---|
| | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. This teacher talks enthusiastically about her/himself | 0 | 1 | 2 | 3 | 4 | Lea |
| 2. This teacher trusts us | 0 | 1 | 2 | 3 | 4 | Und |
| 3. This teacher seems uncertain | 0 | 1 | 2 | 3 | 4 | Unc |
| 4. This teacher gets angry unexpectedly | 0 | 1 | 2 | 3 | 4 | Adm |
| 5. This teacher explain things clearly | 0 | 1 | 2 | 3 | 4 | Lea |
| 6. If we don't agree with this teacher, we can talk about it | 0 | 1 | 2 | 3 | 4 | Und |
| 7. This teacher is hesitant | 0 | 1 | 2 | 3 | 4 | Unc |
| 8. This teacher gets angry quickly | 0 | 1 | 2 | 3 | 4 | Adm |
| 9. This teacher holds our attention | 0 | 1 | 2 | 3 | 4 | Lea |
| 10. This teacher is willing to explain things again | 0 | 1 | 2 | 3 | 4 | Und |
| 11. This teacher acts as if she/he does not know what to do | 0 | 1 | 2 | 3 | 4 | Unc |
| 12. This teacher is too quick to correct us when we break a rule | 0 | 1 | 2 | 3 | 4 | Adm |
| 13. This teacher knows everything that goes on in the classroom | 0 | 1 | 2 | 3 | 4 | Lea |
| 14. If we have something to say, this teacher will listen | 0 | 1 | 2 | 3 | 4 | Und |
| 15. This teacher lets us boss her/him around | 0 | 1 | 2 | 3 | 4 | Unc |
| 16. This teacher is impatient | 0 | 1 | 2 | 3 | 4 | Adm |
| 17. This teacher is a good leader | 0 | 1 | 2 | 3 | 4 | Lea |
| 18. This teacher realizes if we don't understand | 0 | 1 | 2 | 3 | 4 | Und |
| 19. This teacher is not sure what to do when we fool around | 0 | 1 | 2 | 3 | 4 | Unc |
| 20. It's easy to pick a fight with this teacher | 0 | 1 | 2 | 3 | 4 | Adm |
| 21. This teacher acts confidently | 0 | 1 | 2 | 3 | 4 | Lea |
| 22. This teacher is patient | 0 | 1 | 2 | 3 | 4 | Und |
| 23. It's easy to make a fool out of this teacher | 0 | 1 | 2 | 3 | 4 | Unc |
| 24. This teacher is sarcastic | 0 | 1 | 2 | 3 | 4 | Adm |
| 25. This teacher helps us with our work | 0 | 1 | 2 | 3 | 4 | HFr |
| 26. We can decide some things in this teacher's class | 0 | 1 | 2 | 3 | 4 | SRe |
| 27. This teacher thinks that we cheat | 0 | 1 | 2 | 3 | 4 | Dis |
| 28. This teacher is strict | | | | | | |

| | 0 | 1 | 2 | 3 | 4 | Str |
|---|---|---|---|---|---|---|
| | | | | | | |
| 29. This teacher is friendly | 0 | 1 | 2 | 3 | 4 | HFr |
| 30. We can influence this teacher | 0 | 1 | 2 | 3 | 4 | SRe |
| 31. This teacher thinks that we don't know anything | 0 | 1 | 2 | 3 | 4 | Dis |
| 32. We have to be silent in this teacher's class | 0 | 1 | 2 | 3 | 4 | Str |
| 33. This teacher is someone we can depend on | 0 | 1 | 2 | 3 | 4 | HFr |
| 34. This teacher lets us fool around in class | 0 | 1 | 2 | 3 | 4 | SRe |
| 35. This teacher puts us down | 0 | 1 | 2 | 3 | 4 | Dis |
| 36. This teacher's tests are hard | 0 | 1 | 2 | 3 | 4 | Str |
| 37. This teacher has sense of humor | 0 | 1 | 2 | 3 | 4 | HFr |
| 38. This teacher lets us gets away with a lot in class | 0 | 1 | 2 | 3 | 4 | SRe |
| 39. This teacher thinks that we can't do things well | 0 | 1 | 2 | 3 | 4 | Dis |
| 40. This teacher's standards are very high | 0 | 1 | 2 | 3 | 4 | Str |
| 41. This teacher can take a joke | 0 | 1 | 2 | 3 | 4 | HFr |
| 42. This teacher gives us a lot of free time in class | 0 | 1 | 2 | 3 | 4 | SRe |
| 43. This teachers seems dissatisfied | 0 | 1 | 2 | 3 | 4 | Dis |
| 44. This teacher is severe when making papers | 0 | 1 | 2 | 3 | 4 | Str |
| 45. This teacher's class is pleasant | 0 | 1 | 2 | 3 | 4 | HFr |
| 46. This teachers is lenient | 0 | 1 | 2 | 3 | 4 | SRe |
| 47. This teacher is suspicious | 0 | 1 | 2 | 3 | 4 | Dis |
| 48. We are afraid of this teacher | 0 | 1 | 2 | 3 | 4 | Str |

### QTI
#### Angket Siswa tentang Interaksi Guru
#### Kuisioner pertanyaan siswa

Kuisioner ini meminta Anda untuk menggambarkan perilaku guru Anda. Ini BUKAN ujian.Pendapat Anda adalah apa yang diinginkan.Kuisioner ini memiliki 48 kalimat tentang guru. Untuk setiap kalimat, lingkari angka yang sesuai dengan respons Anda. Sebagai contoh:

| | Tidak pernah | | | | Selalu |
|---|---|---|---|---|---|
| Guru ini mengekspresikan dirinya dengan jelas | 0 | 1 | 2 | 3 | 4 |

jika Anda berpikir bahwa guru Anda selalu mengekspresikan dirinya sendiri dengan jelas, lingkari 4. Jika Anda berpikir bahwa guru Anda tidak pernah mengekspresikan dirinya sendiri dengan jelas, lingkari angka 0. Anda juga dapat memilih angka 1, 2, dan 3 yang ada di antaranya.Jika Anda ingin mengubah jawaban Anda, silangkan dan lingkari nomor baru. Terima kasih atas kerja sama anda.

Jangan lupa untuk menuliskan nama guru dan detail lainnya di bagian atas halaman ini.

Nama Guru :……………… Kelas : ……… Sekolah: ……………

| | Tdk pernah | | | | selalu | Teacher Use |
|---|---|---|---|---|---|---|
| Guru ini berbicara dengan antusias tentang pelajaran | 0 | 1 | 2 | 3 | 4 | Lea |
| Guru ini mempercayai kita | 0 | 1 | 2 | 3 | 4 | Und |
| Guru ini tampaknya tidak pasti | 0 | 1 | 2 | 3 | 4 | Unc |
| Guru ini tiba-tiba marah | 0 | 1 | 2 | 3 | 4 | Adm |
| Guru ini menjelaskan banyak hal dengan jelas | 0 | 1 | 2 | 3 | 4 | Lea |
| Jika kami tidak setuju dengan guru ini, kami dapat membicarakannya | 0 | 1 | 2 | 3 | 4 | Und |
| Guru ini ragu-ragu | 0 | 1 | 2 | 3 | 4 | Unc |
| Guru ini cepat marah | 0 | 1 | 2 | 3 | 4 | Adm |
| Guru ini mampu menarik perhatian kita | 0 | 1 | 2 | 3 | 4 | Lea |
| Guru ini bersedia menjelaskan banyak hal | 0 | 1 | 2 | 3 | 4 | Und |
| Guru ini bertindak seolah-olah dia tidak tahu harus berbuat apa | 0 | 1 | 2 | 3 | 4 | Unc |
| Guru ini cepat menegur kita ketika melanggar aturan | 0 | 1 | 2 | 3 | 4 | Adm |
| Guru ini tahu semua yang terjadi di kelas | 0 | 1 | 2 | 3 | 4 | Lea |
| jika kita memiliki sesuatu untuk dikatakan, guru ini akan mendengarkan | 0 | 1 | 2 | 3 | 4 | Und |
| Guru ini memungkinkan kita untuk memerintahnya | 0 | 1 | 2 | 3 | 4 | Unc |
| Guru ini tidak sabar | 0 | 1 | 2 | 3 | 4 | Adm |
| Guru ini adalah pemimpin yang baik | 0 | 1 | 2 | 3 | 4 | Lea |
| Guru ini menyadari jika kita tidak mengerti | 0 | 1 | 2 | 3 | 4 | Und |
| Guru ini tidak yakin apa yang harus dilakukan ketika kita bermain-main | 0 | 1 | 2 | 3 | 4 | Unc |
| Sangat mudah untuk berkelahi dengan guru ini | 0 | 1 | 2 | 3 | 4 | Adm |

| | | | | | | |
|---|---|---|---|---|---|---|
| Guru ini bertindak dengan percaya diri | 0 | 1 | 2 | 3 | 4 | Lea |
| Guru ini sabar | 0 | 1 | 2 | 3 | 4 | Und |
| Mudah untuk membodohi guru ini | 0 | 1 | 2 | 3 | 4 | Unc |
| Guru ini sarkastik | 0 | 1 | 2 | 3 | 4 | Adm |
| Guru ini membantu kita dengan pekerjaan kita | 0 | 1 | 2 | 3 | 4 | HFr |
| Kita dapat memutuskan beberapa hal di kelas guru ini | 0 | 1 | 2 | 3 | 4 | SRe |
| Guru ini berpikir bahwa kita curang | 0 | 1 | 2 | 3 | 4 | Dis |
| Guru ini keras | 0 | 1 | 2 | 3 | 4 | Str |
| Guru ini ramah | 0 | 1 | 2 | 3 | 4 | HFr |
| Kita dapat memengaruhi guru ini | 0 | 1 | 2 | 3 | 4 | SRe |
| Guru ini berpikir bahwa kita tidak tahu apa-apa | 0 | 1 | 2 | 3 | 4 | Dis |
| Kita harus diam di kelas guru ini | 0 | 1 | 2 | 3 | 4 | Str |
| Guru ini adalah seseorang yang dapat kita andalkan | 0 | 1 | 2 | 3 | 4 | HFr |
| Guru ini membiarkan kita bermain-main di kelas | 0 | 1 | 2 | 3 | 4 | SRe |
| Guru ini menjatuhkan kita | 0 | 1 | 2 | 3 | 4 | Dis |
| Tes guru ini sulit | 0 | 1 | 2 | 3 | 4 | Str |
| Guru ini memiliki selera humor | 0 | 1 | 2 | 3 | 4 | HFr |
| Guru ini memungkinkan kita lolos dengan banyak hal di kelas | 0 | 1 | 2 | 3 | 4 | SRe |
| Guru ini berpikir bahwa kita tidak dapat melakukan hal-hal dengan baik | 0 | 1 | 2 | 3 | 4 | Dis |
| Standar guru ini sangat tinggi | 0 | 1 | 2 | 3 | 4 | Str |
| Guru ini bisa bercanda | 0 | 1 | 2 | 3 | 4 | HFr |
| Guru ini memberi kita banyak waktu luang di kelas | 0 | 1 | 2 | 3 | 4 | SRe |

| | | | | | | |
|---|---|---|---|---|---|---|
| Guru-guru ini tampaknya tidak puas | 0 | 1 | 2 | 3 | 4 | Dis |
| Guru ini parah ketika membuat makalah | 0 | 1 | 2 | 3 | 4 | Str |
| Kelas guru ini menyenangkan | 0 | 1 | 2 | 3 | 4 | HFr |
| Guru ini toleran | 0 | 1 | 2 | 3 | 4 | SRe |
| Guru ini curiga | 0 | 1 | 2 | 3 | 4 | Dis |
| Kami takut pada guru ini | 0 | 1 | 2 | 3 | 4 | Str |
| | | | | | | |

| Keterangan | |
|---|---|
| 0: tidak pernah | Lea (Leadership): kepemimpinan |
| 1: jarang | HFr (Helping/Friendly): membantu/ramah |
| 2: kadang-kadang | SRe (Students Responsibility): tanggung jawab siswa |
| 3: sering | Und (Understanding): memahami |
| 4: selalu | Unc (Uncertain): tidak pasti |
| | Dis (Dissatisfied): tidak puas |
| | Adm (Admonishing): menegur |
| | Str (Strict): ketat |

**SOAL ULANGAN SEMESTER GANJIL**
**TAHUN PELAJARAN 2019 / 2020**

Hari / Tanggal : 
Mata Pelajaran : **Bahasa Inggris**
Kelas / Semester : **XI MIA 1, MIA 2, IIS**
Guru Mata Pelajaran : 

**PETUNJUK UMUM**
1. Tulis nomor dan nama Anda pada lembar jawaban yang disediakan
2. Periksa dan bacalah soal dengan teliti sebelum Anda bekerja
3. Kerjakanlah soal anda pada lembar jawaban dengan *jujur*
4. Gunakan waktu dengan efektif dan efisien
5. Periksalah pekerjaan anda sebelum diserahkan

**This conversation is for question no 1-3**

Fiona : "Doctor, I have stomachache. (1)..................?
Doctor Adam : "(2).....................Three times a day. You must take enough rest for a few days. I hope you'll be all right soon."
Fiona : "Thank you, doctor."

1. Fill the blank with...
   a. You shouldn't miss it
   b. My advice is taking the medicine
   c. You should take it
   d. What should I do?
   e. Be sure that you give me advice

2. Fill the blank with...
   a. I think that is awful
   b. You should take the medicine
   c. I don't think much of it
   d. What do you suggest?
   e. I think I like the medicine

3. Where does the conversation take place?
   a. At post office
   b. At hospital
   c. At school
   d. At drugstore
   e. At mall

4. Edwin : "I recommended you not to go outside. It's raining cats and dogs."
   Kevin : " Yes, i agreewith you."
   What expression is used in the conversation above?
   a. Giving opinion
   b. Giving advice
   c. Asking for opinion
   d. Asking for advice
   e. Offering something

5. Eric : "What should I do?"
   Ian : "if I were you, I wouldn't do that."
   What expression is used in the conversation above?
   a. Offering something
   b. Asking opininon
   c. Asking advice
   d. Asking for and giving opinion
   e. Giving advice

**This conversation is for question no 6-11.**

Martha : good morning, ma'am. Can I help you?'
Mrs. Parker : "good morning. Can i see the manager?"
Martha : I'm sorry, heis in a conference at the moment."
Mrs. Parker : "Oh,well, never mind"
Martha : "would you like me to make an appointment for you tomorrow?"
Mrs. Parker : " Oh, yes please. For 11 am"
Martha : "Wait a minute...........I'm sorry., he has another meeting at 11 a.m. Will 2 p.m.in the afternoon be alright for you?"
Mrs. Parker : "No, thanks. I'll meet him atthis residence tonight. This is something urgent."
Martha : "Would you like me to tell him anything?"
Mrs. Parker : "Thanks. You could tell him that Mrs. Parker was here."
Martha : "I will tell him."
Mrs. Parker : 'thank you."

6. Where does the conversation take place?
   a. At a house
   b. At a park
   c. At a school
   d. At an office
   e. At a hospital

7. Where is the manager at the time?
   a. He is in a meeting room
   b. He is in a conference
   c. He is in his recidence
   d. He is in a seminar
   e. He is in his house

8. What expression shows offering something based on the conversation above?

a. Can i see the manager?
b. I'm sorry, he has another meeting at 11 a.m
c. You could tell him that mrs. Parker was here.
d. Would you like me to make an appointment for you tomorrow?
e. Oh, well, never mind.

9. How many expressions of offering something are there based on the conversation?
   a. Five
   b. Four
   c. Three
   d. Two
   e. One

10. "No, thank you." The sentence is an expression of.................
    a. Offering something
    b. Accepting an offer
    c. Refusing an offer
    d. Asking for advice
    e. Asking for opinion

11. "Oh, yes please." The sentence is an expression of.............
    a. Asking for advice
    b. Asking for opinion
    c. Offering something
    d. Refusing an offer
    e. Accepting an offer

12. Robby : "Anyone wants another milk or something?"
    Tommy : "I think we're all dringking orange juice."
    What expression is used in the conversation above?
    a. Asking for and giving opinion
    b. Asking for and giving advice
    c. Asking for and giving hope
    d. Refusing offer
    e. Offering something

13. Kayla : "whould....?"
    Martin : "I'd love to. Let's go to a restaurant."

The best answer to complete the conversation above is.............
a. You want some drink
b. You like to go out for dinner
c. You want to eat
d. You like to go to my house
e. Tou like to cook together

14. Waiter : "Would you like butter cream on your cake, Sir?"
    Mr. Evans : "No, thanks. I don't like it."
    What does the waiter offer Mr. Evans?
    a. The waiter offers milk on his coffee.
    b. The waiter offers avocadoo juice to him
    c. The waiter offers some sugar on his tea
    d. The waiter offers butter cream on his cake
    e. The waiter offers some cookies to him.

15. Julia : " Would you like to join us to go to the theather this weekend?"
    Sandra : "Thanks. But I am going to visit my grandmother."
    Why does Sandra not go to the theather with Julia?
    a. Because Sandra wants to go to the bookstore.
    b. Because Sandra must stay at home on her weekend
    c. Because Sandra wants to go to the beach with her family
    d. Because Sandra must study for her exam
    e. Because Sandra wants to visit her grandmother

16. Monica : "I have a new novel, do you want to borrow it?"
    Stella : "That's a good idea."
    What does Monica offer Stella?
    a. Her lunch
    b. Her cookies
    c. A new bag
    d. A new novel
    e. Her bycicle

**This conversation is for question no. 17-22**
Tom : "Jane, what do you think about the best action to reduce global warming?"
Jane : "I think everyone should start changing the way of life."
Tom : "What do you mean?"
Jane : "Well, we have to start doing what we can to reduce global warming."
Tom : "What shoild we do?"
Jane : "Well, there are a lot of things we can do. We should start saving electricity, recycling things, and using public transportation. It means, buying and comsuming as much as we need only, etc. Basically, we just save anything around us."
Tom : "Wow! You know a lot off things about reducing global warming. Where did you learn all of that?"
Jane : "Well, I read newspaper, magazine, books, and also searched for information on the internet. Actually, I want to inform what I've learned to everyone so that everybody can start helping to save our mother nature."
Tom : "You're so awesome. How about if you write it in our school magazine next month?"
Jane : "that's great idea. I'll do that."

17. What question does Tom ask Jane?"
    a. How to reduce global warming
    b. How to save out earth
    c. How to cook spagheti
    d. How to clean our class
    e. How to pass a final examination

18. What should we do to reduce global warming based on Jane's opinion?
    a. We should start buying many things that we want.
    b. We should start tp put the rubbish in the right place.
    c. We should start to read some information in newspaper.
    d. We should start changing the way of life.

e. We should start to tell our relatives about the bad effect of global warming.

19. These statement are jane's suggestions to reduce global warming, except...........
    a. We should start using public transport
    b. We should start recycling things
    c. We should start buying and consuming as much as we need only
    d. We should start saving electricity
    e. We should start to put rubbish everywhere

20. The following are Jane's sources of information about how to reduce globabl warming, *except*...........
    a. Newspapers
    b. Magazines
    c. Internet
    d. Radio

e. Books

21. Does Jane want to inform the information about reducing global warming to other people?
    a. Yes, she does
    b. Yes, she did
    c. Yes, she was
    d. No, she didn't
    e. No, she wasn't

22. Where does tom suggest Jane to write about global warming?
    a. In a newspaper
    b. In a school magazine
    c. In a famous magazine
    d. In a book
    e. In the internet

23. Ivan : "Do you have any plans for today?"
    Joshua :"I think we must finish the project soon."
    What expression is used in the conversation above?
    a. Giving hope
    b. Giving advice
    c. Giving opinion
    d. Giving something
    e. Refusing an offer

24. Devi :"..........about our project"
    Rika :"I personally believe we can finish our project perfectly."
    The best answer to complete the conversation above is...............
    a. I don't think I care for
    b. I don't think much
    c. Whats is your opinion
    d. What should I do
    e. What ought I to do

25. Which are the following expressions that show a refusal of an offer?
    a. No, thanks
    b. Yes, I'd love to
    c. With my pleasure
    d. Thank you
    e. That would be great

26. The following sentences are the expressions of accepting an offer, except..............
    a. I'm pleased to do that
    b. Yes, please
    c. Thank you
    d. That would be very nice
    e. Not for me, thanks

27. The following sentences are the expressions of asking for advice, except.........
    a. If you were me, what would you do?
    b. What should I do
    c. What can I do for you
    d. What do you suggest
    e. What do you advice me to do?

28. The following sentences are the expressions of giving advice, except.........
    a. What do you think I should do?
    b. If I were you, I wouldn't do that
    c. My advice is you don't have to be afraid of what you are.
    d. Be sure that you have prepare the material
    e. Why don't you buy a fruit cake

29. The following sentences are the expressions of offering something, except........
    a. What can I get for you?
    b. Do you want me to bring a glass of water for you?
    c. Do you want to go with me to the theather?
    d. I'm afraid I can't. Thanks anyway
    e. Would you like to have steak for dinner?

30. Eric : "What ..........the corruption in Indonesia?"
    Vera : "I don't think I care for it"
    a. Do suggest to
    b. Should I do for
    c. Can we do to avoid
    d. Do you think it's going to
    e. Do you think about

31. kevin : the farmer wants to transmigrate to another island in order to survive.
    Novitya: which farmer ?
    Kevin : the farmer ........ family consists of a wife and four children.
    a. who
    b. whom
    c. that
    d. whose
    e. Which

32. Fiera : can you turn on this electric store, Yuni ?
    Panji : " I'm sorry I don't know .....
    a. the way operating it
    b. how to operate it
    c. what is operated
    d. it is operate
    e. operating it

33. Farah : you look very busy with your work.......................
    Reidy : sure. If you don't mind.
    How kind you are.
    a. are you tired ?
    b. can I help you ?
    c. do you like to help me ?
    d. can you do me a favour ?
    e. would you like to help me ?

34. A : you seem to busy.
    May I give you a hand ?
    B : oh, no thank you. I can do it my self.
    The underlined sentence expresses .....

35. a. offering help
    b. asking for help
    c. expecting help
    d. anticipating help
    e. waiting for help

36. clief : John lost his money on his way to school this morning.
    Frisda : oh, poor John.
    The underlined sentence expresses .....
    a. regret
    b. opinion
    c. sympathy
    d. obligation
    e. Expectation

These dialogs if for number 37 to 38!
Mila            : Hello Mom! I come back.
Mrs. Aliyah    : Good. You come back home on time. Who is she? Is she your friend?
Mila            : Yes, Mom. I've brought a new friend.Nisa, this is my mother, Aliyah.

Nisa : ................37), Mrs. Aliyah
Mrs. Aliyah : How do you do, Nisa. Please come in and take your seat.
(After an hour, Nisa want to go home.)
Nisa : Well, I've to go home now. Thank you Mila.
Mila and Mrs. Aliyah : ................................. (38)
Ok, be careful. See you

37. Nisa said ......
    a.hi    b.hello    c.how do you do    d.good bye    e. see you

38. a.good bye    b. you are welcome    c.see you later    d. nice to meet you    e.see you

39. Mia : Hello
    Yeyen : Hello, Mia. This is Yeyen. ......Andre, please?
    Mia : I'm sorry but he's gone out
    a. Don't worry    b. May I help you  c. May I speak to    d. It's okay    e. help me

40. Andi : Hi, you are different today, tell me.............?
    Yeyen : My hand, it is hurt.
    a. Do you know        b. This is Indah Speaking
    c. What's wrong        d. Do you agree    e. I'm okay

41. Alpan : excuse me, ...........where the barber shop?
    Budi : yes just go straight down this road, the barbershop is on the right side
    a. Do you know        b. This is Indah Speaking
    c. What's wrong        d. Do you agree    e. I disagree

Read the following text and answer questions 42 to 45
Adam's Diary
May 2010
23 Sunday. When I got up, I felt ill, I went back to bed. Mum called the doctor. But he couldn't come, because he was ill too.
24 Monday. The doctor come at 11 O'clock. He wrote a prescription for some medicine. Mum bought it in the drugstore. It was horrible. Yuck!
25 Tuesday. Dad bought me model aeroplane. I read the instructions, but I couldn't make it, because the dog ate the glue.

42. What happened at 23rd May to Adam?
    a. He couldn't come    b. He wrote a prescription
    c. He felt ill        d. He was slipping    e. He got up

43. Who called the doctor?
    a. Father    b. Adam    c. Mother    d. Doctor    e. Grandfather

44. What did the doctor write at 24th?
    a. Instructions    b. Model aero plane  c. Address of drugstore
    d. Prescription    e. Medicine

45. Adam could not make the aeroplane, why? Because...
    a. He felt ill        b. The dog ate the glue
    c. The doctor was ill too    d. Mum bought medicine    e. giving prescriptions

46. A: Hello!.............. May I speak to Andree ?
    B: I'm sorry, he has just gone out.
    a. Do you know    b. This is Indah Speaking    c. What's wrong
    d. Do you agree    e.Hi,I'm fines

**For questions 47 to 49 choose the best words to complete the text!**
Jay : Excuse me, .. (47)... where The Art Museum is?
Yoyo: Just go straight down this road, and the Museum is on your right.
Jay: And...(48)... how to get there?
Yoyo: Sure. Take the no. 12 bus, and get off at the Post Office on your left. The Art Museum is opposite the Post Office
Jay: Thank you very much.
Yoyo: ...(49)...

47. a. Do you agree        b. Do you know
    c. Do you think        d. Do you understand    e. Do you disagree

48. a. Do you agree        b. can you tell me
    c. Do you think        d. Do you understand    e. do you know

49. a. Yes, I do        b. You're right
    c. You're welcome    d. Thank you, too    e. see you tomorrow

50. Read carefully!
    Salsa : Where are going to spend your holiday?
    Bella : In Batu near Malang East Java
    Salsa : Why are going to spend your holiday there?
    Bella : It's as crowded as Jakarta and Surabaya. The weather is rather cold at night.
    Salsa : Do you like quite places?
    Bella : yes I do
    Salsa : so do I
    **Where is Bella going to spend the holiday?**
    a. In Batu    b.In Malang    c. In Jakarta    d. In Surabaya  e.In Bandung

# APPENDIX 2

## Data Tabulation of Dependent Variable fot Reliability Testing

# APPENDIX 3

## Data Tabulation of Research Result

# APPENDIX 4

## Expert Judgement for Instrument validation

**Expert Judgment Form for Questionnaire of Teacher Interaction**

**You are expected to give judgment on the questionnaire of teacher interaction which will be used to gather the data about the the effects of teachers' interpersonal behavior on students' achievement. Please provide a check mark (√) on the <u>expert judgment column</u>. You are also required to provide description on the <u>note</u> column about the strengths and/or weaknesses of each aspect for the improvement the test quality. Finally, general comment and/or suggestion is highly appreciated.**

| No | Aspects | Expert Judgment | | Note |
|---|---|---|---|---|
| **1.** | Relevance of the content of questionnaire of teacher interaction with the purpose | **Relevant** | **Irrelevant** | The QTI has been translated and validated in many countries. See the work of Maulana et al as well. |
| | | √ | | |
| | | | | |
| **2.** | The clarity of the instruction | **Clear** | **Not clear** | |
| | | √ | | |
| | | | | |
| **3.** | The language use | **Appropriate** | **Not appropriate** | The translation needs to be revised. |

| | | | √ | |
|---|---|---|---|---|

General comment and/or suggestions:

1.      It is good that the researcher intended to use the QTI in his/her study. Some of items were not well-translated into Bahasa Indonesia, and even has different meaning than the original version.For example:

-       'About her/his subject' means that about the subject of the teacher taught, not about him/her-self

-       'memegang', is that common term? How about, guru ini mampu menarik perhatian kami?

-       'too quick to correct', may be can be translated as 'cepat menegur'

-       etc..

2.      When translating, the researcher should consider the background of the expected respondents. Use the common term and avoid the multiple interpretations would be helpful. This will make respondents willing to participate and respond the questionnaire easier.

3.      Consider the layout of the questionnaire as well. The option was still written as 'never' and 'always'. It should be revised.

Jakarta, December 2019

Validator

Zainun Misbah

**APPENDIX 5**

**Reliability Testing Result**

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .699 | 48 |

# APPENDIX 6

## Descriptive Analysis of Leadership Behavior

Leadership behavior

| | | |
|---|---|---|
| N | Valid | 124 |
| | Missing | 0 |
| Mean | | 20.01 |
| Mode | | 20 |
| Std. Deviation | | 2.444 |
| Range | | 12 |
| Minimum | | 16 |
| Maximum | | 28 |
| Sum | | 2481 |

## Leadership behavior

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 16 | 4 | 3.2 | 3.2 | 3.2 |
| | 17 | 15 | 12.1 | 12.1 | 15.3 |
| | 18 | 14 | 11.3 | 11.3 | 26.6 |
| | 19 | 23 | 18.5 | 18.5 | 45.2 |

| | | | | |
|---|---|---|---|---|
| 20 | 24 | 19.4 | 19.4 | 64.5 |
| 21 | 21 | 16.9 | 16.9 | 81.5 |
| 22 | 5 | 4.0 | 4.0 | 85.5 |
| 23 | 5 | 4.0 | 4.0 | 89.5 |
| 24 | 7 | 5.6 | 5.6 | 95.2 |
| 25 | 1 | .8 | .8 | 96.0 |
| 26 | 2 | 1.6 | 1.6 | 97.6 |
| 27 | 2 | 1.6 | 1.6 | 99.2 |
| 28 | 1 | .8 | .8 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |
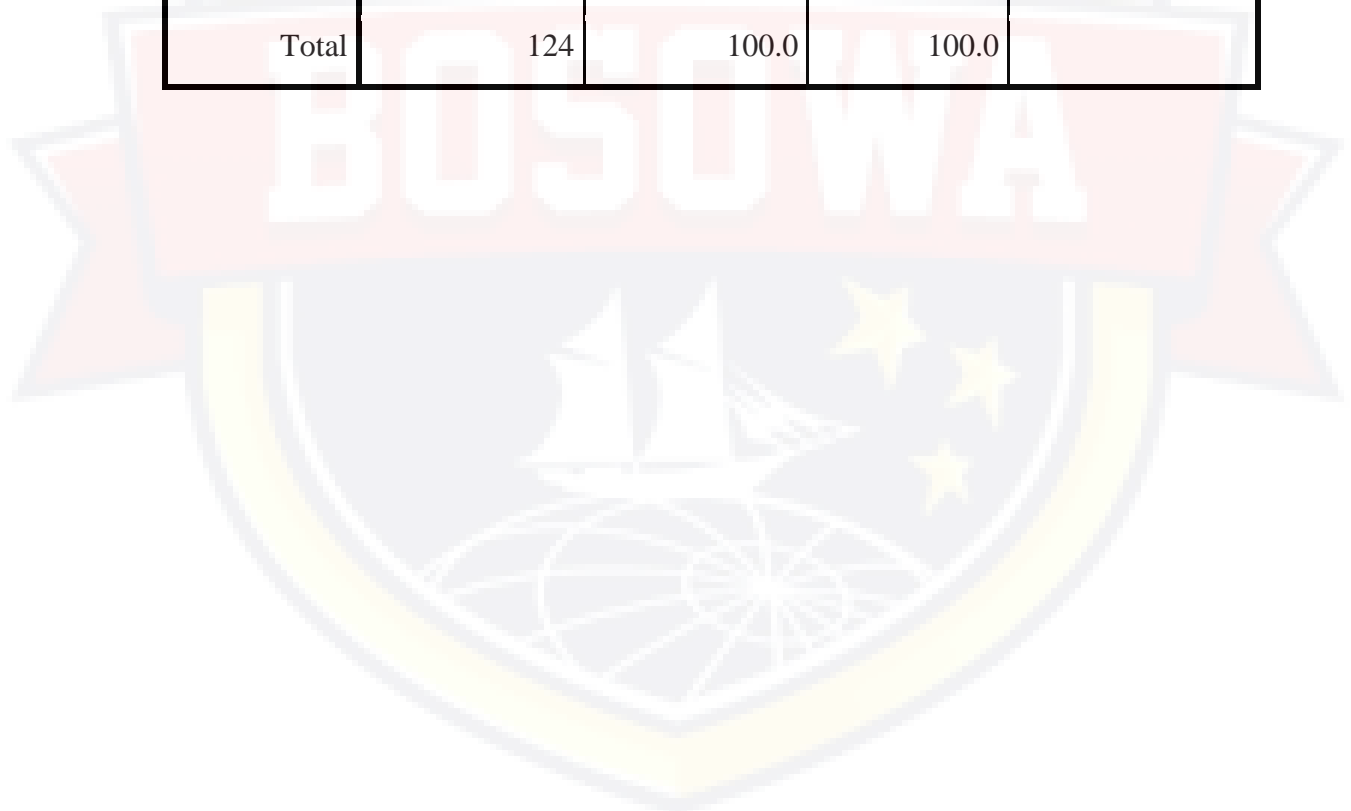
**APPENDIX 7**

**Descriptive Analysis of Helping/Friendly Behavior**

| N | Valid | 124 |
|---|---|---|
| | Missing | 0 |
| Mean | | 9.84 |
| Mode | | 7 |
| Std. Deviation | | 2.667 |
| Range | | 12 |
| Minimum | | 5 |
| Maximum | | 17 |
| Sum | | 1220 |

**Helping/Friendly Behaviour**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 5 | 3 | 2.4 | 2.4 | 2.4 |
| | 6 | 1 | .8 | .8 | 3.2 |
| | 7 | 36 | 29.0 | 29.0 | 32.3 |
| | 8 | 3 | 2.4 | 2.4 | 34.7 |
| | 9 | 18 | 14.5 | 14.5 | 49.2 |
| | 10 | 13 | 10.5 | 10.5 | 59.7 |

| | | | | |
|---|---|---|---|---|
| 11 | 9 | 7.3 | 7.3 | 66.9 |
| 12 | 19 | 15.3 | 15.3 | 82.3 |
| 13 | 12 | 9.7 | 9.7 | 91.9 |
| 14 | 5 | 4.0 | 4.0 | 96.0 |
| 15 | 3 | 2.4 | 2.4 | 98.4 |
| 16 | 1 | .8 | .8 | 99.2 |
| 17 | 1 | .8 | .8 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |

**APPENDIX 8**

**Descriptive Analysis of Understanding Behavior**

Understanding behavior

| | | |
|---|---|---|
| N | Valid | 124 |
| | Missing | 0 |
| Mean | | 10.86 |
| Mode | | 10 |
| Std. Deviation | | 2.670 |
| Range | | 20 |
| Minimum | | 4 |
| Maximum | | 24 |
| Sum | | 1347 |

**Understanding Behaviour**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 4 | 3 | 2.4 | 2.4 | 2.4 |
| | 7 | 3 | 2.4 | 2.4 | 4.8 |
| | 8 | 14 | 11.3 | 11.3 | 16.1 |
| | 9 | 8 | 6.5 | 6.5 | 22.6 |
| | 10 | 34 | 27.4 | 27.4 | 50.0 |
| | 11 | 22 | 17.7 | 17.7 | 67.7 |
| | 12 | 16 | 12.9 | 12.9 | 80.6 |

| | | | | |
|---|---|---|---|---|
| 13 | 7 | 5.6 | 5.6 | 86.3 |
| 14 | 7 | 5.6 | 5.6 | 91.9 |
| 15 | 1 | .8 | .8 | 92.7 |
| 16 | 8 | 6.5 | 6.5 | 99.2 |
| 24 | 1 | .8 | .8 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |

**APPENDIX 9**

**Descriptive Analysis of Student Responsibility/Freedom Behavior**

| N | Valid | 124 |
|---|---|---|
| | Missing | 0 |
| Mean | | 6.94 |
| Mode | | 8 |
| Std. Deviation | | 1.840 |
| Range | | 8 |
| Minimum | | 3 |
| Maximum | | 11 |
| Sum | | 861 |

**Student Responsibility/Freedom Behaviour**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 3 | 9 | 7.3 | 7.3 | 7.3 |
| | 4 | 12 | 9.7 | 9.7 | 16.9 |
| | 5 | 1 | .8 | .8 | 17.7 |
| | 6 | 17 | 13.7 | 13.7 | 31.5 |
| | 7 | 22 | 17.7 | 17.7 | 49.2 |
| | 8 | 49 | 39.5 | 39.5 | 88.7 |
| | 9 | 9 | 7.3 | 7.3 | 96.0 |
| | 10 | 3 | 2.4 | 2.4 | 98.4 |
| | 11 | 2 | 1.6 | 1.6 | 100.0 |
| | Total | 124 | 100.0 | 100.0 | |

# APPENDIX 10

## Descriptive Analysis of Uncertain Behavior

| N | Valid | 124 |
|---|---|---|
|   | Missing | 0 |
| Mean | | 6.94 |
| Mode | | 8 |
| Std. Deviation | | 1.840 |
| Range | | 8 |
| Minimum | | 3 |
| Maximum | | 11 |
| Sum | | 861 |

### Uncertain Behaviour

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 4 | 8 | 6.5 | 6.5 | 6.5 |
| | 5 | 14 | 11.3 | 11.3 | 17.7 |
| | 6 | 18 | 14.5 | 14.5 | 32.3 |
| | 7 | 21 | 16.9 | 16.9 | 49.2 |
| | 8 | 12 | 9.7 | 9.7 | 58.9 |
| | 9 | 10 | 8.1 | 8.1 | 66.9 |
| | 10 | 13 | 10.5 | 10.5 | 77.4 |

| | | | | |
|---|---|---|---|---|
| 11 | 10 | 8.1 | 8.1 | 85.5 |
| 12 | 6 | 4.8 | 4.8 | 90.3 |
| 13 | 8 | 6.5 | 6.5 | 96.8 |
| 16 | 3 | 2.4 | 2.4 | 99.2 |
| 18 | 1 | .8 | .8 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |

**APPENDIX 11**

**Descriptive Analysis of Dissatisfied Behavior**

| N | Valid | 124 |
|---|---|---|
| | Missing | 0 |
| Mean | | 8.38 |
| Mode | | 10 |
| Std. Deviation | | 3.242 |
| Range | | 19 |
| Minimum | | 0 |
| Maximum | | 19 |
| Sum | | 1039 |

**Dissatisfied Behaviour**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 0 | 4 | 3.2 | 3.2 | 3.2 |
| | 4 | 8 | 6.5 | 6.5 | 9.7 |
| | 5 | 10 | 8.1 | 8.1 | 17.7 |
| | 6 | 11 | 8.9 | 8.9 | 26.6 |
| | 7 | 19 | 15.3 | 15.3 | 41.9 |
| | 8 | 10 | 8.1 | 8.1 | 50.0 |
| | 9 | 15 | 12.1 | 12.1 | 62.1 |

| | | | | |
|---|---|---|---|---|
| 10 | 21 | 16.9 | 16.9 | 79.0 |
| 11 | 4 | 3.2 | 3.2 | 82.3 |
| 12 | 7 | 5.6 | 5.6 | 87.9 |
| 13 | 13 | 10.5 | 10.5 | 98.4 |
| 17 | 1 | .8 | .8 | 99.2 |
| 19 | 1 | .8 | .8 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |

**APPENDIX 12**

**Descriptive Analysis of Admonishing Behavior**

| N | Valid | 124 |
|---|---|---|
| | Missing | 0 |
| Mean | | 9.36 |
| Mode | | 13 |
| Std. Deviation | | 3.980 |
| Range | | 19 |
| Minimum | | 0 |
| Maximum | | 19 |
| Sum | | 1161 |

**Admonishing Behaviour**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 0 | 4 | 3.2 | 3.2 | 3.2 |
| | 4 | 11 | 8.9 | 8.9 | 12.1 |
| | 5 | 14 | 11.3 | 11.3 | 23.4 |
| | 6 | 9 | 7.3 | 7.3 | 30.6 |
| | 7 | 5 | 4.0 | 4.0 | 34.7 |
| | 8 | 6 | 4.8 | 4.8 | 39.5 |

| | | | | |
|---|---|---|---|---|
| 9 | 10 | 8.1 | 8.1 | 47.6 |
| 10 | 5 | 4.0 | 4.0 | 51.6 |
| 11 | 11 | 8.9 | 8.9 | 60.5 |
| 12 | 15 | 12.1 | 12.1 | 72.6 |
| 13 | 23 | 18.5 | 18.5 | 91.1 |
| 14 | 2 | 1.6 | 1.6 | 92.7 |
| 15 | 7 | 5.6 | 5.6 | 98.4 |
| 18 | 1 | .8 | .8 | 99.2 |
| 19 | 1 | .8 | .8 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |

**APPENDIX 13**

**Descriptive Analysis of Strict  Behavior**

| N | Valid | 124 |
|---|---|---|
| | Missing | 0 |
| Mean | | 8.04 |
| Mode | | 8 |
| Std. Deviation | | 2.311 |
| Range | | 14 |
| Minimum | | 2 |
| Maximum | | 16 |
| Sum | | 997 |

**Strict Behaviour**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 2 | 4 | 3.2 | 3.2 | 3.2 |
| | 4 | 8 | 6.5 | 6.5 | 9.7 |
| | 5 | 3 | 2.4 | 2.4 | 12.1 |
| | 6 | 4 | 3.2 | 3.2 | 15.3 |
| | 7 | 18 | 14.5 | 14.5 | 29.8 |
| | 8 | 45 | 36.3 | 36.3 | 66.1 |
| | 9 | 17 | 13.7 | 13.7 | 79.8 |

| | | | | |
|---|---|---|---|---|
| 10 | 12 | 9.7 | 9.7 | 89.5 |
| 11 | 6 | 4.8 | 4.8 | 94.4 |
| 12 | 1 | .8 | .8 | 95.2 |
| 13 | 5 | 4.0 | 4.0 | 99.2 |
| 16 | 1 | .8 | .8 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |
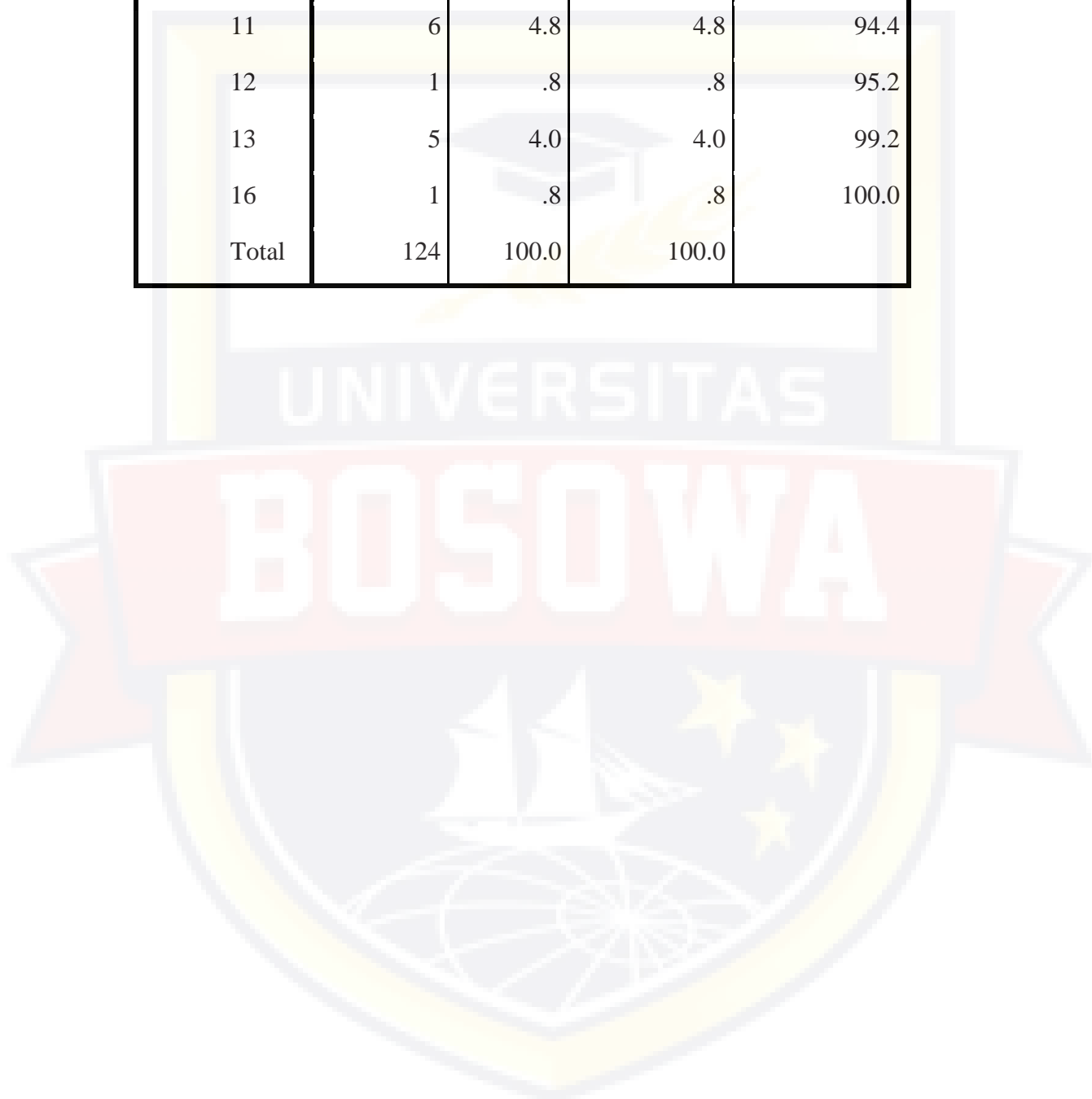
# APPENDIX 14

## Descriptive Analysis of Students' Achievement

**Statistics**

Students' Achievement

| | | |
|---|---|---|
| N | Valid | 124 |
| | Missing | 0 |
| Mean | | 81.8387 |
| Median | | 80.0000 |
| Mode | | 80.00 |
| Std. Deviation | | 5.79092 |
| Range | | 25.00 |
| Minimum | | 70.00 |
| Maximum | | 95.00 |
| Sum | | 10148.00 |

**Students' Achievement**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 70.00 | 2 | 1.6 | 1.6 | 1.6 |
| | 73.00 | 5 | 4.0 | 4.0 | 5.6 |
| | 74.00 | 1 | .8 | .8 | 6.5 |
| | 75.00 | 13 | 10.5 | 10.5 | 16.9 |
| | 76.00 | 5 | 4.0 | 4.0 | 21.0 |

| | | | | |
|---|---|---|---|---|
| 78.00 | 20 | 16.1 | 16.1 | 37.1 |
| 80.00 | 21 | 16.9 | 16.9 | 54.0 |
| 82.00 | 6 | 4.8 | 4.8 | 58.9 |
| 84.00 | 4 | 3.2 | 3.2 | 62.1 |
| 85.00 | 11 | 8.9 | 8.9 | 71.0 |
| 86.00 | 3 | 2.4 | 2.4 | 73.4 |
| 87.00 | 4 | 3.2 | 3.2 | 76.6 |
| 88.00 | 11 | 8.9 | 8.9 | 85.5 |
| 89.00 | 1 | .8 | .8 | 86.3 |
| 90.00 | 11 | 8.9 | 8.9 | 95.2 |
| 92.00 | 4 | 3.2 | 3.2 | 98.4 |
| 95.00 | 2 | 1.6 | 1.6 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |

**APPENDIX 15**

**Normality Testing**

**One-Sample Kolmogorov-Smirnov Test**

| | | Teachers' Interpersonal Behaviour | Students' Achievement |
|---|---|---|---|
| N | | 124 | 124 |
| Normal Parameters[a,b] | Mean | 81.7016 | 81.8387 |
| | Std. Deviation | 13.10742 | 5.79092 |
| Most Extreme Differences | Absolute | .112 | .165 |
| | Positive | .112 | .165 |
| | Negative | -.066 | -.090 |
| Kolmogorov-Smirnov Z | | 1.246 | 1.836 |
| Asymp. Sig. (2-tailed) | | .090 | .002 |

# APPENDIX 16

# Linearity Testing

**ANOVA Table**

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|---|
| Students' Achievement * Teachers' Interpersonal Behaviour | Between Groups | (Combined) | 1413.870 | 29 | 48.754 | 1.691 | .031 |
| | | Linearity | .273 | 1 | .273 | .009 | .923 |
| | | Deviation from Linearity | 1413.597 | 28 | 50.486 | 1.751 | .024 |
| | Within Groups | | 2710.904 | 94 | 28.839 | | |
| | Total | | 4124.774 | 123 | | | |

# APPENDIX 17

## Students' English Score

**NILAI BAHASA INGGRIS SISWA SEMESTER GENAP T.P 2019/2020**

| NAMA SIAWA | NILAI | SIKAP | NAMA SISWA | NILAI | SIKAP |
|---|---|---|---|---|---|
| resp 1 | 82 | B | resp 63 | 80 | B |
| resp 2 | 73 | B | resp 64 | 80 | B |
| resp 3 | 75 | B | resp 65 | 80 | B |
| resp 4 | 78 | B | resp 66 | 75 | B |
| resp 5 | 80 | A | resp 67 | 80 | B |
| resp 6 | 78 | A | resp 68 | 92 | B |
| resp 7 | 80 | B | resp 69 | 87 | B |
| resp 8 | 86 | A | resp 70 | 85 | B |
| resp 9 | 90 | C | resp 71 | 78 | B |
| resp 10 | 78 | B | resp 72 | 85 | B |
| resp 11 | 80 | B | resp 73 | 82 | B |
| resp 12 | 92 | B | resp 74 | 88 | B |
| resp 13 | 78 | B | resp 75 | 78 | B |
| resp 14 | 78 | B | resp 76 | 90 | B |
| resp 15 | 82 | C | resp 77 | 76 | B |
| resp 16 | 84 | B | resp 78 | 88 | B |
| resp 17 | 90 | B | resp 79 | 87 | B |
| resp 18 | 80 | B | resp 80 | 80 | B |
| resp 19 | 95 | B | resp 81 | 87 | B |
| resp 20 | 78 | B | resp 82 | 73 | C |
| resp 21 | 70 | B | resp 83 | 75 | B |
| resp 22 | 95 | B | resp 84 | 88 | C |
| resp 23 | 78 | B | resp 85 | 78 | B |
| resp 24 | 75 | B | resp 86 | 73 | B |
| resp 25 | 84 | B | resp 87 | 86 | B |
| resp 26 | 80 | B | resp 88 | 90 | B |
| resp 27 | 90 | C | resp 89 | 92 | B |
| resp 28 | 88 | B | resp 90 | 88 | C |
| resp 29 | 74 | B | resp 91 | 75 | B |
| resp 30 | 76 | B | resp 92 | 75 | C |
| resp 31 | 76 | B | resp 93 | 88 | B |
| resp 32 | 80 | B | resp 94 | 70 | B |
| resp 33 | 73 | B | resp 95 | 85 | B |
| resp 34 | 80 | B | resp 96 | 85 | B |
| resp 35 | 90 | B | resp 97 | 88 | B |
| resp 36 | 78 | B | resp 98 | 80 | B |
| resp 37 | 76 | B | resp 99 | 75 | B |
| resp 38 | 84 | B | resp 100 | 88 | B |
| resp 39 | 75 | B | resp 101 | 80 | B |
| resp 40 | 85 | B | resp 102 | 80 | C |
| resp 41 | 89 | B | resp 103 | 75 | B |
| resp 42 | 88 | B | resp 104 | 88 | C |
| resp 43 | 82 | B | resp 105 | 80 | B |
| resp 44 | 78 | B | resp 106 | 88 | B |

| resp 45 | 85 | B | resp 107 | 90 | B |
|---------|----|----|----------|----|----|
| resp 46 | 85 | B | resp 108 | 78 | B |
| resp 47 | 78 | B | resp 109 | 85 | C |
| resp 48 | 80 | B | resp 110 | 75 | C |
| resp 49 | 85 | B | resp 111 | 75 | B |
| resp 50 | 85 | B | resp 112 | 78 | C |
| resp 51 | 90 | B | resp 113 | 80 | B |
| resp 52 | 80 | B | resp 114 | 78 | B |
| resp 53 | 80 | B | resp 115 | 75 | B |
| resp 54 | 90 | B | resp 116 | 75 | B |
| resp 55 | 87 | B | resp 117 | 92 | B |
| resp 56 | 82 | B | resp 118 | 78 | B |
| resp 57 | 85 | B | resp 119 | 78 | B |
| resp 58 | 78 | B | resp 120 | 82 | B |
| resp 59 | 80 | B | resp 121 | 84 | B |
| resp 60 | 76 | B | resp 122 | 90 | C |
| resp 61 | 73 | B | resp 123 | 86 | B |
| resp 62 | 90 | B | resp 124 | 78 | C |

# APPENDIX 18

## Research License

## UNIVERSITAS BOSOWA
### PROGRAM PASCASARJANA

Jl. Urip Sumoharjo Km. 4 Telp. (0411) 452901 - 452789 Fax. (0411) 424568
Website: *http://www.univ45.ac.id*  E-mail: *pascasarjana_empatlima@yahoo.com*
MAKASSAR - INDONESIA

Makassar,  14 November 2019
No.        :  871/B.03/PPs/Unibos/XI/2019
Lamp.   :  Satu buah Proposal Penelitian
Hal        :  Izin Penelitian dan Pengambilan Data

Kepada Yth.
**Gubernur Provinsi Sulawesi Selatan**
**C.q Badan Kooedinasi dan Penanaman Modal Daerah**
di
    Tempat

Dengan hormat,

Bersama ini kami sampaikan bahwa Berdasarkan Hasil Seminar Proposal Penelitian pada Tanggal *Delapan* Bulan *Oktober* Tahun *Dua Ribu Sembilan Belas* Mahasiswa Program Pascasarjana Universitas Bosowa Makassar atas nama:

| | | |
|---|---|---|
| Nama | : | **GALUH PRAMESWARI NUSWANTORO** |
| NIM | : | **4617107002** |
| Program Studi | : | **Magister  Bahasa Inggris** |
| Konsentrasi Studi | : | **-** |
| Judul Tesis | : | **The Effect on Interpersonal Teacher's Behaviour on Student's Achievement in EFL** |

Untuk mendukung penulisan Tesis Mahasiswa tersebut di atas maka Kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa tersebut di atas untuk melakukan penelitian.

Mahasiswa tersebut di atas dibimbing oleh:
1. Prof. Dr. Syarifuddin Dollah, M.Pd.
2. Dr. Ramli, S.S., M.Pd.

Demikian permohonan izin penelitian ini, atas perhatian dan kerjasamanya kami ucapkan terima kasih

Direktur
Asisten Direktur,

**Dr. Syamsul Bahri, S.Sos., M.Si.**
NIDN  00 1501 6704

Tembusan:
1. Rektor Universitas Bosowa Makassar
2. Mahasiswa yang bersangkutan
3. Pertinggal

# APPENDIX 19

## Certificate of Having Conducted Research

**YAYASAN BUDI UTOMO MAKASSAR**
**SMA PLUS BUDI UTOMO MAKASSAR**
NSS : 302196012161 ; NPSN : 69774525
*AKREDITASI* : A

Jln. Berua Raya, No. 1 A, Kelurahan Berua, Kec. Biringkanaya Makassar, Kode Pos : 90241 Tlp : 0411-518078
Website : smaplusbudiutomomakassar.sch.id ; E-Mail : info@smaplusbudiutomomakassar.sch.id

بسم الله الرحمن الرحيم

**SURAT KETERANGAN PENELITIAN**
Nomor : 009/421.3/SMAPBUM

Yang bertanda tangan di bawah ini, Pimpinan Satuan Pendidikan SMA PLUS BUDI UTOMO MAKASSAR menerangkan bahwa :

| | | |
|---|---|---|
| Nama | : | GALUH PRAMESWARI NUSWANTORO |
| NIM | : | 4617107002 |
| Program Studi | : | Magister Bahasa Inggris |

Yang bersangkutan tersebut diatas telah mengadakan penelitian pada Satuan Pendidikan yang kami pimpin tanggal 25 November 2019 - 25 Januari 2020 dengan judul tesis **"The Effect on Interpersonal Teacher's Behaviour on Student's Achievement in EFL"**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Makassar, 27 Januari 2020
Kepala Sekolah

**Dede Nurohim, S.Pd.**
NIY. 110311 0311 11 002

**Appendix 20**

**Certificate of Similarity Testing**

PASCASARJANA UNIVERSITAS BOSOWA

# SERTIFIKAT UJI SIMILARITAS

## No: 13 / pps-gpm / vi / 2020

Menerangkan bahwa TESIS dengan judul:

**THE EFFECTS OF TEACHERS' INTERPERSONAL BEHAVIOR ON EFL STUDENTS' ACHIEVEMENT**

Penulis: **GALUH PRAMESWARI NUSWANTORO**

Telah melalui uji similaritas dengan hasil:

| Standar | 25% |
|---------|-----|
| Capaian | 4% |

TESIS ini dinyatakan
**MEMENUHI STANDAR UJI SIMILARITAS**
yang ditetapkan oleh Pascasarjana Universitas Bosowa.

Makassar, 27 Juni 2020

Dr. Harifuddin, S.Pd., M.Si.

PASCASARJANA UNIVERSITAS
BOSOWA
GUGUS PENJAMINAN MUTU

Alamat:
Ruang Jurnal
Pascasarjana Universitas Bosowa
Gedung II, Lt. 9.

Phone: +62852-5522-1150
Email: harifuddin.halim@universitasbosowa.ac.id

**Appendix 21**

**Pictures Taken during Research**



**Picture 1. Students were filling out the questionnaire**



**Picture 2. One of the students asked their teacher about the questionnaire**

**Picture 3. Students were still filling out while some of them were paying attention to their teacher**
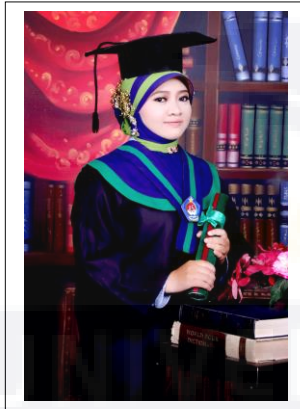


**Picture 4. One of the students had done the questionnaire**

# Curriculum Vitae

Curriculum                                                    Vitae

Her name is Galuh Prameswari Nuswantoro, born from originally Javanese family in Kediri, East Java. She is 31 years old. Her father is Sugeng Arif Setyono and her mother is Esriani. She is married to Muhammad Ardha with four children. She has two unmarried brothers and a married sister. Her elementary school was SDN Sukosewu I Gandusari Blitar graduated in 2000. She finished her Junior high school at SMPN 02 Gandusari Blitar in 2003. She skipped her school for a year and half to join at boarding school; in Blitar. She enrolled at PGRI 2 Vocational School Blitar in 2005 but moved to SMAS Sanur Moncongloe in 2007 and graduated in 2008.

She enrolled at University 45 in 2009 and graduated in 2013. In her last semester, she had been hired as an English tutor at Easy Speak English Course Makassar. In 2014, she tried to enrich her experience by working as an English teacher at SMA Plus Budi Utomo Makassar. She is also a member of Makassar English Teacher Forum. In 2017 she continued her Master Degree at Bosowa University Makassar.