

**The Impacts of Teacher's Behaviours on students' Interest in Learning
English**

(A Case Study at SMPN 17 Banda Aceh)

THESIS



Submitted by:

CUT INTAN HESTY

The student of English Language Education Department

Faculty of Education and Teacher Training

Reg. No 231324370

THE FACULTY OF EDUCATION AND TEACHING TRAINING

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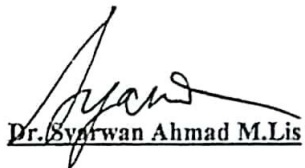
By:

Cut Intan Hesty
Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324370

Approved by:

Main Supervisor,

Co-Supervisor,


Dr. Syarwan Ahmad M.Lis


Rita Hermida M.Pd

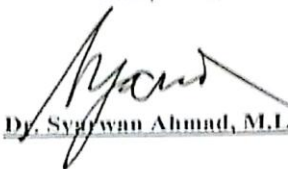
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Monday, February 5th, 2018 M
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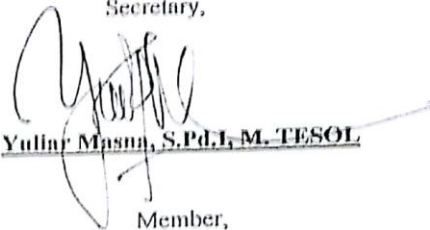
Chairperson,


Dr. Syarifwan Ahmad, M.Lis

Member,


Rita Hermida, M.Pd


Secretary,

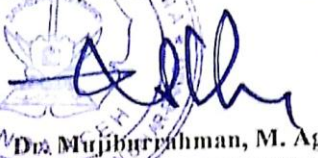

Yuliar Masna, S.Pd.I, M. TESOL

Member,


Drs. Luthfi Aunice, MA

Certified by:

 The Dean of Educational and Teacher Training
Ar-Raniry State Islamic University


Drs. Muhibburrahman, M. Ag
197109082001121001

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Cut Intan Hesty

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ABSTRACT

Name : Cut Intan Hesty
Reg. No : 231324370
Faculty/Major : Faculty of Education and Teacher Training/ Department of English Education
Title : The Impact of Teacher's Behaviour on students' Interest in Learning English
Advisor I : Dr. Syarwan Ahmad M.Lis
Advisor II : Rita Hermida, M. Pd
Keywords : Behaviour, teacher's behaviour, students' interest

This study was carried out to find out the impact of teacher's behaviour on students' interest in learning English. This study was held in group VII-1 of SMPN 17 Banda Aceh. It used both quantitative and qualitative approach to collect the data. To gather the data, questionnaire, interview and observation techniques were employed. The questionnaire was administered to 26 students of group VII-1 of SMPN 17 Banda Aceh. The teacher who teaches English for group of students VII-1 was interviewed. Both teacher and students' behaviour was observed. The results showed that teacher's behaviour affects students' interest in learning English. The writer found that the students more enthusiastic and communicative during the learning process.

CHAPTER I

INTRODUCTION

A. Background of Study

In teaching process, teachers play very important roles in the classroom. Research has shown that teacher's interpersonal behaviour is strongly related to student achievement and motivation in all subject areas (Brok et al., 2005). The relationship between students and teacher's interpersonal behaviour affect prior achievement and motivation. A positive teacher-student relationship strongly contributes to student learning. The quality of the relationship between a student and the teacher will result in a greater degree of learning in the classroom (Downey, 2008).

When students meet a teacher in a new class, they will get impression with the teacher, they also have their expectations from the teacher. As the class progresses, students begin to develop ideas about their emerging relationship with this particular teacher. Finally, after a number of lessons (which may take weeks or months), the students' tentative ideas have stabilized and they can tell what "kind" of teacher they have. Students are more likely to see how is the teacher first, regardless of the factor that they like the subject or not. The teachers' behavior is one of the factors that influence the interest of student in learning. Research shows that teacher behaviour and students' perceptions are

partially dependent on, and may interact with characteristics of respondents and the context in which they occur (Levy et al., 2003).

Adapting the Leary Model to the context of education, Wubbels et al. (1985) labelled the two dimensions Influence (Dominance-Submission) and Proximity (Opposition-Cooperation). They structured interpersonal teacher's behaviour into eight segments: leadership, helpful/friendly, understanding, giving students freedom and responsibility, uncertain, dissatisfied, admonishing, and strict. All of the behaviours have influenced on the students and the teacher because Teacher-student relationships are an important aspect of communication in a classroom.

Therefore, the writer would like to study about the teacher's behaviour that influence the student interest in learning. This research is supported by the issue of the how is the impression and expectation of the students for their teacher no matter what is the subjects. The writer believes that in teaching learning process, the relationship of the students and the teacher has big influence on student's interest in learning especially in learning English. So in this research, the writer would like to investigate how the teacher's behaviour impact student's interest based on the explanation above, the writer will conducted a research entitled: **“The Impacts of Teacher’s Behaviours on Students’ Interest In Learning English (A Case Study at SMPN 17 Banda Aceh”**.

B. Research of Question

From the background of the study stated above, the writer formulates two questions as follows:

1. What are the impacts of teacher' behaviours on English teaching-learning process?
2. How do teacher' behaviours influence students' interest in learning English?

C. Aim of the Study

From the background of study and research question above, the writer formulates two aims as follows:

1. To describe impacts of teachers' behaviours in English teaching-learning process.
2. To find out how teacher's behaviours influence students' interest in learning English.

D. Research Significance

The significances of this research are:

1. Theoretical significances

This research could be a contribution in teaching learning process; by giving the teacher information on how teacher's behaviour related to the

student's interest and it also can make the student and teacher relationship closer and understand themselves.

2. Practical significances

This research would be beneficial for:

- a. The teachers to be more creative and also to improve their skill and their behaviour in teaching learning that is influenced on the student's interest in learning especially English subject.
- b. The students to have a good relationship with the teacher and develop their interest in learning process.

E. Terminology

To avoid the misinterpretation, some significant terms would be used throughout the research are explained below:

1. Teacher's Behaviour

Teacher has so many different meanings defined by many scholars, but in *TUKI* dictionary, the teacher is a person who teaches or facilitates the learning process (TUKI, 1981). Behaviour can be defined as the way in which an individual behaves or acts. It is the way an individual conducts herself/himself. It can be seen in reference to society norms, or the way in which one treats others or handles objects. For the example, a strict teacher can suppress and stressed the students. But, teachers who are being able to interact with the student and display positive behavior such as asking

questions, understanding their thoughts, showing interest, appreciation increases the students' motivation, treat the students with respect can building up a positive relationship in the classroom. Behavior is evaluated by the student's ability to follow classroom rules, the number of discipline referrals and teacher evaluations; grades are evaluations of student work (Cotton, 1996).

The teacher' behaviours can give the students both positive and negative impacts in learning. The behaviours of teacher is influenced by the behaviour of students and in turn influences each other. Teacher behaviour is one of the key determinants in forming the student's motivation and learning. Thus, teacher' behaviour is defined as the behaviour or activities of persons as they go about doing whatever is required of teachers, particularly those activities that are concerned with the direction of guidance of the learning of others.

2. Students' Interest in Learning

Interest is one of the important factors that influence in increasing the students' ability. For the example, if students' interest in speaking skill, they will try to learn the strategies to improve the skills as well as they will be good in speaking both in pronounce and fluency. Interests and goals have been identified as two important motivational constructs that influence students' engagement and achievement in learning (Subramaniam, 2009). Thus, the students' interest is passion that students show in learning process and it extends to the motivation level they have.

F. Organization Of the Study

Chapter one consists background of the study, research questions, aim of the study, research significance, terminology and organization of this study.

Chapter two consists literature review of teacher's behaviour on students' interest in learning English. This chapter conceptualizes description of teacher's behaviour, the impacts of teacher's behaviour and its significance, students' interest, and the relationship between teacher's behaviour and students' interest in learning English.

Chapter three includes methodology of this study. It consists of research design, population and sample, techniques of collecting data, and data analysis.

Chapter four includes a detailed analysis of data collected and the result of study. And chapter five contains conclusion and suggestion.

CHAPTER II

LITERATURE REVIEW

A. Teacher's Behaviour

1. Definition of Teacher's Behaviour

The most important factor in education and teaching activities is the teacher. A teacher, in the most general terms, is a person who works in educational institutes and who enables students to reach cognitive, sensory and behavioral aim and gains within the range determined by the educational system (Ulug, 2011). Teacher is a person who has important part in educating, teaching, and guiding students in formal education. The teacher is also defined as a person who has knowledge, skills, and special training in teaching, explaining and educating. The teacher is also responsible for changing and bending human beings with good manners and attitudes so that they can live well in the society. The teacher is also a facilitator, curriculum design and role model for the students. Thus teachers are the most important in learning process, without teachers it will be difficult to achieve the goals in learning.

Teacher has so many different meanings defined by many scholars, *TUKI* dictionary defines the teacher as a person who teaches or facilitates the learning process (TUKI 1981,). Behaviour can be defined as the way in which an individual behaves or acts. It can be seen in reference to society, or the way in which one treats others or handles objects.

Behaviour may be positive or negative. Almost everyone has experienced different teacher's behaviour. Some teachers are ignorant, some

are friendly, some are strict, and etc. Various kinds of interpersonal characteristics have served as the base for the conceptualization of teacher interpersonal behaviour (Yu et al., 2011). For the example, a strict teacher can suppress and stressed the students. But, teachers who are being able to interact with the student and display positive behaviour such as asking questions, understanding their thoughts, showing interest, and building up a positive relationship in the classroom. When students can be discipline and follow classroom rules, it is means that the teacher behaviour impacts on them.

Adapting the Leary Model to the context of education, Wubbels et al. (1985) labelled the two dimensions Influence (Dominance-Submission) and Proximity (Opposition-Cooperation) in teacher interpersonal behaviour. They structured interpersonal teacher behavior into eight segments: leadership, helpful/friendly, understanding, giving students freedom and responsibility, uncertain, dissatisfied, admonishing, and strict. It affects both Influence and Proximity in teacher and students during learning process.

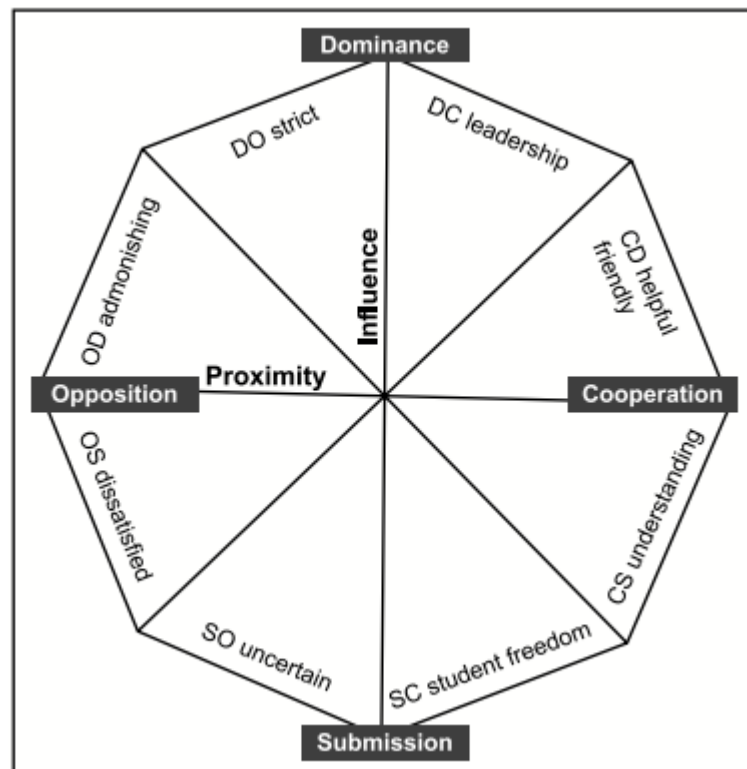


Figure 1. The model for interpersonal teacher behaviour (*Journal of Classroom Interaction* Vol. 40, No. 2 2005)

2. The Role of Teacher

Teacher follows students through each pivotal stage of development. Spending time more on student in school environment, become one of the most influential people in students' life. The teacher is not only someone who teaches in classroom but also guides the students, listens to students' problems and teaches students about the future of their life. After students' parents, children will learn from the teacher. Teacher can also become role model for students. The role of teacher in school can influence students in teaching and learning process.

Nowadays, the role of the teacher in engaging students in learning is very complex and it concerns almost all academic and social aspects of the classroom environment. A modern teacher is not only teaching class, making exams and giving grades, but the teacher also takes on the roles of organizing, managing, counselling, observing and evaluating. The teacher also has an important role in influencing the society, creating a sound foundation towards the future of society and ensuring the continuation of such actions (Ulug, 2011)

UNESCO (1975) recommended the role of teacher as well as supervisor. Teachers should be aware of their role in the context of education. Teachers should understand that their roles and behaviours are not fixed but it will influence each other in both society and education. Teacher's support plays an important role in students' enjoyment in learning process. For example, students who feel supported by their teachers are more likely to also feel safe and relaxed in class than their peers who reported feeling unsupported (Furrer & Skinner, 2003). Students who perceive their teacher as supportive also tend to have better in psychology and any other positive affect in daily learning activities and academic achievement.

The important role of the teacher in the learning is undoubtedly crucial. Teachers have a lot of influence on classroom and any other activities in school environment. Teachers should also be able to influence students' performance in the subject and make students be able to relate between what is taught in

school and its application in problem solving in real life (Kosgei, 2013). The teacher has to be effective in their teaching.

According to Mouly (1988) the totality of teacher's role and functions can be categorized in three parts: academic function, professional function, and social function. For the detail information are described below.

a. Academic Functions

It implies that the teachers have knowledge and understanding about academic aspects. They should:

1. have competence in his subject of teaching and their contribution into overall education of a child.
2. appreciate and understand the changing needs of
3. understand the psychological bases of education and the factors that influence education

b. Professional Functions

It means that the teacher has developed necessary skills and abilities to evolve suitable methods of teaching the children, handle problem children and tackle classroom situation. He should have:

1. acquitted ability to evolve and adopt methods and techniques suited to different situations and evaluate their effectiveness.
2. acquitted ability to improvise and use audio visual aids suited to different classroom situation.

3. develop positive attitude toward teaching as a profession and create self-confident as a teacher.
4. understand the development needs of children at various stages of their growth
5. acquired appropriate profession behaviour.
6. acquired knowledge about the existing education system and the latest education policy of the country.

c. Social Functions.

The social function of a teacher implies that he/she is sensitive to social needs and aspirations, since the system of education is always tailored according to the social needs and values. Therefore a teacher should have:

1. acquired desirable social attitude.
2. become an agent for social change.
3. developed qualities of patience, impartiality and fairness.
4. developed interest in modernity.

According to Ogwezi and Wolomsky (1985) the teachers improve conditions for effective learning when they:

1. help the students to become aware of his or her problem areas in the learning process.
2. help him or her to establish the self-confidence necessary for the student.

3. explore new interests and special aptitudes of the students.
4. increase the understanding of his students.
5. use concrete material from localities to support or illustrate what he teaches.

Teacher should show how they care about the students in learning process and school environment. Teachers and their caring behavior are considered to be among the most important environmental factors that can help learners to develop positive attitudes towards language learning and promote students' effort or engagement in doing language learning tasks (Miller, 2008). When the students feel that their teacher care for them, they enjoyed being close to their teacher and it makes the teacher easier to encourage students. Teachers and their caring behaviours can help and influence students performance, behaviour, and grades.

3. Types of Teacher's Behaviour

In the education system, being a good educator means knowing the communication process as well. The teacher who tries to understand students' emotions such as interest, fear, and worry, supports students' social activities, and compliments them for activities he/she finds of value will make the students feel that they are being thought of, loved and that the teacher is doing for their good (Ulug et al., 2011). This kind of teacher behaviour can help students feel confident in learning.

The abilities and characteristics that are necessary in order to be a good teacher are also the same factors that define a good education. A good teacher has eight basic characteristics, which are; knowledge of material, decision making, critical thought and problem solving ability, self understanding and self correction, reflecting, recognizing students and knowing students learning needs, applying new finding in education, teaching and communication ability (Ulug et al., 2011).

Das (1993) has suggested seven categories of behaviour, he further highlighted the school characteristics that positively affect the students, behaviour and their academic achievements. Both good standards set by the institution and good behaviour models provided by the teachers had positive effects on the students as well. The behaviour which are as under:

1. Response behaviour
2. Association behaviour
3. Multiple-discrimination
4. Behaviour chains
5. Class concepts behaviour
6. Principles
7. Strategies

Sybouts (1994) gave criteria for an effective behaviour of the teachers after reviewing of more that seventy-four research studies, which are as under:

1. Demonstrating a commitment to academic goals.
2. Creating a climate of high expectation

3. Functioning as an instructional leader
4. Being a forceful and dynamic leader
5. Consulting effectively with others
6. Creating order and discipline
7. Marshalling resources
8. Using time well
9. evaluating result

B. The Impacts of Teacher's Behaviour and Its Significance

The impacts of teacher's behaviour play an important role in the academic achievement of students. Behaviour is a description of result of teacher and student performance in their activities in education. Behaviour may be positive or negative. Teachers also need to be thoughtful in the way in which they react to students' comments. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students (Tina, 2011).

Teacher's behavior can affect a lot of different situations including the classroom environment. Teacher's behavior whether unconscious or conscious can affect the student's behavior. The teacher is a figure in the overall running and management of the classroom. If a teacher is not fully engaged and excited about what they are teaching then the children will be the same (Hannah, 2013). Students, especially at a young age need role models, someone to look up to who may influence their life. It is important to make good connections with all of the students. When teachers are being able to interact with the student and

display positive behaviour such as asking questions, understanding their thoughts, and showing interest can increase the students' motivation and confidence.

Teachers often do not consider the fact that their own behaviour can affect their students' behaviour in learning. Instead of connecting the students' behaviour problems to individual characteristics and students' home factors, perhaps the way teachers think can also reflect how teachers' ways of thinking and reacting in their interaction with students. Teachers and students are responsible to make a comfortable learning environment not only in the classroom but teacher and students should connect each other in everything that goes on in schools.

Teachers' behaviour also can result in significant impacts on students' attitudes and attendance in school. For example, teachers' characteristics such as rude, mean, sarcastic, unfair, insult and embarrass students can influence truancy behavior to the student. They lost interest in the learning process and it will lead them to skip the class. They start using "dislike teacher" as the reason they skip the classes (Ishak & Fin, 2013). Students also skip the classes when they feel the teachers did not care about them.

All teachers should have a desire to teach their students effectively. Therefore, a teacher should know how to create motivation in the classroom and get the students' interest in language learning activities. Teacher with good communication skill with students will make it easy to be close with students. Andersen (1985, cited in Geçer, 2002) emphasizes that the teacher immediacy

behaviours show the clarity of the communication and the affability and it increases sincerity of the communication between people.

While the positive behaviour of the teachers allows him/her to create a positive relationship with students, it also allows for the teacher to dwell on the positive behavior of students as opposed to the negative, taking on a reinforcing role as well (Ulug, 2011). On certain behaviors for teachers such as giving feedback for student works, complimenting, listening to students and being interested in it can give positive energy to the students. The results of the study showed the teachers' nonverbal actions such as smiling, having a relaxed stance, showing various gestures and facial expressions come first in improving the learning experience for students. Fatemi (2016) has claimed that teacher's personality in the attitudinal sense is significant factor in teacher behavior and it has great impact on student's achievement.

C. Students' Interest

1. Definition of Students' Interest

Most of a students' time is spent sitting in a school classroom. It is where the student develops knowledge and skills what they want to reach their future and goal. When they know what they want to be in the future, they will be interest in anything that related to their goal.

Interest is a feeling or emotion that causes attention to focus on an object, event, or process (Kreitler, 2013). Being interested in something can mean that we care about it, that it is important to us, and that we have mostly positive

feelings towards it. John Dewey once described interest as ‘being engaged, engrossed, or entirely taken up with’ an activity, object, or topic’.

Students’ interest is one of factors that make successful in learning. Students with the lack interest will lead them to skip the school when they think that is not what they passion to learn. Hidi and Renninger (2006) as cited in (Subramaniam, 2009) stated that "The level of a person's interest has repeatedly been found to be a powerful influence on learning". They believe that interest influences an individual’s attention, goals, as well as levels of learning.

When students are interested in what they are learning, they will be more motivated and enthusiastic in learning process. When the students are interested in what they learn, it will make them pay attention and focus more in learning process. There is also a correlation between students' interest in the learning content and their willingness to do the tasks that are not actually interesting (Powell, 2011).

Interest is often thought of as a process that contributes to learning and achievement. Interests powerfully influence on students in learning process. Interest is a variable that has been directly linked with motivation and affect. In fact, interest has been referred to as a motivator (Subramaniam, 2009). Moreover it is important for the students to develop their interest because it will help them in enjoying the process to achieve their goal.

2. The Importance of Students' Interest

Interest has been found to play a key role in influencing student learning behaviour an intention to participate in the future (Chen, 2001; Solmon, 1996; Xiang, Chen, & Bruene, 2005). According to Schiefele (1991), interest can be traced back to Herbart who was one of the earliest educators to look at education from a psychological standpoint. Herbart saw the development of multi-faceted interest as a primary goal to education and viewed interest as a necessary factor for the correct and complete recognition of an object (Schiefele, 1991). Interest is what promotes long-term storage of information and motivation for learning.

It is important to know the effects of interest on learning. Deci (1992) asserted that before one can truly understand the impact of motivation one must understand the impact of interest. It can be seen that students will participate in some activities they are interested in, whether they lead to the achievement of future goals or not. In other words, students are motivated to participate in activities of interest for the enjoyment of the activity.

The importance of interest in learning does not only mean that someone has an interest in learning about something. It also means that when someone has an interest in something it becomes easier to focused and even enjoyable to learn about that topic. Students who are unmotivated will not enjoy the learning process. Teachers have to understand their role in helping students develop their interest and stimulate the students' interest so it could help the students who are unmotivated in learning process.

3. Types of Interest

Interest is one of the reasons that influence students in learning process. More contemporary interest theorists have divided interest into two components: individual interest and situational interest (Hidi & Baird, 1988; Renninger, 2000).

For individual interest, these involve an emerging individual interest and individual interest is seen as a relatively long-term preference for certain topics or content that a person interested in. Individual interest is more enduring and developing over time. For the example, Jack's interest in basketball and Vanessa's interest in science have developed such that they take these interests with them. Jack might want to be a basketball player and Vanessa could want to become a scientist because of this individual interest develops slowly and tends to be long-lasting. Furthermore, individual interest develops in combination with an individual's knowledge and values (Subramaniam, 2009).

For situational interest, these involve a stage in which interest appears and it is more unexpected. Individual interest refers to an individual's relatively enduring psychological that cause someone to behave or affect and re-engage in particular classes of objects, events, or ideas over time and is content specific (Subramaniam, 2009). Which is interest is more momentary and situationally bound. In other words, it can be a specific reaction to something in a situation such as a funny video clip, humorous conversation, or colorful objects.

Powell (2011) categorized students' interest into two types, there are: pre-existing interest and potential interest. First, pre-existing student interests that is mean that the students on some subjects, topics, and activities they an existing curiosity or passion. They may be interest explored at school (areas of the curriculum, extracurricular activities, or athletics) or outside interests in which the students spend time and energy. Second, Potential interest relate with that topics, activities, or pursuits that the student may not have yet discovered or been exposed to, but that it may prove if the students keep going to explore. Potential interests are as powerful as pre-existing interests, but a teacher needs to mediate their relevance for the student.

Teachers need to pay attention to both pre-existing and potential interests. Mediating connections between classroom learning and student interests is one of the most powerful strategies that teachers can employ toward the goal of creating enthusiastic the students (Powell, 2011). When the teacher can relate classroom curriculum to the students' interest, it will make easier to achieve the goals in learning.

D. The Relationship between Teacher's Behaviour and Students' Interest in Learning English

English language is one of the main languages widely used all over the world. It is very important for teachers to be able to teach and increase students' interest of the lesson in the classroom. For some students, learning

English as a second language is one of difficult subjects they have learnt (Amjah, 2013). Students can lose their interest easily due to the difficulties in learning. However, interest is one of the strongest motivations for learning English.

Ellis (1997) stated that as teachers, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that teachers have some control over. Therefore, it is important to find out the factors that might affect students' motivation and interest in learning English. When the students are interested, they could motivate and stimulate themselves desire to learn. Some factors such as positive students' and teachers' attitudes, which are interrelated to motivation, must be sustained for successful transfer of language learning (Amjah, 2013).

The significant role of teachers in language classes and the ways they can motivate students to learn a target language have been acknowledged both theoretically and empirically by language experts. Teacher role was defined in relation to situational factors that help students to develop positive attitudes towards learning a foreign language (Ghazvini & Khajepour, 2011). Thus, the interaction of teacher and students, the teaching styles of teacher and the way of teacher controls and manages the class can be considered as the factors that can affect students' motivation.

Amjah (2013) supported a learning situation that has a "low affective filter" whereby the learners learn to use the language in a non-threatening and fun environment. So, when the students feel comfortable with their learning

environment, they start interest in learning. English teachers also need to provide an English corner which is consisted of a reading corner for students to read and do English language activities. For the example, Audio-visual equipment and printed materials were provided at the English corner of the class can increase students' interest in English. It was very important to set up a conducive and fun learning environment, so that students would be able to learn English in a comfortable and secure environment.

The way in which the teacher behaves and acts towards the students will have a significant impact upon their enjoyment of learning. Teacher' behaviour, the way they learn in classroom, and their overall academic achievement can influence students. When the students feel comfortable with the teachers' behaviour and learning environment, it will help them in develop their interest in learning especially in learning English that for some students find out that it is a difficult subject. It is important for a teacher to have good commucation skills and understand the meaning behind a student's actions to make teacher easier to communicate in a way that helps the student to feel accepted and acknowledged. It is important for teachers to reach out and make connections with students, because this is what connects students to learning and their world (Miller, 2008).

E. Previous Studies

Previous study about the impact of teacher behaviour on students' interest in learning has been explored by Muhammad Al-Haddad on his thesis, entitled

“Teacher’s Behaviour in Teaching and Students learning motivation (Case Study at SMP Al-Irsyad Surakarta Academic Year 2013-2014)”(2014). In collecting data, he used observation and interview. The result of this research showed that the teachers’ behaviour has big influence on students’ desire and motivation in learning.

Wardani (2013) did research entitled *“The Impact of Teachers’ Attitudes and Behaviour in Teaching Learning Process”*. The purpose of this study was to clarify the impact of teachers' attitudes and behavior towards students’ interest in participating in Civics subject in class X in SMK Muhammadiyah 3 Metro. The method used in this research was descriptive quantitative method and questionnaire was used to collect the data. The results of the study show the attitude and behaviour of the teacher did influence students on learning process.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is concerned with how the design is implemented and how the research carried out. The methodology is often used to determine the quality of data set generated. The purpose of this research is to find out the impacts of teacher's behaviour on students' interest in learning English. The writer will collect the data by using qualitative and quantitative methodology. The writer explains all aspects that used in the research method including the research design, population and sample, technique of data collection, and data analysis.

A. Research Design

The present study is a case study, in which the writer has to gain in depth data to explain deeply about the concern phenomenon. Hence, the writer used qualitative and quantitative approach. As Creswell (2013) states that mixed method research is research design with philosophical assumptions as well as methods of inquiry. Mixed method focuses on collecting, analyzing, and mixing both qualitative and quantitative data in study or series of studies.

The impacts of teacher's behaviour play an important role in the academic achievement of students. Teacher's behavior can affect a lot of different situations including the classroom environment. The writer also explained in previous chapter that teacher's behaviour influences students' interest in learning process. Teacher has to understanding of their potential

role in helping students develop their interest. The purpose of choosing these methodologies was to give comprehensible description about the situation in the research by the help of the formulation of the percentage to give the details about the result that was gained in the field.

B. Population and Sample

a. Population

Population refers to the establishment of boundary condition that specify who shall be included in or excluded from the population. The population includes all elements that meet certain criteria for inclusion in a study (Burns & Grove, 2003). As reasons for why this study has to be conducted have been mentioned in chapter one, the population of this research is teachers who are teaching English in SMPN 17 Banda Aceh and the students who are studying English lesson.

b. Sample

Sample is part or representative of population which is observed. A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2013). As “*Sample is part of population*” (Arikunto, 1985), the writer chose the samples only 1 of 27 classes of SMPN 17 Banda Aceh as a sample each class consists of 25-28 students; . In this research, the teacher who taught English in VII-1 class of SMPN 17 and the students of class VII-1 were involved as the participants.

C. Technique of Collecting Data

To collect the data in this field of research, the writer used some techniques, as follows:

1. Interview

Data was collected through Interviews to get what the impacts of the teacher behaviour on students' interest in teaching learning process. Esterberg (in sugiyono, 2002) defines the interview as "a meeting of two persons to exchange information and idea through question and responses. Resulting in communication and joint construction of meaning about particular meaning about a particular topic". Interview was conducted with the English teachers who are teaching in SMPN 17 Banda Aceh class of VII-1. On this data collection technique, the writer met the teacher and the answer was recorded as important information in the study.

2. Observation

Observation is one of the data collection tools that can be used for a study. According to Marshall and Rossman (1989) Observation is "The systematic description of events, behaviours, and artifacts in social setting chosen for study". In this study, observation also aims for additional data of teacher role in the classroom. The writer used all of their senses to see their behaviour in connection with students' learning. The writer observed the class situation and teacher's behaviour and teacher's roles to improve student interest in learning English by using rating scale. The observation checklist consist the teacher's behaviour,

where the aspects that were observed about teacher's teaching strategy, instruction, enthusiasm, and others; and the checklist for the students' interest including attendance, behaviour, enjoyment of students and others.

3. Questionnaire

Questionnaire is one of popular techniques to collect data since they "can be objectively scored and analysed" (Oxford, 1990, p. 199). Questionnaire is held by giving some written questions or statements to the object or respondent of the research. The administration of the questionnaire aims to collect written information that relate to the research. The study used rating scale questionnaire to make the respondents easy in answering the statements in where the choice of the answer is in the form strongly agree (4), agree (3), disagree (2, and strongly disagree (1).

Questionnaire of this study distributed for the students as cross check in order to make the data more accurate and complete. It consists of 14 statements with four choices of answer which is about the teacher's behaviour in learning process.

D. Data Analysis

1. Interview Analysis

In analyzing the interview, the writer summarized and directly quoted what the statements said by the teacher.

2. Observation Analysis

The focus of observation is on teacher's behaviour and student's behaviour in learning process. In observation instrument, there are 10 behaviours observed. The writer analyzed by comparing both the teacher's behaviour and students' behaviour. The writer described and drew a conclusion about it.

3. Questionnaire Analysis

As previous explanation above, the writer used rating scale choices. So in analyzing the questionnaire, then the writer will use certain formula to obtain the result.

$$P = \frac{f}{n} \times 100\%$$

P = percentage

f = the number of respondents who choose certain option

n = the number of all respondents

100% = constant value

CHAPTER IV

RESULT AND DISCUSSION

In previous chapters stated that this study was expected to describe the impacts of teacher's behaviour in English teaching learning process and to find out how teacher's behaviour influence students' interest in learning English. This chapter elaborates the research findings.

The research was held at SMPN 17 Banda Aceh, on Tuesday, 28 November 2017 and on Wednesday, 29 November 2017. The participants were students of class VII-1 in with 26 students.

A. The Analysis of Questionnaire

As described in Chapter Three, one of the techniques in collecting data in this study is by using questionnaires and distributed to the respondents based on the sample. The questionnaire was designed to help the researcher get more information of the students' *perception about English teacher's behaviour in learning process*. The result of questionnaire is calculated in the tabulation which is process of changing data collection instrument (questionnaire) to the table of numbers (percentage). By the following formula:

$$P = \frac{f}{n} \times 100\%$$

P = percentage

f = the number of respondents who choose certain option

n = the number of all respondents

100% = constant value

The instrument of questionnaire was given to VII-1 Students in order to obtain the necessary data in this research. The following are the students' responses toward the questionnaire given:

Table 4.1 Teacher attendance

Statement	Respond	Frequency	Percentage
The teacher rarely enter the class to teach	Strongly agree	0	0%
	Agree	2	7,69%
	Disagree	10	38,46%
	Strongly disagree	14	53,84%
	Total	26	100

As indicated in table 4.1, all students (92,31%) disagree and strongly disagree that the teachers rarely enter the class to teach and two students (7,69%) said yes. The majority of students expressed disagreement that teachers rarely entered the classroom to teach.

Table 4.2 Teacher is fierce

Statement	Respond	Frequency	Percentage
Teacher is fierce	Strongly agree	1	3,84%
	Agree	0	0%
	Disagree	11	42,30%
	Strongly disagree	14	53,84%
	Total	26	100

As indicated in table 4.2, all students (96,16%) disagree and strongly disagree that the teacher is fierce and one student (3,84%) said yes. The majority of students expressed disagreement that teacher is fierce.

Table 4.3 Teacher understands students

Statement	Respond	Frequency	Percentage
Teachers understand my feeling	Strongly agree	5	19,23%
	Agree	16	61,53%
	Disagree	5	19,23%
	Strongly disagree	0	0%
Total		26	100

As indicated in table 4.3, all students (80,76%) agree and strongly agree that the teacher understand students' feeling and five students (19,23%) said no. The majority of students expressed agreement that the teacher understands students' feeling.

Table 4.4 Teacher's interaction

Statement	Respond	Frequency	Percentage
Teachers are serious in their interaction with students	Strongly agree	15	57,69%
	Agree	7	26,92%
	Disagree	4	15,38%
	Strongly disagree	0	0%
Total		26	100

As indicated in table 4.4, all students (84,61%) agree and strongly agree that the teachers are serious in their interaction with students and four students

(15,38%) said no. The majority of students expressed agreement that the teachers are serious in their interaction with students.

Table 4.5 Teacher likes to scold

Statement	Respond	Frequency	Percentage
Teachers like to scold at the students	Strongly agree	1	3,84%
	Agree	3	11,53%
	Disagree	16	61,53%
	Strongly disagree	6	23,03%
Total		26	100

As indicated in table 4.5, all students (84,61%) disagree and strongly disagree that the teacher likes to scold at students and four students (15,38%) said yes. The majority of students expressed disagreement that the teachers like to scold at students.

Table 4.6 Teacher's interaction

Statement	Respond	Frequency	Percentage
Teachers are biased, attention is given to students with high academic achievement	Strongly agree	2	7,69%
	Agree	3	11,53%
	Disagree	6	23,07%
	Strongly disagree	15	57,69%
Total		26	100

As indicated in table 4.6, all students (80,76%) disagree and strongly disagree that teachers are biased, attention is given to students with high academic achievement and five students (19,22%) said yes. The majority of students expressed disagreement that the teachers are biased, attention is given to students with high academic achievement.

Table 4.7 Teacher's initiative in teaching

Statement	Respond	Frequency	Percentage
Teachers have no initiative to teach	Strongly agree	1	3,84%
	Agree	2	7,69%
	Disagree	13	50%
	Strongly disagree	10	38,46%
Total		26	100

As indicated in table 4.7, all students (88,46%) disagree and strongly disagree that teachers have no initiative to teach and three students (11,53%) said yes. The majority of students expressed disagreement that the teachers have no initiative to teach.

Table 4.8 Teacher help students in spare time

Statement	Respond	Frequency	Percentage
Teachers listen to the students with patience and tolerance and guide students in spare time	Strongly agree	10	38,46%
	Agree	14	53,84%
	Disagree	2	7,69%
	Strongly disagree	0	0%
Total		26	100

As indicated in table 4.8, all students (92,3%) agree and strongly agree that teachers listen to the students with patience and tolerance and guide students in spare time and two students (7,69%) said no. The majority of students expressed agreement that teachers listen to the students with patience and tolerance and guide students in spare time.

Table 4.9 Teacher using different techniques

Statement	Respond	Frequency	Percentage
Teachers make the teaching effective with different teaching techniques	Strongly agree	2	7,69%
	Agree	21	80,76%
	Disagree	3	11,53%
	Strongly disagree	0	0%
Total		26	100

As indicated in table 4.9, all students (88,45%) agree and strongly agree that teachers make the teaching effective with different teaching techniques and three students (11,53%) said no. The majority of students expressed agreement that teachers make the teaching effective with different teaching techniques.

Table 4.10 No discrimination

Statement	Respond	Frequency	Percentage
Teachers treat students without discrimination	Strongly agree	15	57,69%
	Agree	8	30,76%
	Disagree	1	3,84%
	Strongly disagree	2	7,69%
Total		26	100

As indicated in table 4.10, all students (88,45%) agree and strongly agree that teachers treat students without discrimination and three students (11,53%) said no. The majority of students expressed agreement that teachers treat students without discrimination.

Table 4.11 Teacher gives feedback

Statement	Respond	Frequency	Percentage
Teachers give feed back to the students with constructive criticism	Strongly agree	15	57,69%
	Agree	10	38,46%
	Disagree	1	3,84%
	Strongly disagree	0	0%
Total		26	100

As indicated in table 4.11, all students (96,15%) agree and strongly agree that teachers give feed back to the students with constructive criticism and one student (3,84%) said no. The majority of students expressed agreement that teachers give feed back to the students with constructive criticism.

Table 4.12 Teacher praises students

Statement	Respond	Frequency	Percentage
Teachers praise students with good words, when they perform well in the class.	Strongly agree	9	34,61%
	Agree	11	42,30%
	Disagree	5	19,29%
	Strongly disagree	1	3,84%
Total		26	100

As indicated in table 4.12, all students (76,91%) agree and strongly agree that teachers praise students with good words, when they perform well in the class. and six students (23,07%) said no. The majority of students expressed agreement that teachers praise students with good words, when they perform well in the class.

Table 4.13 Teacher focuses on the result only

Statement	Respond	Frequency	Percentage
Teachers emphasize on result only	Strongly agree	1	3,84%
	Agree	4	15,38%
	Disagree	10	38,46%
	Strongly disagree	11	42,30%
Total		26	100

As indicated in table 4.13, all students (80,76%) disagree and strongly disagree that teachers emphasize on result only and five (15,38%) said yes. The majority of students expressed disagreement that the teachers emphasize on result only.

Table 4.14 Teacher encourages students

Statement	Respond	Frequency	Percentage
Teachers encourage students for co- curricular activities.	Strongly agree	4	15,38%
	Agree	14	53,84%
	Disagree	6	23,07%
	Strongly disagree	2	7,69%
Total		26	100

As indicated in table 4.14 all students (69,22%) agree and strongly agree that teachers encourage students for co- curricular activities and eight student (30,76%) said no. The majority of students expressed agreement that teachers encourage students for co- curricular activities.

B. The Analysis of Interview

Interview was conducted on Thursday, November, 30 2017 at 10.00 am. The writer asked some questions to the teacher KU. Based on the interview with teacher it was found information as follow.

“Interest is an important factor in teaching learning process. Interest can make students more concentrate in learning and it will help the smoothness of learning activities”. She also tried to give encouragement to students and use some media such as books or cassette or another media to increase student learning interest in English and this way is also effective.

“Of course teacher has big influence on student interest in learning. So that makes me try to be more closes with my students so if they want to ask something that they did not know or understand, they will ask me not just sit and silent in the class”. The students will be more active in the classroom and learning will be fun with good atmospheres.

The teacher tried to guide and help if there are students who complaint to her that they have any troubles with patience and tolerance and guide in her spare time. By guiding and encouraging students, she expected that students' learning interest will increase and not give up easily. She also said that she can't say herself is a good teacher. “I tried to do my best in teaching so that I can make students feel comfortable and I do not want to be feared by my own students”.

C. The Analysis of Observation

The observations were conducted in two meetings by the writer in order to know how teaching learning process of English subject in class of VII-1. The result of classroom observations about English teacher behavior in the classroom will be provided as the following, the first one is about teacher behaviour.

Teacher maintained eye contact with all students all of the time and students did too. At 5-10 minutes before end of class, the teacher still kept eye contact with the students but students sometimes. Sometimes there are 1-3 students talked to their friends and others still paid attention to the teacher.

The writer found how the teacher showed her enthusiasm about the material being taught to her students. So the students can felt how the teacher taught with earnest and sincere. Teachers not only showed her enthusiasm for the material being taught, but also tried to dispense the enthusiasm to her students. Teachers also set high expectations for the students. This is an important because then the students will feel that their teachers believe they can understand the material taught in English subjects.

Furthermore, before teacher started the lessons, she connected the material with the life of the students and when the lesson was in progress she also uses the students' personal experience as an example. For the example, when the teacher explains how to tell time in English. She connected with the personal items that students have such watch or wall clock that is in the classroom. Teacher then explained how to express the clock in English correctly and repeatedly so that

students could understand the material. Teaching methods used by teachers were also very helpful for students and did not make the students feel bored during the learning process. The teacher took advantage of package books, games, and teaching with a little humor to make the class less rigid.

In addition, clear instructions and explanations is also an important thing during the learning process. If explanations and instructions are not clear, it will be difficult for students to understand and students will be lazy to do what has been instructed. In this case, the teacher gave a very clear explanation and instruction and when the students still have difficulties, the teacher gave the students permission to take their own steps by interacting with other students to put into practice of the material that being taught to be easier to understand. But students still have to follow the teacher rules in the class so as long as it did not disturb other classes during the interaction. With this interaction, students would be more relaxed but also understand the subject.

The last one is about the behaviour of students in the class during the learning process. Students also maintained eye contact with teacher. The writer found that rarely there were students who wrote when the time was not appropriate during the lesson. Students paid attention to the teacher carefully and sometimes wrote while they need to. Students also did and collected the tasks assigned by the teacher on the due date.

Furthermore, students also looked more relaxed and enjoy during the lesson. The influences of the teacher let the students interacted with their friends

made them look happy and rarely showed any sign of unhappiness or depression during the learning process. That was also made the class was not too rigid and there was no disruptive behavior of the students. Teacher always tried to be close to the students so they would not be afraid if they wanted to ask something. But, there were 1-4 students that still asked their friends and because the teacher let the students interacted with their friends, made the students who were not brave at first could be more confident.

The last is about the attendance of students. All students in class VII-1 were present, and there was no high absenteeism in this class. If there were students who did not present the reason is acceptable either because of permission or illness.

From the results of the above observations analysis can be took conclusion that students enjoy and not depressed during the learning process. They were also did not afraid to ask when there was something that they did not understood to teacher and teacher tried as much as possible to make the class fun and encourage students to continue to study hard.

D. Discussion

Based on the analysis of data collection above, the writer would like to answer the research question of this study as stated in chapter one. There are research questions that the writer provided in this study.

The first research question is “What is the impact of teacher’ behaviours on English teaching-learning process?” The writer found that teacher behaviour affects students’ interest in learning English. When the writer asked student class of VII-1 about their English teacher’s behaviour impact them or not, they said yes. Almost all of students VII-1 told to the writer that they did not like English subject because it is too difficult in pronouncing, spelling, reading and meaning. Students admitted that teacher’s behaviour made them more interested in learning English even though they did not like English. It is showed in students answer in questionnaire how teacher behaviour can be positively affects students interest in English during teaching learning process.

The last research question is “How do teacher’ behaviours influence students’ interest in learning English?” here the writer found some activities that showed the students were interested in learning English. During observation activities, the students maintained eye contact and enjoy the learning process. This showed how teacher’s behaviour influences students’ interest in learning. The students felt comfortable and had connection to their life and had fun while they were learning. Teacher also admitted that students’ interest is an important factor in teaching learning process. When students interest could make them more focus in learning process. Teacher also tried as possible to become a good teacher and tried to show enthusiasm in learning to make the English lesson loved by students. The writer found that teacher behaviour really has big influence on students’ interest in learning English.

According to the result of questionnaire and supported by the interview and observation instrument, the writer found that there is the impact of teacher behaviour on students' interest in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion appeared from the data that had been analyzed in the chapter before. The result of data analyzing positively indicate that there were relationship between teacher's behaviour and students' interest in learning English.

1. The impact of teacher's behavior during English learning process in class of VII-1 really influences on student's interest in learning, because students will be very excited when teachers behave positively and encourage students during the learning process. This can be seen during the learning process, students are enthusiastic and communicative. Then there is a positive relationship between teacher' behaviour in teaching with student learning interest in English subjects.
2. Positive teacher behavior will increase students' learning interest in English subjects. Many students who admit that they did not like and difficult with English lessons become more enthusiastic because of the positive behavior of teacher and teacher always encourage students and make the classroom atmosphere is fun and students more and more interest in English.

B. Suggestion

1. For students

Students should change the way they think about English as difficult as Math lesson and find the way to make them more interested and motivated in learning English. Students should learn not only in school but also try to practice it at home to make their English better in reading, writing, and pronouncing or any other skills.

2. For teacher

It is better for the teacher to be able to improve their skill in teaching and communicating to make students happier in learning process. Teacher should pay more attention to students and help them create a positive learning environment. In this way, students focus more in learning English. Teacher should have friendly behaviour to attract students' interest in learning. With teacher friendly behaviour it can create positive relationship between students and teacher and positive learning environment.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5963/UN.08/FTK/KP.07.6/07/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan** : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 20 Juni 2017
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Menunjuk Saudara:
 1. Dr. Syarwan Ahmad, M.Lis
 2. Rita Hermida, M.Pd
 Untuk membimbing Skripsi :
 Nama : Cut Intan Hesty
 NIM : 231324370
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : The Impact of Teacher's Behaviour on Students' Interest in Learning English (A Case Study at SMPN 17 Banda Aceh)
 Sebagai Pembimbing Pertama
 Sebagai Pembimbing Kedua
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018
- KEEMPAT** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 18 Juli 2017
An. Rektor
 Dekan,



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
 Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Telp: (0651) 7551423 - Fax: (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-10815/Un.08/TU-FTK/ TL.00/11/2017

15 November 2017

Lamp : -
 Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di -
 Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Cut Intan Hesty
 N I M : 231 324 370
 Prodi / Jurusan : Pendidikan Bahasa Inggris
 Semester : IX
 Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
 A l a m a t : Jl.Jurong Raya Lr.Tgk.M.Yatim No.22 Menasah Baktrieng A . Besar

Untuk mengumpulkan data pada:

SMPN 17 Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Impact of Teacher's Behaviour on Students' Interest in Learning English (A Case Study at SMPN 17 Banda Aceh)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
 Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG. UMUM BAG. UMUM

Kode 3655



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
JALAN. P. NYAK MAKAM NO. 23 GP. KOTA BARU TEL. (0651) 7555136
E-mail: dikbud@bandaacehkota.go.id Website: www.dikbud.bandaacehkota.go.id

Kode Pos : 23125

SURAT IZIN
NOMOR: 074/A4/10906

IZIN PENGUMPULAN DATA

Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh Nomor: B-10815/Un.08/TU-FTK/TL.00/11/2017 tanggal 15 November 2017, hal Mohon Izin untuk Mengumpulkan Data Menyusun Skripsi.

MEMBERI IZIN

Kepada :
Nama : Cut Intan Hesty
NIM : 231324370
Program Studi : Pendidikan Bahasa Inggris
Semester : IX
Untuk : Mengumpulkan data pada SMPN 17 Banda Aceh dalam rangka penyusunan Skripsi dengan judul :

"THE IMPACT OF TEACHER'S BEHAVIOUR ON STUDENTS' INTEREST IN LEARNING ENGLISH (A CASE STUDY AT SMPN 17 BANDA ACEH)"

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan dan Kebudayaan Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 17 November s.d 9 Desember 2017.
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan penelitian tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan telah melakukan penelitian hanya untuk mahasiswa yang benar-benar melakukan penelitian.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 17 November 2017 M
28 Shafar 1394 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH,
KABID PEMBINAAN SMP,


DRS. H. AMIRUDDIN
Pembina Tk.I
NIP. 19660917 199203 1 003

Tembusan :

1. Kabag Tata Usaha Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry
2. Kepala SMPN 17 Banda Aceh



**PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 17**

Jalan Sultan Iskandarmuda Nomor 3 Banda Aceh Telp. (0651) 44229

Email : smpn17bna@disdikporabna.com website www.disdikporabna.com

Kode Pos : 23243

SURAT KETERANGAN

NO : 421/795/2017

Yang Bertanda tangan di bawah ini :

Nama	: Drs. Muhammad Nurdin
NIP	: 19591231 198903 1 045
Pangkat/Gol	: Pembina TK 1 (IV/b)
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 17 Banda Aceh


Menerangkan bahwa :

Nama	: Cut Intan Hesty
NIM	: 231324370
Jurusan	: Jurusan Pendidikan Bahasa Inggris

Yang tersebut namanya diatas adalah benar telah mengadakan penelitian/mengumpulkan data dalam rangka penyusunan Skripsi pada SMP Negeri 17 Banda Aceh dengan judul.

**“THE IMPACT OF TEACHER’S BEHAVIOUR ON STUDENTS’ INTEREST IN
LEARNING ENGLISH (A CASE STUDY AT SMPN 17 BANDA ACEH”**

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Banda Aceh, 05 Desember 2017
Kepala Sekolah

Drs. Muhammad Nurdin
Pembina TK 1
NIP. 19591231 198903 1 045



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln. Syekh. Umar Kaif Kopyolma Darussalam Banda Aceh
Email: pbi@uinaraniry.ac.id Website: http://pbi.ar-raniry.ac.id

SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Cut Intan Hesty
NIM : 231324370
Tempat/Tgl. Lahir : Meulaboh/22 Mei 1995
Alamat : Jl. Jurong Raya, Gp. Meunasah Baktrieng, Kec. Krueng Barona Jaya,
Judul Skripsi : The Impact of Teacher's Behaviour on students' Interest in Learning
English (A Case Study at SMPN 17 Banda Aceh)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 19 January 2018

Saya yang membuat surat pernyataan,



Cut Intan Hesty

The Impacts of Teachers' Behaviour on Students' Interest in Learning

English

Instruction:

Please read each of the following statements very carefully and tick the answer which describes your degree of agreement or disagreement.

The following abbreviations are used: SA (strongly Agree), AG (Agree), D (Disagree), SD (Strongly Disagree).

No	Item Description	SD (1)	DA (2)	AG (3)	SA (4)
1	Teachers rarely enter class to teach				
2	Teachers are fierce				
3	Teachers understand my feeling				
4	Teachers are serious in their interaction with students				
5	Teachers like to scold and nag at the students				

6	Teachers are biased, attention is given to students with high academic achievement				
7	Teachers have no initiative to teach				
8	Teachers listen to the students with patience and tolerance and guide students in spare time				
9	Teachers make the teaching effective with different teaching techniques				
10	Teachers treat students without discrimination				
11	Teachers give feed back to the students with constructive criticism				
12	Teachers appreciate students with good words, when they perform well in the class.				
13	Teachers emphasize on academic only.				
14	Teachers encourage students for co- curricular activities.				

The Impacts of Teachers' Behaviour on Students' Interest in Learning

English

Petunjuk :

Bacalah setiap pernyataan berikut dengan seksama dan pilih salah satu jawaban yang menggambarkan tingkat kesetujuan atau ketidaksetujuan Anda.

Singkatan berikut digunakan: SS (sangat Setuju), S (Setuju), TS (Tidak Setuju), STS (Sangat Tidak Setuju).

No	Pernyataan	STS (1)	TS (2)	S (3)	SS (4)
1	Guru jarang masuk ke dalam kelas untuk mengajar				
2	Guru termasuk galak				
3	Guru memahami perasaan saya				
4	Guru sangat serius dalam berinteraksi dengan siswa				
5	Guru sering memarahi siswa				
6	Guru pilih kasih, lebih memperhatikan murid yang nilai akademiknya tinggi				
7	Guru tidak memiliki inisiatif dalam mengajar				

8	Guru mendengarkan keluhan siswa dengan sabar dan lapang dada serta membimbing siswa jika ada waktu luang				
9	Guru membuat belajar lebih efektif dengan teknik mengajar yang berbeda				
10	Guru memperlakukan murid tanpa ada diskriminasi				
11	Guru memberikan timbal balik kepada siswa dengan kritik yang membangun				
12	Guru mengapresiasi siswa dengan kalimat-kalimat positif ketika murid tampil didepan kelas				
13	Guru lebih menekankan pada pencapaian akademik saja				
14	Guru mendorong siswa untuk mengikuti kegiatan kokurikuler				

List of observation (Teacher's Behaviour)

Observer :

Teacher :

Grade Level :

Class Size :

Number of students :

NO	Teacher's Behaviour	N	S	A
1.	Teacher maintains eye contact with students			
2.	Teacher appears to have enthusiasm about the material being taught			
3.	Teacher conveys their enthusiasm to the students			
4.	Teacher connects the lesson to the lives of the students			
5.	Teacher sets high expectation for the students			
6.	Teacher uses a variety of teaching styles			
7.	Teacher is clear with instruction and explanations to the students			
8.	Teacher uses personal experiences of the students			
9.	Teacher allows students to set their own pace in learning			

10.	teacher allows student to student interaction			
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List of observation (Teacher's Behaviour)

Observer :

Teacher :

Grade Level :

Class Size :

Number of students :

NO	Teacher's Behaviour	T	J	S
1.	Guru menjaga kontak mata dengan siswa			
2.	Guru memiliki antusiasme tentang materi yang diajarkan			
3.	Guru menyalurkan antusiasme mereka kepada para siswa			
4.	Guru menghubungkan pelajaran dengan kehidupan para siswa			
5.	Guru menetapkan ekspektasi yang tinggi untuk para siswa			
6.	Guru menggunakan berbagai metode ajar			
7.	Guru memberikan penjelasan dan instruksi yang jelas kepada siswa			

8.	Guru menggunakan pengalaman pribadi para siswa			
9.	Guru memungkinkan siswa untuk mengatur langkah mereka sendiri dalam belajar			
10.	guru mengizinkan siswa untuk berinteraksi dengan siswa lainnya			

List of observation (Students' Behaviour)

NO	Students' Behaviour	N	S	A
1.	Student maintains eye contact with the teacher			
2.	Student is writing when appropriate			
3.	Assignments completed			
4.	Disruptive behaviour from the students			
5.	Students showing signs of enjoyment during the lessons			
6.	Students showing signs of depression or resentment during the lesson			
7.	Students staying on the task			
8.	Students prefer to ask other student for the answer rather than asking the teacher			
9.	Students are all attendance			
10.	High student absenteeism			

Source : The observation checklist items were adapted from Jade, Tiffany, and Barry (2006)

List of observation (Students' Behaviour)

NO	Students' Behaviour	N	S	A
1.	Siswa mempertahankan kontak mata dengan guru			
2.	Siswa sedang menulis bila sesuai			
3.	Tugas selesai			
4.	Perilaku mengganggu dari para siswa			
5.	Siswa menunjukkan tanda-tanda menikmati dan senang selama pelajaran berlangsung			
6.	Siswa menunjukkan tanda-tanda tertekan atau kebencian selama pelajaran			
7.	Siswa tetap bertugas			
8.	Siswa lebih memilih untuk bertanya pada siswa lain daripada bertanya kepada guru			
9.	Semua siswa hadir			
10.	Tingginya ketidakhadiran siswa			

Source : The observation checklist items were adapted from Jade, Tiffany, and Barry (2006)

Interview guide

1. Do you think your students' interest is an important factor in teaching learning process? Why/why not?
2. How do you make your students motivated in English subject during learning process? Does it effective or not?
3. Do you think that your behaviour affects students' interest in learning?
4. Do you listen to your students' problem with patience and tolerance and guide your students in your spare time?
5. Do you think your behaviour is appropriate as a teacher should be?

Wawancara

1. Apakah menurut Anda minat belajar siswa adalah salah satu factor penting dalam proses belajar dan mengajar? Berikan alasannya!
2. Bagaimana cara Anda dalam membuat siswa Anda termotivasi dalam belajar Bahasa Inggris? Apakah cara itu efektif atau tidak?
3. Apakah menurut Anda tingkah laku anda mempengaruhi minat belajar siswa dalam pembelajaran?
4. Apakah anda mendengarkan keluhan kesah siswa dengan sabar dan menuntun mereka di waktu senggang?
5. Apakah menurut anda tingkah laku Anda sudah pantas seperti seorang guru?

Classroom observation



Questionnaire distributed for the students



Teacher's interview



Teacher's Interview Transcript

Penulis : “Apakah menurut Anda minat belajar siswa adalah salah satu factor penting dalam proses belajar dan mengajar? Berikan alasannya!”

Guru : “ya, tentu saja itu merupakan salah satu factor yang penting. Dengan adanya minat, siswa pasti akan lebih berkonsentrasi penuh terhadap sesuatu yang diminatinya. Kelancaran kegiatan belajar sangat tergantung pada minat belajar siswa itu sendiri”.

Penulis : “Bagaimana cara Anda dalam membuat siswa Anda termotivasi dalam belajar Bahasa Inggris? Apakah cara itu efektif atau tidak?”

Guru : “saya berusaha memberi dorongan pada siswa, dan waktu pembelajaran kita da media-media yang kita berikan misalnya ada buku paket untuk dibaca dan dipelajari siswa, atau dengan kaset jadi dengan media-media yang diberikan kepada siswa ketika pembelajaran akan membantu misalnya dalam berbicara mungkin dengan kata-kata dalam lagu, anak-anak kan suka bernyanyi jadi lebih lancar pronounciationnya, kan dengan cara seperti itu anak-anak suka dan minat belajar mereka akan menjadi kuat karena menyanyi tadi menyenangkan. Mungkin itu salah satu cara memotivasi siswa dalam pembelajaran bahasa inggris dan sejauh ini efektif”.

Penulis : “Apakah menurut Anda tingkah laku anda mempengaruhi minat belajar siswa dalam pembelajaran?”.

Guru : “menurut saya memang ada pengaruhnya bagi mereka, apalagi kalau saya mengajar jarang duduk, saya lebih sering berdiri dengan gaya saya yang semangat jadi mereka pun senang. Dan kemudian apabila mereka tidak mengerti mereka mau bertanya, memang tidak semua pasti salahnya satunya ada yang mengantuk, tapi kita harus tetap harus memberi semangat kepada dia juga, kenapa masih mengantuk? Jadi anak-anak di bawa senang dalam pembelajaran. Jadi pengaruh guru itu sangat besar pada siswa”.

Penulis : “Apakah anda mendengarkan keluhan kesah siswa dengan sabar dan menuntun mereka di waktu senggang?

Guru : “Memang tidak semua siswa mau menyampaikan keluhan kesahnya pada kita, terkadang pada wali kelas. Untuk guru mata pelajaran itu ada tapi tidak semua. Karna kadang ada siswa yang takut dalam bertanya, kita kan bisa lihat. Jadi kita bisa tanya “kenapa nak?” baru dia berani bertanya atau menyampaikan apabila siswanya kurang paham, atau curhat kadang susah ada waktu belajar karena setelah pulang sekolah ada latihan, kadang pergi main atau pergi ngaji. Jadi saran kan dan saya bimbing dia harus bisa bagi waktu”.

Penulis : “Apakah menurut anda Perilaku Anda sudah pantas seperti seorang guru?”

Guru : “saya kan gak bisa menilai diri sendiri, yang menilai kan siswa ataupun guru yang lain. Kalau menurut saya, saya mengajar sudah semaksimal mungkin, tapi yang menilaikan bukan saya juga, ada atasan saya atau pun teman sejawat saya. Jadi kalau dibilang saya sudah jadi seorang guru yang pantas, saya belum bisa menjawab tapi saya sudah berusaha semaksimal mungkin”.

AUTOBIOGRAPHY

- | | |
|--------------------------|--|
| 1. Name | : Cut Intan Hesty |
| 2. Place/Date of Birth | : Meulaboh/22 May 1995 |
| 3. Religion | : Islam |
| 4. Sex | : Female |
| 5. Nationality/ethnics | : Indonesian/Acehnese |
| 6. Marital status | : Single |
| 7. Occupation | : Student |
| 8. Address | :Jl. Jurong Raya Lr. Tgk. Muhammad
Yatim, Meunasah Baktrieng, Lamreung,
Aceh Besar |
| 9. E-mail | : Cutcuthesty@gmail.com |
| 10. Parents' name | |
| a. Father | : T. Husin Syah |
| Occupation | : Farmer |
| b. Mother | : Rasmianti, SE |
| Occupation | : Civil Servant |
| 11. Address | :Desa Sawang I, Kec. Sawang, Aceh Selatan |
| 11. Education background | |
| a. Elementary school | : SD Sawang I (2001-2007) |
| b. Junior high school | : SMPN 01 Sawang (2007-2010) |
| c. Senior high school | : SMAN 01 Tapaktuan (2010-2013) |
| d. University | : UIN Ar-raniry (2013-2018) |

| |

Banda Aceh, January 19 2018

Cut Intan Hesty