

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

There are the result of observation and interview which conduct at SMPIT Ukhuwah Banjarmasin. The detail result was be described here.

1. The English Teachers' Enthusiasm Strategies

Based on the depth interview with three English Teachers at SMPIT Ukhuwah Banjarmasin from 14 - 23 February 2019, the researcher found the data of teachers' strategies in increasing their enthusiasm in teaching, that are preparing the additional English lesson material, designing the interesting and different activities, controlling self emotional, giving achievement/reward, remotivating teacher enthusiasm when down/unexcited in teaching, and telling humor when teaching.

a. Preparing the additional English lesson material

Table 4		
<i>The first teachers enthusiasm strategy</i>		
Name of teacher	Preparing the additional English Lesson material	
	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C	√	

Preparing the additional English material is one of the strategy that used by teacher A, B and C to help the teacher deliver the lesson effectively. It is important because the teacher can significantly increase students achievement by supporting learning material. According to teacher A, she often search the additional material from internet. Native speaker being his reference for the listening audio. Although the listening material in seventh grade is in the basic level, teacher A like to teach their students listening exercise from the higher level, with hopes the students skill will be increasing and accustomed with English listening. Similarly with teacher A, teacher B strategy has taken the additional material from internet. She like to use the printable worksheet/powerpoint presentation from many English website and sometimes used games from applications. Meanwhile, teacher C also like to use some additional material from English website such as British council or English first website.

b. Designing the interesting and different activities in teaching method

Table 5		
<i>The second teachers enthusiasm strategy</i>		
Name of teacher	Designing the interesting and different activities in teaching method	
	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C		√

According to teacher A, this strategy started with observe something that being the students interest/favourite things. Therefore, teacher A implemented the strategy that different between male and female students. Actually the male students more excited with games that make the class more fun and not boring. Meanwhile, the female students actually look more excited when teacher A related the material with issues that new and viral, such as explain the family topic with give the example of korean actor family tree or the family relationship of famous people. Meanwhile, teacher B more design the learning activities that let students to learn enjoyable. Outdoor class is his strategy that she usually use when the students look boring and want to learn with the different atmosphere class. Teacher B like to ask their students learn outside the classroom, such as in the area around school.

She integrated the material with some social value around them and teach with some games which can play in the wide area. Meanwhile, differently with teacher A and teacher B, teacher C who teach in the ninth grade students said that the learning activities is more focuses on the preparation of national exam, so the activity strategy just limited on the exercise and the discussion of examination material, and can not applied games or outdoor class activities again. He more give the strategy which engage students motivation to learn by give his full intention about the problem that faced by students in prepare the examination test.

c. Controlling the self emotional

Table 6		
<i>The third teachers enthusiasm strategy</i>		
Name of teacher	Controlling the self emotional	
	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C	√	

According to teacher A, she controll his self emotional by managed it when the students act bad. She consider that when faced this situation, she should not be angry to his students, but more treat them

as students like, that is being the adult person. Teacher A believe that is the best way to controlling his self emotional, so his enthusiast when teaching does not decreased. Meanwhile, teacher B said that she always try to enjoying the class when teaching even when she have a personal problem. Teacher B try to not thought the personal problem in his class because she realize that when she feel does not enthusiast in teaching, his students mood mostly influenced too, and it is cause the students unfocused. In addition, teacher C argued that teacher should controll his self emotional when angry because it just influence his enthusiasm in teaching. He more like to tell his feelings although it's the bad feelings than show it in emotional reaction. Moreover, if teacher emotion just make the students psychologist down or cause fear when learning, so it is a fatal mistake that should be avoid by teacher. Teacher C more controll his self emotional by have the procedure in warning that does not included the physical punishment.

d. Giving achievement/reward

Table 7		
<i>The fourth teachers enthusiasm strategy</i>		
Name of teacher	Giving something as an achievement/reward	
	Yes	No

Teacher A	√	
Teacher B	√	
Teacher C		√

One of the three English teacher of SMPIT Ukhuwah who is teacher A usually gives the appreciation in the form of sticker gift to his students. It can be the effective way for making students motivation increased and feeling the competition atmosphere between them. She also give the reward in the form of verbal and written word. The verbal reward can give in the form of praise word, such as good, very good, well done,etc. And the written reward can be write when give the result of students achievement, such as good job, nice, keep spirit, etc. although the students have the low achievement, teacher A still give the reward for keep the students motivation undown.

Similarly with teacher A, teacher B also give some special things to his students who achieved the target learning or for students who have the best achievement in class. But differently with teacher A and B, teacher C does not implemented this strategy in his class. Teacher C argued that giving the special things or gift does not really needed, even he more avoid it. He more tend to give the students reward by verbal motivation.

e. Remotivating teacher enthusiasm when down/unexcited in teaching

Table 8		
<i>The fifth teachers enthusiasm strategy</i>		
Name of teacher	Remotivating teacher enthusiasm when down/unexcited in teaching	
	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C	√	

According to teacher A, she is more motivate his enthusiast in teaching by looking back his target achievement, consider his beginning purpose in teaching, or watching the inspirational teacher video on internet. Teacher A who often get some letter and tags on social media from his students also always read it and feel affected from it. Teacher B consider that motivation of teaching is the most important aspect of being the enthusiast teacher. She try to increasing her motivation by review the achievement or the successful target that she have done in teaching and looking back some memorable and sweet moment with her students, such as a funny moment when doing some activities or seeing students

enthusiast in learning. In addition, teacher C also tell that more act professional and realize back his role as teacher can increasing back his motivation again especially when his motivation turn low in teaching.

f. Telling humor when teaching

Table 9		
<i>The sixth teachers enthusiasm strategy</i>		
Name of teacher	Telling humor in teaching	
	Yes	No
Teacher A	√	
Teacher B	√	
Teacher C	√	

Having a sense of humor is being the part of teacher enthusiasm strategy. All of English teacher at SMPIT Ukhuwah have their own humor style in teaching. For example teacher A who often make some jokes in teaching especially when the students looked bored or confused in learning. The purpose of his humor is to make the students mind fresh again without low the students pride or make they shamed. Teacher A also always controll his humor, so the class don't overact and noisy. Meanwhile, teacher C argue that he will give humor if the class condition is supported, because

sometimes there is some class that need more humor and others just give humor as usual. In addition, teacher B also like to give humor that created into some funny riddle.

2. The English Teachers' Enthusiasm Level In Several Aspects Of Strategies

Based on three times classroom observation in every English teacher, the researcher obtained the data of the English teachers' enthusiasm level in several aspects of strategies which are included vocal delivery, eyes, gestures, body movements, facial expression, word selection, acceptance of ideas and feelings and overall energy. The detail information is described as follow.

a. Vocal Delivery

Vocal delivery	Teacher A	Teacher B	Teacher C
Monotone voice, minimum vocal inflection, little variations in speech, drones on and on and on,			

poor articulation.			
Pleasant variations of pitch, volume and speed, good articulation			√
Great and sudden changes from rapid excited speech to a whisper. Varied liting, up lifting intonation. Many changes in tone, pitch.	√	√	

Based on the table, it can be seen that two of three English teachers have a great vocal delivery in teaching. Teacher A & B have the higher vocal delivery than teacher C.

Teacher A delivered the lesson material with clearly instruction. In delivered lesson material, she can speak loudly and clearly, so all of students hear and take attention to her. This teacher have a very good pronunciation that means she also have a great articulation. When she say some instruction, teacher A always gave stressed on verbs that being important aspect of his spoken, so actually she have a very good intonation. His voice is steadily and

loudly, but sometimes also sounds like whispering. The researcher noted that there are many changes in tone and pitch in his talking.

Teacher B delivered the material clearly with a great pronunciation. The vocal volume and intonation was variation, which generally dominate with the loud volume and always use the intonation especially when spoke the word stress. The teacher likes to speak steadily but sometimes sounds like whispering especially when spelling the voiceless words. The teacher give the clear instruction, with did many changes in tone and pitch during teaching process.

Teacher C have a soft voice when speak to students. The volume of vocal delivery is varied which sometimes speak quickly and sometimes slowly with rise and fall volume. This teacher have the clear pronunciation and good articulation when speak to his students. The researcher notes that there are many pleasant variation of pitch and tone.

b. Eyes

Table 11			
<i>The second aspects of English Teacher Enthusiasm Strategies</i>			
Eyes	Teacher A	Teacher B	Teacher C
Looked dull or bored.			
Seldom opened eyes			

wide or raised eyebrow			
Appeared interested. Some changes to lighting up, shining opening wide	√	√	√
Characterized as dancing, snapping, shining, lighting up frequently opening wide, eyebrows raised.			

Based on the table, all of English teacher have a good eyes contact in teaching which categorized as the medium level of enthusiasm.

Teacher A look interested because her eyes changed opening wide, shining, and lighting up sometimes when teaching. When she explain the material to students, the eyes look so excited because it's lighted. It was wide opened especially when she describe something to give an example of the material. His eyes also look lighting up and shining when engaging their students to answer his question or do his instruction. His eye contact imply attention when there is a student that ask question or when teacher see students have difficulties in doing the task. It also imply warning when teacher notice students that make noisy or when there is a student who did not get attention to his lesson. But then, teacher A showed

his opening eyes and eyebrows raised just seen sometimes and not really frequently as high eyes contact characteristic so it is more categorized as medium level of eye contact.

Teacher B eye's contact appeared interested in teaching. His eyes contact looking directly to students one by one. Sometimes, his eyebrow raised and his eyes lighting up when demonstrate a conversation to students. This teacher also imply attention eyes when engaging students to answer his question. The researcher noted teacher B have a good eyes contact which appeared enthusiast and it is categorized at medium level of eyes contact characteristics.

Similarly with teacher A and B, Teacher C also have the good eyes contact. As other teacher, this teacher did some changes of eyes in opening wide, shining and lighting. His eyes moving change sometimes when show his excitedly of something, give attention and warning . His eyes looking directly and lighting up when notice the student that make noisy in the class. Also when students have some difficulties in find the vocabulary meaning of exercise, teacher C will help them with eyes contact that appeared attention to students one by one. Then, when answer the question of students, he will demonstrate the meaning of difficult vocabulary with the eyes contact that looked very excited. It was wide opened and lighting up, also in his eyebrows that raised up. But the

researcher cannot see it frequently did by teacher C along the class session.

c. Gestures

Gestures	Teacher A	Teacher B	Teacher C
Seldom moved arms out or outstretched toward person or object. Never used sweeping movement, kept arms at side or folded across body, appeared rigid.			
Often pointed with hand, using total arm. Occasionally used sweeping motion using body, head, arms, hands, and face. Steady pace of gesturing is maintained.			
Quick and demonstrative	√	√	√

movements of body, head, arms, hand and face, i.e., sweeping motions, clapping hands, head nodding rapidly.			
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Based on the table, it showed that all of English teacher have high gestures.

Teacher A's gestures were observed by researcher by the use of hand, body, and head. This teacher always explain the material by pointed the words that written in whiteboard and demonstrate it for give the example and explanation by hands. Teacher A show the gesture of rise her hand that called Hi Five technique to controlling the classroom atmosphere when noisy. She often pointed the students by marker, clapping hands to give applause and nodding her head rapidly. Moreover, teacher A are noticed more like to use the hand gesture rapidly rather than other.

Teacher B show the quick and demonstrative movements of body, head, hands and face. This teacher always look to have the very exciting gestures especially when she demonstrate the conversation, which his hands and body language change rapidly. Moreover, she also often do the head nodding when agree, raise her hand to get students intention, and pointed used his hands.

Teacher C also have the great gestures, which included hands, head, and body. He always pointed the students using his hand and show the change of hands rapidly. This teacher have the unique gesture characteristics, that is when students have some difficulties in doing a task or did not understand the meaning of vocabulary, teacher C will help them by doing the demonstrative gesture using his hands and body language. This gestures is purposed to give some clue of the answer, so students should guess it and finally got the answer of their question.

d. Movements

Movements	Teacher A	Teacher B	Teacher C
Seldom moved from one spot or movement mainly from a sitting position to a standing position			
Moved freely, slowly, and steadily			
Large body movements, swung around, walked rapidly, unchanged pace,	√	√	√

unpredictable, energetic.			
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All of the English have the high enthusiasm in movement aspect, including the movements that large, rapidly, and energetic.

Teacher A have a very good body movements in teaching. His movement unpredictable and rapidly. When the students have a task, she will walking around the class and help the students difficulties. This teacher also looked to stand along for monitoring the students when they doing the presentation in front of class. The researcher notes that this teacher show the movements actively and the sitting position is rarely seen, she just sit in the chair when open and close the class.

Teacher B look like to move swung around the class. She like to change his movement rapidly when monitor the group of students from one group to others, moreover she looks to very close with students. When his students doing the presentation, she will standing in the back and watch them. This teacher also have unpredictable pace which moves freely. Moreover, the researcher notes that this teacher almost never look to sit in his chair because she will walk around the class rapidly.

As the same as teacher A and B, teacher C more like to walk around the class than just sit in his chair. He will move around the class with energetic to see the students process when doing the

exercise. When students have difficulties, teacher C will attend students one by one and help them intensively. When explain the material, he will change his position around the board slowly to keep students focus. The researcher notes that teacher C have a large body movement in his teaching.

e. Facial Expression

Facial Expression	Teacher A	Teacher B	Teacher C
Appeared deadpan, doesn't denote feeling or frowned most of the time. Little smiling or a one second lips unturned. Lips closed			
Agreeable, smile frequently and longer plus at a regular rate. Looked pleasant, happy, sad when obviously called for.	√		√
Appeared vibrant, demonstrative, showed		√	

surprise, awe, sadness, joy, thoughtfulness, excitement. Total smile- mouth opened wide, quick and sudden changes in expression.			
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Based on the table, one of three English teacher has the high level of facial expression, when the others have the medium level. Teacher B have a very good facial expression, while teacher A and C also have a good facial expression, but it is still in the medium level.

Teacher A shows a joyful facial expression. His facial expression are varied from surprise, laugh, angry, and pleasant. This teacher looked pleasant when explain the material because smile frequently, shows surprise when hear or see something unusually, laugh together when see something funny, or express angry when see students act bad. Moreover, the researcher observe that teacher A shows agreeable and smile frequently when interacting to students, but the longer smile just see sometimes.

Teacher B have a very good facial expression. She have a total wide smile that changes frequently from open the class till the end. To engage students participation, this teacher sometimes showed

the vibrant expression. Many expression which teacher B showed, such as surprise expression when see something awe or unusual, thoughtfulness face when see students difficulties, or agree and disagree expression. This teacher also look to demonstrate his expression according to a conversation text when she give example, so the conversation looked real. The researcher noted, although teacher B showed smile frequently, but it did not decrease his serious expression in teaching, therefore it looks balanced.

Teacher C have varied facial expression. It looks enjoy and pleased in teaching. He shows agreeable face when speak and communicating with students. Sometimes when teacher C joked with students, his face made funny expression, so it make the class more enjoy. This teacher also smile frequently and show thoughtfulness to students, so that make he known as the teacher who friendly and pleasant.

f. Word Selection

Table 15			
<i>The sixth aspects of English Teacher Enthusiasm Strategies</i>			
Word Selection	Teacher A	Teacher B	Teacher C
Mostly nouns, few			

descriptors/adjective			
Some descriptors/adjectives or repetition of the same ones.			√
High descriptive, many adjectives, great variety.	√	√	

Based on the table, teacher C looked have the medium level of words selection, while others have the higher level, that is teacher A and B.

Teacher A have the very good choice of his vocabulary when delivering the lesson. Almost 80 percent language that she used is English when explain the material and communicate with students. When explain the material, teacher A delivering it used many descriptive phrases, for example.

“ I will give you example, this is the example (drawing a box on the board), what is this? This is a box, so when I put a ball in the box, where is the ball? The answer is the ball is in the box”.

Many variation of adjectives also used by teacher A especially about demonstrative adjective such as,

“ How about this one?”, “What is this?”, or “ This one?”

Many action word include in his teaching, such as.

“ Ok, pay attention”, “give applause for the first group”, “Yes, please raise your hand”, “ you can go forward”, “please write down in your book, I will give you time five minutes”, please, look at to the front”, and a Jargon to controll classroom condition “ Hi Five, one...two...three... ”.

Sometimes teacher A also look to give example by sing a song lyric that related to the topic. For example when teacher A explain about preposition over.

“ The next preposition is over, this preposition remember me to a song ‘somewhere over the rainbow’.

And sometimes, when give the example, this teacher also choose the name of famous people that make students being more enthusiast, such as the name of artists, actors, singer, etc.

“Okay, I will give an example, ‘ Jimin sit in front of you”, because of this example, many students directly shout excitely.

The researcher noted teacher A have a great variety of vocabulary that deliver to the class and it is make she communicate with students enthusiastically.

Similarly with teacher A, Teacher B have a great word selection in teaching. she uses English almost 80 percent in his talking to

provide students habituation. When open and close the lesson, she always greet his students excitedly.

“ How are you this morning, is it fantastic, good?”

“ well, see you next week”

When explain the material, this teacher also look used many descriptive phrases and adjectives in his lesson. For example.

“ Alright everyone, let’s practice the dialog. From my right side as Dora, and from my left side, you are as Dori”.

“ Let me call the first group that will give the presentation, please welcome”.

“Very good presentation, let’s give the big applause”

There are also many action word in his teaching, such as.

“ who can answer it, please raise your hand !”

“you should try it, nevermind it is right or wrong! ”

“please repeat after me! ”

“ Ok let start the conversation, one...two...three !”

“ Listen carefully and don’t do anything!”

Teacher C have a good words selection in his teaching. Similarly with teacher A & B, he also dominant talking with students used English, although sometimes also used indonesia language. Some descriptive phrases / adjectives found in teacher C talking, such as

“I will explain to you the meaning of Chase, I will give the example: Over there, there is a girl standing, I will chase her (demonstrate)”

“Thank you, now please look at SKL seventh”

“ Very good and good job”

His words selection is easily to understand, such as explain the materi about active and passive voice.

“ The conclusion is, if the sentence is active, the beginning verb is V1, so when change into passive sentence, the verb turn into V3”

“ Now, I will provide you some subject, then how to change it if it turn into object”

But sometimes teacher C still doing repetation of the same words, such as used *“very good”* sometimes, or when ask students doing the task, she looked to used the same words choices sometimes.

g. Acceptance of Ideas and Feelings

Acceptance of Ideas and Feelings	Teacher A	Teacher B	Teacher C
Little indication of			

acceptance or encouragement, may ignore student's feelings or ideas			
Accepts ideas and feelings, praises or clarifies, some variations in response but frequently repeats some ones.			√
Quick and ready to accept, praise, encourage or clarify, many variations in response. Vigorous nodding of head when agreeing.	√	√	

Based on the table, it can be seen that teacher A and teacher B have the higher level of acceptance the feelings and idea, when teacher C has the medium level.

Teacher A have a great acceptance of students ideas and feelings. Many variation used when response students ideas such as, very good, okay, yes, good, etc. She did the vigorous nodding

of head when agreeing students idea and encourage their ideas sometimes with *said "are you sure?"*. Some clarify words used such as *"maybe we can change eat word with breakfasting"*, or *"okay, we can say it with O or without it"*. This teacher also often praises his students with words *"give applause for group one"*. The researcher noted this teacher look excited and quick to respond when acceptance students ideas and feelings.

Teacher B also have a very good acceptance of feelings and ideas from students. She always ready to accept the ideas from students although when the idea is wrong, she will appreciate and clarify it. For example when repair the students answer in the whiteboard, the teacher will ask the others students, *"How about this one, is it correct or not yet correct?"* the students answer it incorrect, so the teacher finally clarify it with say *"yes, actually it should be like this"*. Teacher B shows many variation in responds to give praise such as *"yes good, great, alright, very good, etc"*. This teacher also look frequently nodding his head when agreeing the students ideas and give praise when the students did the good achievement, such as *"so that the presentation from the first group, please give the big applause"*.

Teacher C have a good strategy in accept the students feelings and ideas. When students ask teacher to help them answer the exercise, this teacher always enjoy to respond them one by one.

Sometimes, teacher C also give praises to students that have a good achievement, but it sometimes frequently repeat the same one respond, for example say “*good or very good*” that follow by a thumb.

h. Overall Energy

Table 17			
<i>The eighth aspects of English Teacher Enthusiasm Strategies</i>			
Overall energy	Teacher A	Teacher B	Teacher C
Lethargic, appeared inactive, dull or sluggish			
Some variations from high to low in appearing energetic, demonstrative but mostly an even level is maintained			√
Exuberant. Maintained	√	√	

<p>high degree of energy and vitality, highly demonstrative, great and sudden changes in voice, tone, pitch, eye, head, arm and body movements.</p>			
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Based on the table, teacher A and B show the higher energy level than teacher C.

Teacher A energy level was exuberant. It was proved by the way teacher maintained high degree of energy level. This teacher highly demonstrative when describe something, so it is also distribute energy of enthusiasm to students. The researcher also noted there is many great changes in voice, tone, arm, gestures and movements.

Teacher B energy level was also exuberant. It was proved by the way teacher maintained the maximal energy when teaching. She always look to move around the class excitedly when teaching, using the loudly and clear voice, great gestures of head, hand, and arm. Therefore, all of that indicate teacher B have the high level of energy that makes she always excited in teaching.

Teacher C energy level was energetic in teaching. it is proved by the way teacher being demonstrative when explain the material to students. It looks energetic. The teacher also maintained gestures and body movement well. But sometimes his vocal delivery less loud, because actually it can be maximized more again. Moreover this teacher looked to show the high to low in appearing energetic, but mostly an even level is maintained.

B. DISCUSSION

After all the data was collected and presented in findings, then the next step was to analyze the data that has been described by comparing it with the theories that have been collected in this study. Thus, the discussion is classified based on the research questions of the study. The description can be seen from analysis below.

1. The Analysis of English Teacher's Enthusiasm Strategies

a. Preparing the additional English lesson material

Preparing the additional English material is one of the strategy that used to help the teacher deliver the lesson effectively. An additional material is needed for teacher and students to increasing the understanding of English material. Beside the main material in textbook or explanation in teaching, the additional article, journal, or website that relevant to the material is important too and being the aspect of teacher enthusiasm. Based on finding, all of the teacher generally doing some preparation of the material that they want to teach. It is assume that the teacher is an enthusiasm teacher that always want to give the best material for his students. It is also indicate that the teacher is a dedicated students that responsible in teaching attitude towards his/her work enthusiastically. The additional material that teacher teach can take from everywhere, such as from English learning website, worksheet, powerpoint presentation, or from some application of English lesson. Similarly, the previous study from Silfi Sutanti's thesis also stated that preparing the new and different material for students is a good strategy that could maximize both the teacher and students' enthusiasm in learning English. Furthermore, all of that indicate that the additional material that teacher used is to help students understanding more easier about the lesson.

Therefore, hopefully the students can get the higher proficiency levels than others that not teach by additional material. It also show that the teacher who used the additional material can increase their enthusiastic in teaching..

b. Designing the interesting and different activities in teaching method

Designing an interesting and different activity is needed by teacher in keeping the students interest. An enthusiastic teacher are motivated to improve his/her methods in teaching. The more varying of activities that teacher used, more qualified and enthusiast his teaching. Based on finding, the English teachers were design the activities and methods that can engage students motivation in learning. These activities and methods are something that suitable with student wants, because it should be consider that every students have the different characteristics, so the activities and teaching methods can be different among students. The teacher should be creative in design the interesting activities and methods, that can be started by observing students interest and needs. They can improve the curriculum and syllabus design and integrated it with their creativity in design teaching activity and methodology that appropriate with students needs. From these,

the teacher can consider the various teaching activities, such as using games, group discussion, students presentation, outdoor class, etc. Moreover, actually the students interest of teaching activities between male and female students are different, that is influenced by gender preference. In the previous study by Silfi Sutanti stated that the design of interesting activity by teacher can bring the high enthusiasm because the students have already very interest in doing the activities in class. Furthermore, the English teachers ability in designing activities and methods have increasing their enthusiasm in teaching. More various and interesting his teaching, more maximal the enthusiasm that transferred to students. it is indicated that the teacher is an enthusiastic people that always try to give the best things in his profession.

c. Controlling self emotional

An enthusiastic teacher is suggested to controll his emotion, although there are some trouble in teaching that turn up his emotion. Based on finding, it can indicated that every teachers have their own way in controlling his self emotional. It is

appropriate with Gross's theory model, which some of the strategies are implemented by the teachers. One of the strategies, that is situation modification which the teacher tried to talk with students to influence their behaviour and reduce the negative emotion. This also argued that the teacher can tell about his/her bad feeling to students for inform about their emotional states and relieve the negative feelings itself. It is speculated that teacher who inform his bad feelings in the proper level will be better in consideration of the physical and psychological health. But this theory still have contradiction with many people who argued that teacher's emotion should inhibited the ongoing emotion during class, so the teacher should try to enjoy teaching as usual and forgot his problems. As stated in the previous study by Silfi Sutanti, the teacher who can control their self emotional, it is hoped that they will deliver the lesson material well. Hence, it is assume that the teacher's who will control the emotion by different way and strategies depends to the situation can maintain their enthusiasm in teaching. The good emotional regulation will result the positive attitude, thus teacher emotion can keep control in enthusiastic teaching.

d. Giving achievement/reward

Giving achievement/reward can cause the great effect to students motivation. The purpose is to stimulate the learning and to motivate good behaviour of students. The achievement or reward can be give in the form of things, physical contact, applause, or others. If the teacher being lazy to give reward, so it can cause the students motivation be low in making achievement in learning. It is because the students assumption that their achievement just limited in score given and there is no rewards or praising to appreciate it. So, it is important for teacher get attention about this aspect. Based on findings, the teacher ability in giving rewards influenced to the enthusiasm of teacher and student itself. The type of reward that given varying, either by intrinsically or extrinsically rewards. The intrinsically reward include the intrinsic motivation such as praising word both verbal or written. While, the extrinsically motivation more tends to the real things such as sticker, candy, books, and other special things that can engage students motivation. A good enthusiasm teacher not only give reward to students who got the learning target, but eventually also for student who have low score. Hence, it can be assume that whatever the rewards that teacher give, both verbal or non verbal, will give a great effect in engaging students enthusiasm. The previous study from Silfi Sutanti also agree

this opinion with stated that ending the class meeting with verbal reward, that is a motivational thought is something good which can engage students enthusiasm. Although, giving rewards without consider the effect of reward itself also being the threat that should be avoid by teacher. Sometimes, there are some condition that makes students too dependence with reward, so they did not feel enthusiastic in learning, but just purpose to compete about how to get the reward. It is cause reward also have the disadvantage effect beside its benefit. The teachers should consider wisely about the rewards that they give can engage the enthusiasm, and not cause the negative effect in learning activities. Furthermore, giving reward has being one of strategies by the English teacher who can increase enthusiasm in class.

- e. Remotivating teacher enthusiasm when down/unexcited in teaching

Motivation is the important aspect of teacher enthusiasm, even it being the basis of enthusiasm itself. As Dornyei's theory, teacher motivation generally influenced by intrinsic

and external component. The intrinsic component appeared such as vocation and inner job satisfaction. Teaching seen as vocation, where every teacher should consider their professional competence, know about his purpose of teaching. It is also relate with inner job satisfaction, which show by looking back the achievement or successfull target that have done in teaching. Recall some memorable moment in teaching also being some ways in remotivating teacher enthusiasm. Meanwhile, the external component represented about social context among teacher that related with micro and macro levels. For example the teacher get some motivation letter and tags on social media from his students. It is indicate that there is a value attached to the teacher profession by his students. Those component of motivation by Dornyei seen as the possible source of teacher enthusiasm. Being a teacher surely will faced the fluctuating motivation in teaching, so it is depend to the ways of teacher used in increase his motivation to always give the best dedication. Thus every teacher have showed their own ways and style in remotivating theirsself to be more enthusiastic in teaching.

f. Telling humor when teaching

Humor being a part of teacher enthusiasm. The quality of interaction between teacher and students will increase closely

by used some humor in learning activity. The purpose of humor is to make students' mind fresh back, especially if the class look bored, the English teachers are suggest to add some humor in his teaching. They should being sensitive to students psychological condition, such as look bored or sleepy. Many variation of humors such as tell the riddle, conundrum, or amusing act can be used by the teacher. It is similar with the previous study that conducted by Silfi Sutanti that agreed teachers who tell some humor in his teaching can increase the enthusiasm both of teacher and student. Teacher should choose humors that appropriate with students condition, because eventually found that there are some students that can not be treat by more humor. Teacher also should controll his humor for not being too overactive and noisy in class. Moreover, the humor also should contain the educative aspect that will increase students motivation in learning. It should not be contain something that insult or make students feel embarrassed because his behaviour being joking topic by his teacher. Thus, the English teacher have applied their strategies to improve his joking to students for increasing their enthusiasm in teaching.

3. The Analysis of English Teachers' Enthusiasm Level In Several Aspects Of Strategies

a. Vocal Delivery

Vocal delivery contribute to understanding content, commanding and maintaining attention, stimulating interest, communicating feeling tones, and encouraging participation. By have a good vocal delivery, teacher will dramatize an event, show something that important, and encourage students attention excitedly. Based on finding, it can be analyse that two of English teacher have a high level of vocal delivery, it show that they have ability in delivering the vocal excitedly. The teacher who explain the material with varied tone and lifting up intonation, added with the great pronunciation express their excitedly in teaching. Meanwhile, one teacher have a good vocal delivery too, but sometimes it heard softly and cause rarely uplifting tones/intonation and influence the excitedly in delivering it, so this teacher categorized have medium level of vocal delivery. Interestingly, two women teachers have the higher vocal delivery level rather than the man teacher. It is have the same case with the previous study in this research by Silfi Sutanti. It is stated that actually this phenomena are influenced by gender. But there is no more explanation about it, so it still need to investigate more. The researcher argue that

vocal delivery of English teacher can impact their enthusiasm in teaching maximally, which proved by the way of used vocal delivery from every teacher. More varied of vocal delivery used in teaching, definitely it showed the high level of vocal delivery and showed more enthusiast they in teaching.

b. Eyes

Eye contact is important for teacher enthusiasm. Based on the observation, it can be seen that all of English teacher have the good eyes contact in teaching. By the way the teacher show their eyes contact with students, it show that this teacher purposed to keep his attention and focus with students, so it also give an impact of good feedback both affectively and cognitively. Teachers who often seen to open and moving their eyes into lighting up and shining show that they feel interest to their students, so the students also feel enthusiast which influenced by saw the eyes contact from teacher. Moreover, the teacher eyes also should maintain his focus on students to get his attention, not looking over the other object. It is also argued in the previous research by Silfi Sutanti that eyes contact is essential to communication that goes on in the learning environment. As stated in finding, some teacher appeared their eyes that opening wide, shine, and raised up their eyebrows when demonstrate or describe something with

enthusiast. It means that the teacher eyes contact have the medium level of enthusiasm that can be seen by show the interested eyes contact with students.

c. Gestures

Gestures purposed to help delivering the verbal message which contain some idea or emotion, and at the same time engage the students to be enthusiast by teacher body gesture. It also assist in encouraging and controlling students participation. Related with students participation, as in the previous study also argued that gestures assist in controlling participation by signaling, pointing, shaping, describing, or controlling things in environment. Based on the description on finding, all of English teacher have the great level of gestures. All of teacher show many things using their body gestures by hand, head, and arm frequently. Hi five technique is one of hand's gesture which purposed to controll class situation and encourage students attention. Moreover, every teacher have their unique gestural style in expressing their enthusiasm, such as demonstrate some example, object, or delivering the message in text which different each other in practice it. Finally, the teacher gestures greatly show on their enthusiasm maximally, that proved by the high level in every teacher.

d. Movements

Body movements refers to general body motion which includes both instructional and personal motion. Instructional motion such as moved around the class , write on the board, or spread the task paper to students. Meanwhile, personal motion refers to movements that doing outside instructional context, which is not used directly to aid in the teaching process. Personal pace for example can be an effective way of teacher to illustrate verbal concepts and encourage students participation to always being motivated such as came to students that look unfocus or sleepy. The purpose of using movements are to structure, sequence, illustrate, and support verbal communication, or it can be to perform quite unconsciously as a cumulative repertoire of one's non verbal behaviours. But as stated in previous research by Silfi Sutanti, the key to effective use of body movements in delivery is vitality peppered with reserve and actually too much movement can be exhausting to the learner.

From the movements that show by every teacher, it can be assume that the motion that used by them is to help and assist for delivering the verbal communication, which eventually engage teacher motivation to being active in teaching. Finally, the English teacher movement's look very well in teaching and

show the high level of enthusiasm in teaching because in average they have an active and large body movements.

e. Facial Expression

Facial expression is important to show teacher enthusiasm when teaching. It is integrated with vocal delivery, so the facial expressions are correlated with verbal meaning. Facial expressions like surprise, happy, sad, thoughtfulness, and excitement actually contain the message that is delivered by face. It is important to express teacher enthusiasm in form of lively facial expressions. It is also assumed that the face is where behaviours express emotions intensively. It also depends on teacher personality, where people who commonly express their emotions through their faces will be more easily able to deliver their enthusiasm to their students, rather than people who do not usually express their emotions/ appear deadpan when communicating. Being related to communication, in previous research by Silfi Sutanti argued that an important objective for a teacher is to integrate facial expressions into vocal delivery, so that the facial expressions are congruent with verbal messages. Thus, the more expressive a teacher is, the more easily their enthusiasm is expressed in their teaching. In short, English teachers' facial expressions are generally showing a medium level of enthusiasm in teaching.

f. Word Selection

Word selection refers to the combination of words that produce by a teacher to deliver the message in teaching. In delivering the lesson, the teachers used combination of words in communicate the content, such as action words, descriptive phrases, adjective, positively stated combinations, and use of metaphor/simile that deliver with feeling tones of enthusiasm greatly contribute to delivery the context of lesson to students. Using different words including descriptive phrases and adjectives is recommended for teacher enthusiasm, because this word choices can engage both teacher and students enthusiast and don't make them feel bored in learning. Sometimes, the teacher also used the famous words of people or things and choosed some song lyric in help teacher explain the material. Surprisingly, it makes students more excitedly to following the lesson because the teacher know about the things that students like. In the other hand, too much used nouns and repetition of the same words should be avoid by teacher because it will result a dull teacher that hinders students from following the lesson. Finally, the words selection that used by English teacher generally have a high level of enthusiasm, because they feel attracted to communicate well and not monotonous in teaching.

g. Acceptance of Ideas and Feelings

The enthusiastic teacher is quick in confirming, commends, encourages, or explains the ideas/ feelings from students. Based on the explanation in finding, teacher's acceptance of ideas and feelings in teaching generally showed the high level of enthusiasm. It is contribute to give the great feedback to students in non threatening ways, the positive feedback that can encourages them to be actively in learning. Doing vigorous nodding when agreeing students ideas and assisting / clarify the respond when students answer if it incorrect without make students motivation down. Praising students achievement also important for teacher enthusiasm in encourage students motivation and appreciated their idea can make them being more active, although the idea should be fixed again by teacher. In short, the teacher who always ready and quick in accept student's ideas and feelings will bring enthusiasm in his teaching maximally because the teachers understand students ideas and feelings, so they appreciate and treat students equally.

h. Overall Energy

Energy level is the overall level of personal mobility, vitality, variations in voice, degree of animation and amount of bodily dynamism. Teacher's energy level are varied among individual and environment, like although some teacher have

the same teaching style, mostly they have the different energy level in teaching. it is supported by the finding of previous research by Silfi Sutanti, that is energy level actually not only contribute s to attention, but also to retention. So the energy level will vary from individual to individual and with environment.

Generally, the highly energetic and lively behaviour of an individual inform about teacher overall energy which include maintained the high degree of use voice, tone, pitch, eye, head, arm, and movements. In short, having the great energy in teaching showed the high level of teacher enthusiasm, because the energy was distributed to students for being enthusist too in learning.