

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

The objectives of this study are to investigate the eight basic teaching skills used by Native English Teacher at English Education Department at Antasari State Islamic University Banjarmasin and how the teacher applies those skills. This chapter provides description and explanation of the findings in this study followed by the discussion of the findings based on the research questions and data analysis.

#### **A. Findings**

There are two questions that have to be answered in this research. The first question is what the eight basic teaching skills are applied by the native English teacher in teaching process at English Education Department. The second question is how the native English teacher applied the eight basic teaching skills in teaching process at English Education Department. The researcher used three instruments to collect the data, those were observation, interview, and documentary.

##### **1. The Eight Basic Teaching Skills Applied by the Native English Teacher in Teaching Process at English Education Department**

After conducting eight times of observations and once interview, the researcher found the eight basic teaching skills used by the teacher. The

following table shows the basic teaching skills he used in teaching process of English:

Table 4.1. Basic Teaching Skills Used by the Native English Teacher

NO	Basic Teaching Skills	Meetings								
		1	2	3	4	5	6	7	8	Total
1	Asking Skill	✓	✓	✓	✓	✓	✓	✓	✓	8
2	Giving Reinforcement Skill	✓	✓	✓	✓	✓	✓	✓	✓	8
3	Making Variation Skill	✓	✓	✓	✓	✓	✓	✓	✓	8
4	Explaining Skill	✓	✓	✓	✓	✓	✓	✓	✓	8
5	Opening and Closing Skills	✓	✓	✓	✓	✓	✓	✓	✓	8
6	Guiding Small Group Discussion Skill	✓	✓	x	x	✓	✓	✓	✓	6
7	Classroom Management	✓	✓	✓	✓	✓	✓	✓	✓	8
8	Teaching of Small Group and Individual Skills	✓	✓	✓	✓	✓	✓	✓	✓	8
<b>Total</b>		8	8	7	7	8	8	8	8	62

The table shows that the teacher always used each basic teaching skill when teaching, except the guiding of small group discussion skill. He used asking skill, making variation skill, reinforcement skill, explaining skill, opening and closing skills, classroom management skill, and teaching of

small group and individual skills in every activity of teaching process in eight meetings. However, the guiding of small group discussion was only applied six times in eight meetings.

In conclusion, the teacher used all of the basic asking skills. The details were: asking skill eight times, giving reinforcement skill eight times, making variation skill eight times, explaining skill eight times, opening and closing skills eight times, guiding small group discussion is only used six times, classroom management skill eight times, and teaching of small group and individual skill eight times.

## **2. The Application of the Eight Basic Teaching Skills by the Native English Teacher in Teaching Process at English Education Department**

As shown in Table 4.1, there were basic teaching skills used by the Native English Teacher. The skills are asking skill, giving reinforcement skill, making variation skill, explaining skill, opening and closing skills, guiding small group discussion skill, classroom management skill, and teaching of small group and individual skills. The following writing describes the application of each skill.

### **a. Asking Skill**

The asking skill has ten components. Those are clear and concise in conveying question, giving direction, shifting turns, distributing, giving time for thinking, giving guidance, converting cognitive level arrangements in answering questions, arranging sequences of questions,

using probing questions, and increasing interactions. He applied each component as follows.

#### 1) Conveying Question Clearly and Concisely

The teacher conveyed question clearly and concisely by using simple sentences and choosing common words. For examples: “Do you know function or not?” “What is the differentiation of ESL and EFL?” “Who still remember other topics that not in syllabus?” and so on. Furthermore, he also gave direction to make students easy to understand. For example when analyzing a video about the roles of teacher used by a teacher named Bill, he asked students by giving clue on it: “Do you think Bill talks to his wife and doing this? No. He doesn’t. It is to be interesting. What is that?” Then the students answered: “Prompter”. Sometimes he also wrote questions on the white board, showing it in the LCD, and gave questions on a paper that shared to each student or each group.

#### 2) Giving Direction

Then, the second component is giving direction. It means the teacher gives some information in his question. When conveying questions, the native English teacher gave direction to help students to answer correctly and to make his question clearer. For example when he was explaining about different thinking of Malaysian and American people with the sentence ‘Where are you going?’, he says: “For us (Malaysian and Indonesian) it means for appreciating and accosting, but

for American maybe he will think ‘why does he want to know?’ he feels...(waiting students answer).” Then, students answered: “disturbing, uncomfortable,” and so on.

### 3) Shifting Turns and Distributing

The third and fourth components of asking skill are shifting turns and distributing. Shifting turns means teacher asked some different students to answer a question, whereas distributing is some different students to some different questions. Actually he seldom used shifting turn and distributing, because he mostly conveyed question, for all students. He used shifting turns when he asked some students about their favorite teacher and when he asked students to give positive comment and suggestion to their friends’ presentation.

He used distributing skill when reviewing activity (reviewing all topics on previous meetings) and he asked different students for every question. Another example is when he asked students to answer the exercises of comparative. He did not ask students to answer in chorus, but individually to answer the question by throwing a ball to him/her. Furthermore, he once did both of shifting turns and distributing in the same activity. Like while writing three questions in whiteboard and asked students to answer one question. In this activity, every student must answer one question, but each question can be answered by more than one students.

#### 4) Giving Time for Thinking and Giving Guidance

The sixth and seventh components are giving time for thinking and guidance. Teacher always gave time for students to think when asking them. He used this component in some ways. First he gave and told the time limitation, like thirty seconds, one minute thirty seconds, ten minutes and thirty minutes (for group discussion), and so on. Second, he conveyed questions to all students then asked who want to give answer. The last, he conveyed a question to a student and waited him/her until ready to give answer. Then in the giving guidance component, he used it to make students able to answer. For example when he asked: “Who still know how many languages in the world?” Students tried to give answer but not really sure. Then he tried to make it specific “How much thousand?” Then the students could answer correctly “seven thousands”.

#### 5) Kinds of Cognitive Level Question and the Arrangement

Then, kinds of question the teacher used were memorization, analysis, and evaluation questions. For examples: “What is the part of speech of ‘play’?” (memorization), “ Which one is suitable for the description, why? (analysis), “Anyone has a positive comment for the presenter?” (evaluation), and so on. Furthermore, he also conveyed question in cognitive level arrangements, for example the question “What is language learning purpose of Ning Wang? Why?” (memorization then analysis).

## 6) Probing Question and Increasing Interaction

The two last components are probing question and increasing interaction. The teacher often used these components. Kinds of probing questions that the teacher used were giving motive, giving example, giving more complex answer. For example: A student answered: "Listening to the music." Teacher asked again: "How do you practice the language (by listening)?" Another example: A student answered: "Because he demonstrates by himself". Teacher asked again: "What does he demonstrate there?" Then, related to increasing interaction, the teacher used it by asking other students' agreement about the answer of a student. For example a student gave an answer: "Canada is bigger than Brazil." Then the teacher asked to another student: "Is it true?" and asked again to all students: "Are you sure?"

### **b. Giving Reinforcement Skill**

The reinforcement skill has two components, verbal and non-verbal reinforcements. Among all skills, the reinforcement is the least skill used by teacher in the implementation. Although the skill was used on each meeting, he never used it more than seven times on each meeting. Even, on a meeting he just gave once reinforcement.

#### 1) Verbal Reinforcement

The teacher used verbal reinforcement more often than using non-verbal reinforcement. He used it both by words and sentences.

For example: “Good” “Ok. Thank you” and “Thank you for the presenters and all audience”.

## 2) Non-verbal Reinforcement

Related to non-verbal reinforcement, the teacher used it by gestures, touch, and symbols or objects. Mostly, he gave gesture reinforcement by giving the students applause after answering the question correctly, after participating, and when becoming a winner. He once used touch/contact reinforcement by tapping student’s shoulder and shaking his hand after going to the front to read his group result of conversation. The last, he used symbols reinforcement by giving score for the students who answered questions correctly, and it is usually when groups activity.

### c. Making Variations Skill

Making variation skills have three components, those are: variation in teaching skill, variation in using media and teaching tools, and variation in patterns of students’ interaction and activities.

#### 1) Variation in Teaching Style

On the teaching style, he used English and Indonesian language when teaching, but he explained in Indonesian more often than English. It is by consideration that he wanted them to understand the theories. He tried focusing students by pointing the LCD, writing on the whiteboard, and making jokes. He also engaged them with some

questions and practices, so that they might pay attention to understand because of the questions and practices.

Then, his eye-contact and movements always spread among students. He did not stand on a spot in front of class. While teaching, his eye-contact spread to all students, he stood on the center, came near to whiteboard, LCD, or students, and went to right and left side. He never sat down on his seat.

Then, related to his body language and mimic, he raised his hand when asking students who want to answer question and when he needed students to pay attention to him. His face always expressed warm feeling when explaining. He made his mimic and gestures helped him when explaining. For example when he said “shock” he acted like a shocked person with his shocked face, raising his head, and taking his hand on his chest.

## 2) Variation in Using Media and Teaching Tools

Related to the variation in using media and teaching tools, he used LCD, white board, papers, video, and pictures (on the paper) for visible media and materials. Then he made the LCD’s materials full of color and pictures to make students interested in it and didn’t get bored. Then, he used ball, card, and paper pictures, examples, text, or question for touchable materials. Then he uses his voice for audible materials.

### 3) Variation in Patterns of Students' Interaction and Activities

Furthermore, the patterns of students' interaction he used were teacher-student pattern, teacher-student-teacher pattern, and teacher-student-student pattern. The example of the teacher-student pattern was that when the teacher explained by lecturing. The example of the teacher-student-teacher pattern was that when teacher asked students to give comment. Also when they were answering and analyzing examples and questions together. Then, the example of the teacher-student-student pattern was that when students in pair-work and group discussion. Then, the variations of students' activity are presentation, practicing example, pair-works conversation, and group discussion.

#### **d. Explaining Skill**

The explaining skill consists of four components. They are clarity, using examples and illustration, emphasis, and feedback. The implementation will be explained as follows.

##### 1) Clarity

For clarity, he avoided too many and confusing words. The teacher explained mostly in Indonesian language. He explained slowly or words by words with short explanation. Although he gave short explanation, it was rich of examples and practices/exercises. He mostly gave example rather than explaining. For one sub-topic, he just gave short definition then gave students many examples and asked them to practice the examples together. Although there were short explanations

on definition, he always did explanation anytime, in instruction for activity, in examples, and in practicing together.

While explaining, he sometimes (often) inserted jokes and told himself/his friends experiences. It is to make students happy while learning. Also, he used media to help him explaining. He showed the materials on LCD or wrote important materials on the whiteboard when explaining. It helped him to make students understand without using too many words when explaining.

## 2) Using Examples and Illustration

After explaining, he gave two or more examples and asked students to practice. He gave the easiest until the hardest examples. He also gave funny example to make students enjoy and didn't get bored in learning. For most examples, he always tried to engage students. He gave students questions related to the examples, analyzing the examples, and answering them together.

He also used examples and illustrations by telling his and his friend experience, showing video and demonstration. that He demonstrated some examples by acting like news reader or a security.

## 3) Emphasis

Teacher emphasized the materials by repeating, using rhetorical questions, and writing the important words on whiteboard. He repeated the examples to make students really understand.

#### 4) Feedback

The teacher gave feedback for students by asking them to answer questions individually or in chorus. The questions were: “Is there any question?” “Do you understand the text or not?” and so on. Furthermore, he also gave feedback by asking them to analyze the examples to show their understanding.

#### e. Opening and Closing Skills

The opening and closing skills have six components. They are attracting students’ attention, increasing motivation, giving direction, giving apperception, reviewing the materials and doing evaluation. The last two, are components of closing skill, and the rest are the components of opening skill.

##### 1) Attracting Students’ Attention and Increasing Motivation

In opening, the teacher attracted students’ attention by doing game, quiz, and presentation as the first activities. Those all were: once the ‘three questions activity on the whiteboard’, twice writing ‘4 things games’, twice Quizzes (of American culture and of ‘Teaching, learning and Teacher’), once game ‘writing a sentence of story’, and ‘twice presentation and comment activities’. All activities could have increased students’ motivation. Also, they made them happy, so they could enjoy learning the theories after the game/quiz activities. They also made them want to know why they did these activities and what was the relation with the topic.

One example is when he gave students yellow paper, divided students into three, and asked students to write 5 words on the yellow paper according to his instruction. The first instruction was writing 5 verbs, the second was writing 5 adjectives, and the last was writing 5 proper nouns. By this activity, he attracted students' attention and increased the students' motivation because it was done in groups, they were not afraid/shy when their answer was wrong. It was a funny activity, because although a group had true answer, they still didn't get any point if their answer was the same with the answer of other groups who answered faster.

## 2) Giving Direction

Teacher gave directions by telling students the topic, how the activity and the purpose of each activity. For example, in presentation activity, the teacher gave direction by telling and showing students the important aspects of presentation to be noticed before they gave comment/suggestion. Another example, the teacher gave direction by introducing the topic before '4 thing game' activity (a group must write four words/sentences as soon and as true as possible according to the instruction) and told students the purpose and the instruction/explanation for activities (explanation, examples, and time limits).

### 3) Giving Apperception

The teacher gave apperception by arranging activities in relation to each other. For example, firstly he asked students to do presentation, then gave explanation of aspects to be noticed, and asked students to give comment/suggestion. All activities were related to the presentation. After that, he continued with the other new activities.

### 4) Reviewing the Materials

Then, on the closing skill, the teacher did review by asking the materials and making conclusion. For example: He asked: “What is syntax? What is this picture called?” Then, in another example the teacher reviewed the materials by giving short conclusion about grammar translation method. He says: “... the main is when we teach grammar translation method, using whatever languages, it is to make students directly can arrange sentences by himself. So, if the vocabulary is not complete, they cannot arrange the sentence. And if the explanation is not clear they definitely cannot. So that we use explanation, example, and exercise like our presentation”.

### 5) Doing Evaluation

The teacher did evaluation by asking students to analyze video, submitted the paper of the group discussion result/task, answered the exercises, did presentation of the result of group discussion, and made conversation.

#### **f. Guiding Small Group Discussion skill**

The guiding small group discussion skill has six components, those are: focusing students' attention on the purpose and topic of discussion, analyzing students' views, expanding the problem, improving students' thinking, spreading the opportunity to participate, and closing the discussion.

##### 1) Focusing Students' Attention on the Purpose and Topic of Discussion

The teacher focused students' attention on the purpose and topic of discussion by giving clear instruction and examples before group activity. He also explained the purpose and steps of group discussion to all students in front of class. Then, after the students made circle on their own group, the teacher gave explanation again on each group. He also focused on groups by walking to each group for looking or hearing their discussion, giving more explanation to each group, helping groups who need his help, and finding the deviations then correcting them.

##### 2) Analyzing Students' Views

The teacher analyzed the students' view by asking students the reason of their answer. For example, a student answered a question by saying that the purpose of learning is 'EIL'. Then the teacher asked: "why?" The student answered: "because he wants to learn English and....."

### 3) Expand the Problem and Improving Students' Thinking

Then the teacher expanded the problem and improved students' thinking by giving examples and conveying questions before and while discussion. For example he says: "Is there like 'a' or 'an' in Banjaresse?", "It is like the chair, open the window".

### 4) Spreading the Opportunity to Participate

Teacher spread the opportunity to participate by making a group with four members that sit nearby, usually students sit near to their close friend, it made them easy/not shy to speak and tell their opinion. Then, also in the 'four words/sentences games' activity, the four members in a group wrote four sentences (on group's first activity). It was decreasing possibility to monopolize, because each student on a group can give one answer/sentence on each category.

### 5) Close the Discussion

The teacher closed the discussion by checking students' result of discussion and giving explanations. He also closed the discussion by asking some groups to do presentation and asked all groups to submit their paper. Furthermore, the teacher also closed discussion by giving score, comments, and telling the mistakes.

## **g. Classroom Management Skill**

Actually, the classroom management skill has two components. The first one is skills related to the optimal creation and maintenance learning conditions (preventive). It consists of the teacher's initiative

activity, teacher's control lesson ability, giving clear clues, giving advices, and reinforcement. Then, the other component is a skill related to the optimal return of learning condition.

#### 1) Optimal Creation and Maintenance Learning Conditions (Preventive)

This term has some sub-components, they are: teacher's initiative ability, teacher's giving attention ability, teacher's focusing on the group ability, giving clear clues, giving advices, and reinforcement. But, the teacher just used the sub-components: teacher's initiative ability, teacher's giving attention ability, teacher's focusing the group ability, and giving clear clues.

For the teacher's initiative ability, he did preventive initiative by engaging students to practice more, so the students paid their attention and didn't have possibility to do something else while learning. He also used his initiative ability by not being panic and still continued the lesson when the lamp turned off. He also had initiative to come to groups to facilitate them if they had questions.

Then, on the teacher's giving attention ability, he did it using his eye-contact, body language, and movement. He always stood in front, sometimes in right side and sometimes in left side. He spread his sight to whole students. He did all of that to control the students. Teacher also came to groups/individuals to look/listen at their work/discussion and know they have understood or not,

For the teacher focusing on the group ability, he prepared the materials and divided groups. He took their attention by giving directions, explanations, examples, and exercises before group activity. He also used those things while group discussion if necessary. Then, after discussion activity, he gave comment or explanation on an answer/the result of discussion to all students. He also arranged students' seats to make them moving closer and focusing on their own group.

He gave clear clues to all instructions and directions to the group and individuals with his strong voice, helped by his hands (eg. when arranging the seat). He also used examples to make students understand better and the time not castaway.

## 2) Optimal Return of Learning Condition

This sub-component is the teacher's response toward an ongoing disruption student and teacher's initiative action to restore optimal learning condition. Then, among eight times observation, the researcher never found the disruption student in the classroom, because they respected the teacher and they were not kids anymore. But actually, the teacher never asked students to be silent when they were noisy. It was because the teacher wanted the students to enjoy the learning. Then, to make the students pay attention to him, for example while group discussion activity, he just raised his hand and said 'so ....' Then students pay attention to him.

#### **h. Teaching of Small Groups and Individuals skills**

This skill has four components. They are personal approaching ability, organizing ability, guiding and facilitating learning ability, and planning/ implementing teaching/learning activities ability.

##### **1) Personal Approaching Ability**

The teacher used personal approaching ability by making chummy interaction among students with group discussion that the members are choosing randomly, and making chummy interaction between teacher and students by checking the answers and the result of discussion together. He also corrected students with positive way. For example when students were wrong in pronouncing words ‘disturbed’, ‘replaced’, and so on, the teacher repeated the words with the correct pronunciation, and the students then tried to say the word correctly.

He also came closer to students when asking them to come in front of class (pick up), did conversation in pair with students (because the odd one) and with all students (in chorus). He also made jokes and funny interaction. For example he threw a ball to a student twice like unintentionally, so that all students were laughing, it was for slacken off. Then, he also gave positive response, for example when a student was giving his comment: “Student become responsive (a good comment for his friends presentation)”. Then the teacher gave response: “So that it means making active?”

## 2) Organizing Ability

For organizing ability, he gave motivation, making variations of activities, preparing the materials and tools, explaining on every exercise and example. He gave all students (in groups) the opportunity to get points/scores by giving ball (who gets ball must give answer) to the group that have lowest score. Those all were to make students get the goal of learning.

## 3) Guiding and Facilitating Learning Ability

Then, he guided and facilitated learning ability by always ready helping when they had question or difficulties. For example he moved the position of whiteboard to make all students see it. He also told them the time limitation and the rest of time to make them prepare the answer well. He also checked and gave correction for students answer, came to groups when discussion to help them, and using tools/media. He also made students, individually, be confident in learning by giving positive comments, making group discussions, and so on.

## 4) Planning/ Implementing Teaching/Learning Activities Ability

He planned the teaching and learning activities and implementing them. For example he asked students to give comments for each presentation. This planning was carried out, both with voluntary or perforce to speak because of getting the ball. Then, he also made planning of each activity and determined the aims/purposes on it. For example when group discussion, why did he ask students to make the

materials using vocational language grammar? He thought that it would make students be more confident for students to use Banjarese. He said: “Why is using native language? Because more confident than using English.”

## **B. Discussion**

In this section, the result of the research is discussed related to the theories collected in chapter two. So that it can be seen how the theories met the reality. Also, it can be seen whether the native English teacher used and applied the eight basic teaching skills in the related theories or the result shows different sides of the real English teaching conducted by native English teacher.

### **1. The Eight Basic Teaching Skills Applied by the Native English Teacher in Teaching Process at English Education Department**

As stated in previous section, the findings on research question number one, among eight meetings, the teacher used the eight basic teaching skills like: the asking skill (eight times), giving reinforcement skill (eight times), making variation skill (eight times), explaining skill (eight times), opening and closing skills (eight times), guiding small group discussion (six times), classroom management skill (eight times), and teaching of small group and individual skill (eight times).

This indicates that what the teacher did is relating to the theory of the eight basic teaching skills in Uzer Usman. It is said that the teacher should use all of the eight basic teaching skills the native English teacher did.

However, among eight meetings, there was one skill that the teacher didn't always use. The skills that always used by the teacher were: the asking skill, reinforcement skill, making variation skill, explaining skill, opening and closing skill, classroom management skill, and teaching of small group and individual skill. The skill that the teacher doesn't always use is guiding small group discussion skill. Teacher did not use that skill because there was no group activity in those meetings.

## **2. The Application of The Eight Basic Teaching Skills by the Native English Teacher in Teaching Process at English Education Department**

Based on the result, the researcher found that the native English teacher applied the eight basic teaching skills. However, the teacher did not apply all components of each skill and also modified the implementation of some components, or of some sub-components. To make it clear, it will be explained one by one.

In the implementation of asking skill, all components mentioned in chapter two have been used by the teacher. The teacher believed that students who were more active and did some practices in learning would remember the material better, and one way to make students more active and practice was by conveying some questions. As Uzer Usman (2011, p. 74) stated that good technique in conveying question will give positive effects for students, one of them is developing active learning. Then, some techniques used by the teacher were the form of competition, games, rhetorical question, analyzing example together, and exercises.

Then, the second skill was reinforcement skill. Among all skills that always used by the teacher in each meeting, reinforcement was the less skill that applied in the teaching process. In reality, the researcher found that there was one meeting that the teacher just did once reinforcement. Then, in each meeting, the teacher never used reinforcement more than seven times. It was because he gave reinforcement mostly for a group and all students, not individually. Uzer Usman (2011, p. 81) states that there are two kinds of reinforcement, verbal and non-verbal reinforcement. In fact, the teacher mostly used verbal reinforcement, both by words or by sentences. Then, there were many kinds of non-verbal reinforcement, but teacher just used some kinds. It was reinforcement by gesture, touch, and symbol. For example he gave applause to students, tapped student's shoulder, and gave scores.

Moreover, the next skill was making variation skill. In Uzer Usman (2011, p. 85), there are three components of making variation skill, they are variation in teaching style, in using media and teaching tools, and in pattern of students. In fact, teacher always made variation of the three components in each meeting. It was the skill that enriched implementation of skill. He made variation, both on his teaching style, materials/ tools, and pattern of students/activity. He believed if the lesson was only serious, without jokes, no relax and enjoyment, no practice, it made them active, bored, unfocused, and forgetfull. So, that is why, variation is the important part in teaching.

Then, the fourth skill was explaining skill. He implemented this skill according to the theory by trying to give explanation as clear as possible. It is the reason why he often used Indonesian Language when explaining. As Uzer Utsman (2010) stated “give explanation ought to use language that make students easy to understand”. He chose to use Indonesian language by consideration that the purpose of subjects he taught (TEFL and Introduction to Linguistics) are English theories subjects, not English practicing subject. So that, to understand the theory is required rather just to practicing English. Then, the teacher said that the students remembered better when practicing more, and when they were active in communication. That is the reason why he gave short explanation but rich of examples and practice that engaged them when learning.

Furthermore, the fifth skill was opening and closing skill. In opening, the teacher always used all components on each meeting. He said that opening is an important part of teaching and learning. He always divided learning into three parts: pre-activity, core, and post-activity. Opening was in the pre-activity, he always made this activity with games/something fun but still related to the topic. He said that he has two reasons why didn't begin the activity with theory directly. First, he wanted to make students interested and happy, because when they are happy, they will focus. The second was sometimes students were late, so when they late, they didn't miss the theory. They will also try not to come late again in next meeting because they didn't want to miss the funny activities, because the

funny activities were always on the beginning. The core of activities was theory explanation and the closing was in the post-activity, he said the post-activity by practice, because he also asked students to practice after giving theories/explanation.

Then, the sixth skill was guiding small group discussion skill. The teacher didn't use this skill always because there were no group activities in the meetings. Those were meeting three and meeting four. In meeting three, he was doing quiz review of previous materials individually. He chose this decision to make each student remember the previous materials. So that it cannot be done in group. Then, in the fourth meeting, the teacher explained about online discussion on the opening, and the teacher had two different topics in this meeting. The first topic was culture and language, and the second was reviewing the materials. He used the time as useful as possible, so that to shorten time, he didn't do group activities, because it will take long time to discuss and check the answer. Then, when using this skill, he applied this skill by using all of the six components that stated in Uzer Utsman.

Then, the seventh skill was classroom management skill. Related to the theory in Uzer Usman, this skill consisted of two components. The first one was skills related to the optimal creation and maintenance learning condition (preventive). Then, the other was the skill related to the optimal return of learning condition. But in the reality, the teacher just used the first component. That was because the second component is related to the

ongoing disruptive students, and on all meeting there are no disruptive students are found. In common, he believed that enjoying classroom is better than learning under the pressure. Then, to make students pay attention to the learning, it can be done by jokes and practice more.

Then, the last skill was teaching of small group and individual skill. Related to the theory, all of the components were used by the teacher in among eight meetings. There was one component that he has excess on it, it was personal approaching ability. He was able to make enjoy atmosphere, build close relation and interaction both between students and teacher and also among students. He also made himself as facilitator who always ready to help them in learning. Then, he organized the ability is in the steady planning and preparation, he spends three hours to prepare a lesson (providing materials, preparing tools, and arranging the kinds of activities). Then, the lesson plan was usually used for five different classes in a week but with some modifications in explaining, because they have different ability, motivation, and common characteristic.

Basically, the native English teacher's ways in implementing the eight basic teaching skills are in the same rule as the theories. Practically, there are components that he really emphasizes to use, and some others are not really paying attention. Also, sometimes there are some components of the theory that he left. However, there are some elements such as teaching beliefs, perspectives, or personal principles that would influence teacher in applying certain skills in his teaching activities.