

CHAPTER IV

FINDINGS & ANALYSIS

A. Findings

The data of this research are the data collected from observation, questionnaire, and interviews of the three English Classes: the class of teacher A (class level 34), teacher B (class level 35), and of teacher C (class level 36).

1. Observation

On the observation, the researcher wrote everything about the actions done, atmosphere, and activities in the classroom that may have a link with the data he wanted to collect, both from the classroom teachers and the students. However, the researcher still focused on several observation targets such as below:

- The skill the teacher focuses on
- If the teacher calls the students individually to increase their participation in class
- If the teacher gives different tasks, instructions, and attentions to different students according to their language learning ability
- If the teacher involves the students in classroom management
- If the teacher applies group or pair work on the students in the case of different grouping/pairing arrangements based on their language learning ability
- If the teacher promotes the student's interaction and cooperation

- The way how the teacher stimulates the students to actively participate in classroom activities
- If the teacher uses a media other than whiteboard and board marker
- The way how the teacher arranges the student's seats
- The student's atmosphere, and
- The student's participation

a. The English Class Level 34 with Teacher A

1) First Observation on February 24, 2011

The teacher's behaviors:

- The teacher focused her lesson plan on speaking skill – communication skill.
- The teacher directly pointed any student to speak up.
- The teacher let the more talkative students ask or answer questions.
- Besides English, the teacher also used mother tongue (L1) in her explanation about the lesson.
- The teacher stimulated student's background knowledge during introducing the lesson.
- The teacher applied pair work on the students.
- The teacher set the student's seats in a circle.
- The teacher applied role-play activity on the students – she had the students make a conversation about 'introducing self' and then practice it with their partners.

The students' responses:

- Most of the students tended to be silent.
- Few talkative students sometimes asked the teacher for more understanding about the lesson.
- The students were stimulated to speak up when they worked in pair and group. They enjoyed the pair and group work.
- The students sometimes talked with their classmates while the teacher was explaining the lesson in English.

2) Second Observation on February 26, 2011**The teacher's behaviors:**

- The teacher focused her lesson plan on speaking skill – pronunciation (drilling).
- The teacher used both English and Indonesian (L1) in instructing and directing the students.
- The teacher invited the students to speak up one by one by asking them several questions related to the lesson.
- The teacher applied grouping on the students – a group of three people.
- The teacher came to each group and walked around to give directions (mostly used Indonesian) about what the students had to do.

- The teacher assigned the groups to make a conversation – the teacher gave freedom to the students to make it with their own creative idea.
- The teacher gave chance to the students to have a small practice with their group mates before going to front of the class.
- The teacher instructed each group to practice the conversation in front of the class (the teacher guided the student's pronunciation).
- The teacher sometimes changed the order of student's seats.
- The teacher went around controlling the students when they were doing a task and sometimes helped them to solve their problem.
- The teacher offered a chance to the more proficient students to answer their classmates' questions.
- In conversation activity, the teacher offered any group which wanted to go first to practice the dialogue.
- The teacher mostly made use of whiteboard and board marker during the class activity.

The students' responses:

- The students were quiet and paid attention to the teacher's explanation.

- The students started to understand some simple English questions of the teacher. It could be known that they sometimes responded them by a little answer.
- The students are less confident to speak up personally but they still have effort to do so.
- In the drilling activity, the students cheerfully repeated the teacher's pronunciation – all of them spoke up.
- In the grouping activity, most of the students were active practicing conversation with their group mates.
- Some of the students directly asked the teacher once they did not know how to say it in English.
- All of the students practiced conversation in front of the class but they were still a little shy.
- In a certain case of grouping activity, most groups tended to be silent. It was when they did not really understand the teacher's directions in English.
- The students were stimulated to have questions for the teacher once the teacher explained the lesson in Indonesian.
- In conversation activity, there are several groups which volunteered to go practicing the dialogue in front of the class. In the meantime, the other groups were paying attention.

3) Third Observation on March 3, 2011

The teacher's behaviors:

- The teacher focused her lesson plan on speaking skill – communication skill.
- The teacher reviewed previous lessons and she used Indonesian in her explanations.
- The teacher applied a warming up before going on to the focus lesson.
- The teacher just set the student's seats in rows.
- The teacher gave a chance to the students to discuss the lesson with their classmates. After that, the discussion went on to the class lead by the teacher.
- In some instructions, the teacher used English.
- The teacher mostly made use of whiteboard and board marker for the whole class.
- The teacher invited the students to speak up personally, like asking questions.
- The teacher got around controlling and helping the student to solve the problems in their exercise.
- The teacher applied grouping, like 'role-play' – she set the student's seats in a little circle in the groups. Then, she came to each group to give directions (she used Indonesian).

- The teacher let the more proficient students correct any mistake in the exercise and show it to the class.

The students' responses:

- The students listened the teacher's explanation (that it is in Indonesian) and sometimes responded the teacher's questions.
- The students did their exercises quietly.
- In the warming up activity (reviewing previous lesson), the students tended to be silent, they might be shy or they might understand the reviewed lesson. However, more or less, the warming up seemed working on the students. It can be known as they gave some responses when the teacher asked them questions related to the lesson.
- The students tended to be silent if the teacher asked them in English, they seemed not really understanding.
- In a certain case, like a very simple question about 'to be', the students were a little bit more confident to speak up personally than they usually were – to answer the question.
- The students enjoyed discussion, pair work, and group work.

4) Fourth Observation on March 10, 2011

The teacher's behaviors:

- The teacher focused her lesson plan on speaking skill – communication skill and pronunciation (drilling).

- The teacher firstly set the student's seats in rows and then changed them when the students worked in group.
- The teacher used both English and Indonesian during the class.
- The teacher made use of whiteboard and board marker.
- The teacher sometimes suggested the students to open their English dictionary.
- The teacher applied grouping on the students. In the group work, she instructed the students to open their English dictionary and share each other the vocabulary.
- The teacher applied pair work on the students – she had the students make a short dialogue and then practice it.
- The teacher got around the students to control and help the students' problem on both their group and pair work.
- The teacher did not strictly emphasize the students a correct pronunciation, but she rather let them speak up – like in conversation activity.

The students' responses:

- The students responded to the teacher's questions although they were quite shy to speak up loud in their answers in English. However, they could confidently respond to the teacher if the teacher included Indonesian translation of her questions.
- The students paid attention to the teacher's explanation.

- Some of the students confidently asked the teacher once they did not know the meaning of an English word.
- The students were more interactive with the teacher if the teacher used Indonesian.
- The students got confused if the teacher gave them English directions – like directions how to do a task.
- In drilling activity (pronunciation practice of several vocabularies), the students spoke up loud
- The students enjoyed both group work and pair work.
- The students seemed quite shy when practicing a conversation but they still had effort to do so.

b. The English Class Level 35 with Teacher B

1) First Observation on February 25, 2011

The teacher's behaviors:

- The teacher focused her lesson plan on speaking skill – pronunciation (drilling).
- The teacher set the student's seats in U form.
- The teacher mostly used English during the class.
- The teacher negotiated with the students about how much she might use English during the class.
- The teacher just signaled the students with body language or gesture once the students did not understand what she said – that she kept speaking English.

- The teacher got around to help the students on their problem – like answering the students’ questions, etc.
- The teacher invited the students to speak up individually. It was like that she walked around and asked the students some question and like when the students spelt their names one by one.
- The teacher had the students read a conversation in silence and try to figure it out – a kind of warming up before going on to the main lesson.
- The teacher applied role-play on the students, like in two big groups between boys and girls. They practiced a conversation. In the meantime, the teacher became the students’ guidance first in pronouncing it. After that, the students practiced it by themselves. Next, she had some volunteers from the students to practice the conversation in front of the class.
- The teacher always gave examples of what the students were going to do – like in tasks, etc.
- The teacher made use of whiteboard and board marker.
- The teacher involved the more proficient students in managing the class – like to give an example to the less proficient students.

- About pronunciation, the teacher strictly emphasized correct pronunciation to the students – it seemed when the teacher had the students repeat their pronunciation once they got it wrong.

The students' responses:

- The students mostly did not understand what the teacher said in English. They took much time to figure out what their teacher was trying to tell – it was that the teacher kept speaking English.
- The students tended to be silent if the teacher spoke English – it was like when the teacher asked them a question.
- The students were enthusiasm with drilling activity, they like pronunciation practice in the role-play activity.
- The students were less confident to speak up individually (one by one) than to speak up together like in pronunciation practice.
- The students seemed a little shy when practicing conversation in front of the class.
- The students better understood the teacher's instructions which are followed by sign language rather than only her spoken English when instructing them.

2) Second Observation on March 6, 2011

The teacher's behaviors:

- The teacher focused her lesson plan on speaking skill – communication skill and pronunciation practice.

- The teacher mostly used English during the class.
- The teacher set the student's seats in U form.
- The teacher invited the students to speak up individually – like asking the students ‘what were you doing?’. After that, she had the students to get in turn to ask each other the question above.
- The teacher got around to ask, help the students on their problem, or explain the lesson.
- The teacher made use of whiteboard and board marker.
- The teacher involved the students in managing the class – like a class discussion on an exercise.
- The teacher applied role-play on the students – like in two big groups between boys and girls.
- The teacher used her gestures as clues if the students could not figure out what she said.

The students' responses:

- The students were quite shy to answer in English the teacher's questions.
- Most of the students could not understand well the teacher's English questions so that they tended not to respond the questions. However, they still responded to them once they understood.
- Some of the students were not confident enough to speak English individually.

- The students were stimulated to speak up in the class discussion – it was a discussion on an exercise.
- The students quietly did the tasks from the teacher.
- The students were enthusiastic with role-play activity – that they practiced speaking.
- The students seemed more stimulated to figure out the information from the teacher's gestures rather than what spoken since they were troubled with vocabulary.

3) Third Observation on March 11, 2011

The teacher's behaviors:

- The teacher focused her lesson plan on speaking skill – pronunciation (drilling) and communication skill.
- The teacher mostly used English during the class.
- The teacher set the student's seats in U form.
- The teacher used gesture and gave some clues or anything that might work to address what she said to the students once they could not figure out what she told in English.
- The teacher applied role-play activity on the students.
- The teacher invited the students to speak up individually – they practiced pronunciation individually.

The students' responses:

- The students could not really understand if the teacher used English – like when instructing or asking them in English.

- Although the teacher mostly used English, there were several students who mostly responded to the teacher's English questions (especially at this time).
- Some students were talking while the teacher was explaining the lesson in English – they were not interested in it.
- The students were enthusiastic with role-play activity – they enjoyed speaking practice.
- The students were less confident if they speak up individually.
- The students better understood the teacher's sign language (that it included several clues sometimes) rather than her spoken English.

c. The English Class Level 36 with Teacher C

1) First Observation on March 12, 2011

The teacher's behaviors:

- The teacher focused his lesson plan on speaking skill – pronunciation (drilling) and communication skill.
- The teacher used Indonesian during the class.
- The teacher let the students confidently speak English – no worry making mistakes.
- The teacher set the student's seats in rows and sometimes changed them – like for group work setting (in a small circle).

- The teacher got around while explaining the lesson as well as for controlling and helping the students in their problem with the lesson.
- The teacher involved the students in managing the class – like inviting some volunteers of the students to practice pronunciation and the others repeated after them.
- The teacher applied role-play activity on the students.
- The teacher made use of whiteboard and board marker.
- The teacher applied group work on the students.
- The teacher gave freedom to the students to creatively do their task by their own way – like in making a short dialogue.
- The teacher did not correct the students' mistakes suddenly, but he did it after the students finished their job – like when practicing a conversation, the teacher showed a correct pronunciation later.
- The teacher always made sure about student's understanding by letting the students ask him before moving from one to another session of the class.
- The teacher invited the students to speak up individually – like when the students told a history of their names. In the meantime, the other students were asked by the teacher about what the teller had told (they might retell it in Indonesian).

The students' responses:

- The students were quiet and paid attention to the teacher's explanation – they seemed enjoying the class.
- The students were responsive to the teacher's questions and instructions – that the teacher just used Indonesian and made the students confidently respond to him although they made a mistake.
- It was not a big deal for the students to go to front of the class – like practicing a conversation (role-play activity), leading their classmates in drilling activity (a conversation), etc.
- The students enjoyed speaking practice (role-play activity on a conversation) – that they confidently did it in front of the class.
- All the students spoke up in the drilling activity.
- The students enjoyed group work.
- It was not a big deal for the students to ask the teacher if they did not understand about the lesson.
- The students enjoyed the way that the teacher gave them a freedom to creatively take an action.
- The students were much interactive with the teacher in Indonesian communication – that this way made them freely and confidently take a creative action.
- The students did not worry to make a mistake in English.

- The students enjoyed to speak English individually – like when they were telling the history of their names. Besides, the other students who would respond to it also liked this activity – that they had a freedom to retell the history in Indonesia if they could not use English.

2) Second Observation on March 17, 2011

The teacher's behaviors:

- The teacher focused his lesson plan on speaking skill – pronunciation (drilling several times) and communication skill.
- The teacher set the student's seats in rows and sometimes changed them like in pair and group work.
- The teacher used Indonesian during the class. However, he sometimes used English in simple questions for the students.
- The teacher invited the students to speak up individually.
- The teacher applied role-play activity on the students.
- The teacher translated an English conversation into Indonesian for the students and sometimes invited them to translate it together.
- The teacher got around during the class to ask, answer, or helps the students in their matters with the lesson.
- The teacher made use of whiteboard and board marker.
- The teacher was humorist, that he sometimes made a joke with the students.

- The teacher gradually gave tasks to the students from the easy ones to the harder ones.
- The teacher applied pair work and group work on the students, that he gave the students a chance to creatively edit a conversation in the guidance book.
- The teacher made sure the student's understanding by letting them ask him.

The students' responses:

- The students could answer the teacher's simple English questions. However, there are some of the students who did not understand well the teacher's questions but they still had an effort to answer.
- It was not a big deal for the students to speak up individually.
- The students enjoyed pronunciation practice (drilling) – they all spoke up.
- It was not a big deal for the students to volunteer themselves coming to front of the class to do a role-play (conversation practice).
- The students' pronunciation was not good enough but they had confidence to speak English.
- The students confidently asked the teacher if they did not understand.
- The students enjoyed pair work and group work.

3) Third Observation on March 18, 2011

The teacher's behaviors:

- The teacher focused his lesson plan on speaking skill – pronunciation practice (drilling several times).
- The teacher used Indonesian during the class. However, he sometimes used English in simple questions for the students.
- The teacher set the student's seats in U form.
- The teacher made use of whiteboard and board marker.
- The teacher also included the Indonesian translation when explaining about an English conversation.
- The teacher invited the students to speak English individually.
- The teacher involved the students in managing the class – like having volunteers of the students to lead their friends in drilling activity when practicing an English conversation.

The students' responses:

- Although the students could not understand well the teacher's English questions, they still had confidence and effort to answer them.
- The students paid attention to the teacher's explanation about the lesson – that the teacher used Indonesian.
- The students enjoyed the drilling activity (pronunciation practice) in a conversation practice – which they all spoke up.

- It was not a big deal for the students to speak English individually – like when they were asked some questions by the teacher and they answered them.
- It was not a big deal for the students to volunteer themselves to practice a conversation when they were asked by the teacher– like in drilling activity; the volunteers lead their friend to do the conversation practice.

4) Fourth Observation on March 19, 2011

The teacher's behaviors:

- The teacher focused his lesson plan on speaking skill – communication skill (a lot of conversation practice).
- The teacher used Indonesian during the class.
- The teacher set the student's seats in rows and sometimes changed them – like in group work (in a small circle).
- The teacher invited the students to speak English individually – the teacher asked the students in Indonesian but they answered in English.
- The teacher made use of whiteboard and board marker.
- The teacher praised the students' effort speaking English.
- The teacher involved the students in managing the class – that he let the more proficient students help the less proficient.
- The teacher applied group work on the students.

- The teacher got around to give explanation, answer questions, and help the students in their matter with the lesson.
- In conversation practice, the teacher let the students modify the conversation their own way.

The students' responses:

- The students paid attention to the teacher's explanation – that the teacher used Indonesian.
- It was not a big deal for the students to volunteer themselves practicing a conversation.
- It was not a big deal for the students to speak up individually although they sometimes were troubled pronouncing English words.
- The students enjoyed group work and they did it quietly.
- It was not a big deal for the students to practice a conversation although they were quite shy and their pronunciation was not good enough.
- The students enjoyed conversation practice – that they were let to modify the conversation their own way.
- The students confidently asked the teacher if they did not understand.
- The students effectively responded to the teacher if they were asked about the meaning of vocabulary.

- The students effectively responded to the teacher when they were asked in Indonesian and they should answer in English.

2. Interview

The interview technique of collecting data was done by the researcher as a support for the observation. It was applied on the classroom teachers. In this case, the researcher had several objects to be asked such as:

- The skill the teachers focus on
- The language the teachers use during lesson
- The way how the teachers stimulate their students to learn English
- The way how the teachers engage their students to actively participate during class
- The way how the teachers help their students overcome their trouble in lesson
- The way how the teachers correct their students' mistake, and
- The way the teachers assign something to their students

Next, here are the results of the interview:

a. The interview with teacher A

The interviewer:

“Which skill do you focus on your teaching of this class?”

The interviewee:

“Actually, I want to focus on speaking ability and but I have to include some important things like grammar because they are still very weak students. So, mostly, if you see my explanations, mostly I

teach grammar before they can use it in a very simple conversation, a very simple one.”

The interviewer:

“Do you strictly emphasize the grammar rather than the practice or viceversa?”

The interviewee:

“Because they are still in a very low level, I would like them to know the basic grammar first because that is a very important, maybe the grammar, actually like this, when I teach the grammar, I want to make them use the grammar, not only use the theory. So, for example, when I explain simple present or question a how to make a question with ‘be’ or WH question with be, I want them to use that in practice but because they are a very low students it takes a lot of time to explain about grammar. Yeah, it is different when I teach a high level. Yeah, because they are still in progress, yeah, I want them to be aware about that it is important. I think it is not accepted if students can’t make sentence like ‘he is works’. That is a very major mistake. They have to know them from the very basic, that is very simple thing that they have to know first. I don’t want to focus on grammar too much but I think they need to know it first before they use it in conversation.”

The interviewer:

“Which language do you mostly use in your explanation, English or Indonesian, or both are equally combined? Why so?”

The interviewee:

“I think ‘equally combined’ because they are, I see some of them do not understand my explanation when I said something in English. So, I have to switch into Indonesian to make my explanation clear. Yeah, I prefer to use English so they get exposed to use English as much as possible in class but because of the condition of the students maybe they don’t get my explanation in English so I switch into Indonesian.”

The interviewer:

“What will you do when your students seem lazy to learn English? How do you stimulate or encourage them to learn it?”

The interviewee:

“Usually I like to ask questions; I ask them questions so they will stay alert to my questions, ugh, so instead of just asking them please do this exercise in the book. I ask questions that is not from the book. Yeah, I intend my own questions to make them maybe interested and then give response to my questions.”

The interviewer:

“What are your ways to always engage your students in each activity of the class (to increase their participation)?”

The interviewee:

“I like to ask them to work with a partner or in group because if they work alone maybe they don’t feel confident about their ability or if I ask them to, let’s say ‘let’s do this’ and then I will ask them to answer

the questions individually, maybe they will feel unconfident with their answer. So, I like to ask them to work in group or with a partner and I will check them.”

The interviewer:

“When one or some of your students have trouble understanding the lesson, do they receive a particular treatment?”

The interviewee:

“I never, ugh, my students never come to me after the class actually, but they, I am happy to help them if they want to see me individually but so far, ummm, never, only in the class, but I like to help them individually during the class activity.”

The interviewer:

“Once your students make a mistake in their learning, such as in speaking, writing, or whatever. How do you correct their mistake?”

The interviewee:

“So, if for example I ask them to work on a certain activity, I usually like to check them one by one, and then if I see them make a mistake, I will correct it directly or it can be like this, peer correction. So, let’s say a student makes a mistake and then I will ask to the class ‘what is the correct one to say this?’. So, maybe the students will feel inconvenient if I correct by myself, maybe correction from friends will be more effective.”

The interviewer:

“Well, as you know that your students are from different faculties and majors. Therefore, how do you assign them? Will they be given different tasks based on their language learning ability?”

The interviewee:

“Although my students come from different faculties, I think the abilities are not very different in this class. Yeah, I notice because I also have them written work and I see that the mistakes are basically more or less the same. I think the level of proficiency is quite the same in this class. Of course, there are some students who are maybe weaker than the others - that’s why I like to ask them to work with a friend so they can help each other. I think that’s one of my techniques for the weak students to improve themselves. So, work with a friend. Yeah, I think their level of proficiency is quite the same, yeah, maybe the attitude, some of them are maybe shy, some of them are very active but when I check their work, the mistakes are quite the same, or pronunciation, I think their pronunciation of most of them is still weak and needs to be improved.”

b. The interview with teacher B

The interviewer:

“Which skill do you focus on your teaching of this class?”

The interviewee:

“The focus of the teaching in this classroom is speaking skill.”

The interviewer:

“Which language do you mostly use in your explanation, English or Indonesian, or both are equally combined? Why so?”

The interviewee:

“Okay, ummm.. I will use English because it is my priority. If there are too many students who are getting confused about English then the last choice from it is try to find out the similarity, I try to make, to simplify the language. I mean that still I will use English. But, if the students still get confused about my explanation about the simple language that I use, I will use bahasa Indonesia. It is the last choice but it is very rare to be happened.”

The interviewer:

“What will you do when your students seem lazy to learn English? How do you stimulate or encourage them to learn it?”

The interviewee:

“Okay, usually if I found that my students, ummm, felt lazy to study English especially in this classroom, I'd like to stimulate them to, well, many things I think, many ways to stimulate them such as, ummmm, asking them to the something which is, which might be interesting for the others then the others will, you know, give some response then they will be more creative and they will be more motivated in learning English by doing so many thing, creation

sometimes. Well, probably next time I will use singing, maybe. It is based on the situation or depends on my need.”

The interviewer:

“What are your ways to always engage your students in each activity of the class (to increase their participation)?”

The interviewee:

“In order to make sure that the students are taking participation in each activity in the classroom, I’ll give them the clear information about what we are going to do. So, they will understand what they are going to do. Then, if they still have some misunderstandings, I try to clarify them those interactions again by using the simple languages, then, after that, I feel sure that they understand. Well, I’ll let them to do, to be engaged with those activities in the classroom.”

The interviewer:

“Then how about grouping or pair work?”

The interviewee:

“Yeah, it works well so far. After I explain about the rules in order to work in groups, they actually, they are pay attention to my instructions. But, if they seem get some difficulties in understanding it, I’ll try to confirm about that. They all need to explain about it again and again. When I try to explain about that, then after that they will do what I ask them to do. Then, they will work well so far. Then, sometimes, umm, if in the group, if they have something which is not

very clear according to them, their friends will help them to, sometimes giving some, well, some ideas a little bit, just in brief but they will develop it. Yeah.”

The interviewer:

“When one or some of your students have trouble understanding the lesson, do they receive a particular treatment?”

The interviewee:

“Yes, they do. Yes, they do. If we still have the time in this classroom then at the time they have some difficulties in understanding me or they have some difficulties in the lesson, in facing the lesson, then they knew that they still have the time, they will come to me or maybe raising their hands ‘Okay Ma’am, what do you mean by this?’. Then, if we don’t have the time or maybe at the time, the time is very limited, then they knew that the lesson will be ended soon, they will come to me and ask about it after the class.”

The interviewer:

“Once your students make a mistake in their learning, such as in speaking, writing, or whatever. How do you correct their mistake?”

The interviewee:

“Yeah, in this classroom, of course I’ll do some correction but I will not do it directly. For example, ‘Okay, you’re wrong’, no, I will never do that because it will hurt them, of course. Their feeling is very sensitive, I meant. Yeah, I think you’ll feel the same thing if you are a

teacher. Then, that's why if someone or some people or some students in my class made a mistake in saying something or in doing something, I'd like to say 'Thank you for your opinion' then I'll go to another student 'Okay, do you have another opinion?'. It means that the first person or the first student has some mistakes or a little mistake, at least in brief, it is not very appropriate, I meant in my case. Yeah, according to me, it's not more appropriate. That's why I'm trying to find out the other answer from the other students. Then, after getting the right answer from those students, I meant the right of the student, I like to repeat that so that the person in charge, I meant the first person who stated or the rest or the second student who also have the same mistake, which I think didn't give me the appropriate answer, they will say 'Ohhhh, that's the right answer' because I keep repeating it maybe twice or three times so that they will not 'No, that the right answer' without feeling hurt."

The interviewer:

"Well, as you know that your students are from different faculties and majors. Therefore, how do you assign them? Will they be given different tasks based on their language learning ability?"

The interviewee:

"I knew that they come from the different faculties, different disciplines, I meant. Yes, for me, because they are the same, of course I will give them the same kind of test. They will be the same, but the

different thing is it happened if they have some difficulties. For example, in some of the level in understanding it, probably if the students have some difficulties more than the others, I will give a little bit more treatment to them so that everyone will have the same level.”

c. The interview with teacher C

The interviewer:

“Which skill do you focus on your teaching of this class?”

The interviewee:

“Well, there is an emphasize in communicative skill, meaning that the students know how to ask questions and know how to answer them. That is an emphasize I put and this is in line with () but I do also give an attention to the quality of their grammar. So, as you can see and you observe, that I make tent sometime to explain about grammar. I think in the future like after the mid-test, I will give them more though on writing but, at the moment, I think I can’t do that. So, it’s a communicative skill and a little bit of grammar.”

The interviewer:

“Which language do you mostly use in your explanation, English or Indonesian, or both are equally combined? Why so?”

The interviewee:

“First of all, because if I talk in English, they don’t understand. The first day I came for teaching, I teach in English about one minute and then I saw their faces, my students’ faces. And their faces say that

they didn't understand any word. And then I asked them, if you understand what I'm saying, they say 'No', not a single word, so I decide to explain in bahasa Indonesia but also in Banjarese because I think they need to get the attempt of the language, and the strategy would be to use the language that they know best – that is their mother tongue, Banjarese and bahasa Indonesia.”

The interviewer:

“What will you do when your students seem lazy to learn English? How do you stimulate or encourage them to learn it?”

The interviewee:

“Two things. First, I try to divide the theme into groups, giving them activities. So, they have to think, they have to move, they don't have time to, like ummm, what is it? Ugh, daydream. Second, I give them motivation. I give them motivation 'What is the value of learning English?', 'Why English is worth', 'Work hard in study valued thing!'. So, that's what I do.”

The interviewer:

“What are your ways to always engage your students in each activity of the class (to increase their participation)?”

The interviewee:

“Yeah, my class is always. Um, have the emphasize of student's participation. I really want my students to participate in learning perspective and as you can see, I always give them things to do. I

always give them stay so that they can participate, not only listen to my explanation but also do something, they follow my game. I have a game to play and I ask them. I invite them to play with me in the game. That's what I do."

The interviewer:

"When one or some of your students have trouble understanding the lesson, do they receive a particular treatment?"

The interviewee:

"I usually give more explanation. Okay, the treatment is easy. The more difficult task is to identify whose student is having difficulties because not all students are like open, not all of them, like, are willing to speak that I talk understand. So, I always try to identify which student got my idea, which student doesn't have any clue what we are learning, and the treatment is, of course, give them more explanation, try to use more examples and have a practice with me directly, and I think that works."

The interviewer:

"Once your students make a mistake in their learning, such as in speaking, writing, or whatever. How do you correct their mistake?"

The interviewee:

"First, I usually let them to the mistake, simply to make them feel happy that 'I actually can do this', 'I can speak in English', and then, when I see that they have that confidence, I try to find a way to tell

their mistake without breaking it, breaking the confidence. Well, when I see that the student is quite amused of the criticism, by criticism, I meant, I tell them their mistake or their fellow student, their classmate tell their mistake, the correction become more intent and more frequent. Ummm, what I do, usually I listen to their speech, I listen to their dialogue and then I pick up some mistakenly pronounced words and then I wrote the words in the whiteboard and then ask the other students how we pronounce these words, and then, if most of the students know how to do it. But, if only half or maybe one or two who can correctly pronounce it, I give explanation. Usually I try to write down or spell the sound of a word, like, ugh, NEW (én, í, dábəlju) how to pronounce it. Very detail, very elementary, something like that, but I think that is the way it is. I meant you can't really know how to pronounce a word unless someone tell you how to do that."

The interviewer:

"Well, as you know that your students are from different faculties and majors. Therefore, how do you assign them? Will they be given different tasks based on their language learning ability?"

The interviewee:

"No, no, no, I give them the same topic. Probably weak students will get more attention but the topic is the same. Because, as you know, this is a very basic English. This is not a kind of academic English that in which you will relate your English learning with specific area of

study. So, in general English course like this, I will give them very much what in the book: the idea of using simple present tense, how to greet people, how to say what are the activities of everyday like, something like that, but pretty much the same. Some modifications indeed happen. I try to relate them with their everyday like. For example, we have the conversation and the conversation was of course written in a specific circumstance in the western world, we could say in America. I ask the students to modify the dialogue and change the situations to be in Indonesia and Banjarese. So, I encourage them to, for example, replace 'San Francisco' with 'Gambut' and 'Sungai Tabuk', for example. I tell them to change 'the campus' with 'IAIN' or I don't know, maybe something else, something to do. For example, today we have a conversation telling about doing exercise in the gym. I asked them to change the gym with something else. Some people say about English class, some people say about futsal game, something like that. Yeah, so, but it's not exactly like give them or approach learning English based on their area of study. It's simply a kind of simple modification. And that's because it's a general English course."

The interviewer:

"Have the students ever come to you after the class asking something about the lesson?"

The interviewee:

“Unfortunately they haven’t. This is the eleventh meeting and none of them really ask a question. They do approach me but what we talk about is not about the lesson. I don’t know why, maybe because they already understand or maybe they are still shy to talk to me. I don’t know.”

3. Questionnaire

The questionnaire technique of collecting data was applied by the researcher as a support to the observation data and it was conducted on the students. This means that even if later the found data from the questionnaire has contrasts to that of the observation, the researcher just hold on to the observation data. On the questionnaire, the researcher formulated seventeen points to be investigated such as follows:

1. If the students like English language
2. If the students enjoy studying English in the PPB class.
3. If the students pay attention to their teacher’s explanation.
4. Whether the students will ask questions if they do not understand their teacher’s explanation.
5. If the students like their teacher’s way of teaching.
6. If the students enjoy doing classroom activities in groups or pairs.
7. If the students actively participate in every classroom activity.
8. If the students can understand well if their teacher gives explanation and instruction in English.

9. If the students like it if their teacher gives explanation and instruction in Indonesian.
10. If the students like it if their teacher gives explanation and instruction in English
11. If the students feel comfortable when they go to front of the class to practice an English conversation.
12. If the students like their seat set in the PPB class.
13. Whether the students like it if their teacher gives them a chance to speak English individually.
14. If the students ever volunteer themselves to participate in classroom activities.
15. If the students enjoy English pronunciation activity.
16. If the students feel motivated as far as they have been studying English in the PPB class.
17. Whether the students hope their current English teacher becomes their future teacher if they learn English again.

Then, here are the students' answers of the questionnaire of the three classes:

a. The class of teacher A (class level 34)

The students who attended the class and answered the questionnaire were 20 of the total 22 people.

QUESTION	STUDENT'S ANSWER	MEANING
Number 1	The students mostly answered (b)	They fairly like English language
Number 2	The students equally answered (a) and (b)	They very and fairly like learning English in teacher A's class
Number 3	The students mostly answered (a)	They always pay attention to their teacher's explanation
Number 4	The students mostly answered (b)	They sometimes ask their teacher if they do not understand the lesson
Number 5	The students mostly answered (a)	They very like their teacher's way of teaching
Number 6	The students mostly answered (a)	They very like group work and pair work
Number 7	The students mostly answered (b)	They are fairly active in the classroom activity participation
Number 8	The students mostly answered (b)	They fairly understand their teacher's explanation, instruction, and direction in English
Number 9	The students mostly answered (a)	They very like their teacher when giving explanation, instruction, and direction in Bahasa Indonesia
Number 10	The students mostly answered (b)	They fairly like their teacher when giving explanation, instruction, and direction in English
Number 11	The students mostly answered (b)	They fairly like to have a practice of English conversation in front of the class

Number 12	The students mostly answered (b)	They very like the formation of their seats in teacher A's class
Number 13	The students mostly answered (b)	They fairly like their teacher when giving them a chance to speak up in English one by one (personally)
Number 14	The students mostly answered (b)	They sometimes volunteer themselves to participate in classroom activities
Number 15	The students mostly answered (a)	They very like pronunciation practice (drilling)
Number 16	The students mostly answered (a)	They are very motivated to learn English in teacher A's class
Number 17	The students mostly answered (a)	They very want teacher A to teach them English if someday they learn English again

b. The class of teacher B (class level 35)

The students who attended the class and answered the questionnaire were 12 of the total 22 people.

QUESTION	STUDENT'S ANSWER	MEANING
Number 1	The students mostly answered (b)	They fairly like English language
Number 2	The students mostly answered (b)	They fairly like learning English in teacher B's class
Number 3	The students equally answered (a) and (b)	They always and fairly pay attention to their teacher's explanation

Number 4	The students mostly answered (b)	They sometimes ask their teacher if they do not understand the lesson
Number 5	The students mostly answered (b)	They fairly like their teacher's way of teaching
Number 6	The students mostly answered (a)	They very like group work and pair work
Number 7	The students mostly answered (b)	They are fairly active in the classroom activity participation
Number 8	The students mostly answered (c)	They less understand their teacher's explanation, instruction, and direction in English
Number 9	The students mostly answered (b)	They fairly like their teacher when giving explanation, instruction, and direction in Bahasa Indonesia
Number 10	The students mostly answered (b)	They fairly like their teacher when giving explanation, instruction, and direction in English
Number 11	The students mostly answered (b)	They fairly like to have a practice of English conversation in front of the class
Number 12	The students equally answered (a) and (b)	They very and fairly like the formation of their seats in teacher B's class
Number 13	The students mostly answered (b)	They fairly like their teacher when giving them a chance to speak up in English one by one (personally)

Number 14	The students mostly answered (b)	They sometimes volunteer themselves to participate in classroom activities
Number 15	The students mostly answered (a)	They very like pronunciation practice (drilling)
Number 16	The students mostly answered (b)	They are fairly motivated to learn English in teacher B's class
Number 17	The students mostly answered (b)	They fairly want teacher B to teach them English if someday they learn English again

c. The class of teacher C (class level 36)

The students who attended the class and answered the questionnaire were 11 of the total 22 people.

QUESTION	STUDENT'S ANSWER	MEANING
Number 1	The students mostly answered (a)	Most of them very like English language
Number 2	The students mostly answered (a)	They very like learning English in teacher C's class
Number 3	The students mostly answered (b)	They fairly pay attention to their teacher's explanation
Number 4	The students mostly answered (b)	They sometimes ask their teacher if they do not understand the lesson
Number 5	The students mostly answered (a)	They very like their teacher's way of teaching

Number 6	The students mostly answered (b)	They fairly like group work and pair work
Number 7	The students mostly answered (b)	They are fairly active in the classroom activity participation
Number 8	The students mostly answered (b)	They fairly understand their teacher's explanation, instruction, and direction in English
Number 9	The students mostly answered (b)	They fairly like their teacher when giving explanation, instruction, and direction in Bahasa Indonesia
Number 10	The students mostly answered (b)	They fairly like their teacher when giving explanation, instruction, and direction in English
Number 11	The students mostly answered (b)	They fairly like to have a practice of English conversation in front of the class
Number 12	The students mostly answered (b)	They fairly like the formation of their seats in teacher C's class
Number 13	The students mostly answered (a)	They very like their teacher when giving them a chance to speak up in English one by one (personally)
Number 14	The students mostly answered (b)	They sometimes volunteer themselves to participate in classroom activities

Number 15	The students mostly answered (a)	They very like pronunciation practice (drilling)
Number 16	The students mostly answered (a)	They are very motivated to learn English in teacher C's class
Number 17	The students mostly answered (a)	They very want teacher C to teach them English if someday they learn English again

B. Analysis

1. The English Class level 34 with Teacher A

a. What is the teacher's overall behavior?

Based on all the observations and the statements of the classroom teacher in the interview, the researcher formulates the teacher's overall behavior such as below:

First of all, the teacher sees that her students' level of English proficiency is all the same, more or less, although they come from different majors. However, she believes that the stronger ones and the weaker ones are always there. Therefore, she typically overcomes such distance between the students by asking them to work with partner – either in pair or group. It is one of her techniques on the students to foster their proficiency, especially for the weaker students as well.

Next, in her lesson plan, the teacher focuses on speaking skill (communication skill, pronunciation practice; drilling) but she also puts in some grammar lesson because, in this case, she supposes that

grammar is still important. She wants her students to know first about basic grammar before they use it in a simple conversation because she thinks her students are still very weak in English. In other words, she wants her students not to only learn the theories, but also apply them in real practice. So, she still includes grammar lesson in her explanation in the class. However, she does not focus on the grammar too much.

After that, in beginning a lesson, the teacher sometimes stimulates the students' background knowledge when introducing the lesson, reviews the previous lesson for the students, and conducts a warming up activity on the students before going on to focus the lesson.

Then, during the lesson classroom activity, the teacher equally uses English and Indonesian in her explanation, direction, and instruction. She uses Indonesian because she sees that her students do not understand if she speaks in English. Then, she sometimes uses English because, however, she thinks that her students still need to get exposed to know English. Furthermore, she invites the students to speak up individually by pointing in random any of the students she wants by asking them several questions related to the lesson – her own questions, not only from the book – so that the students are interested and stay alert to the lesson. That is her effort of encouraging the students to learn English.

For the rest, in managing the class, she involves the students. For example, she sometimes lets the more talkative students to ask her as

well as answer her questions, or lets the more proficient students to answer their classmates' questions. Then, the teacher just takes advantages of whiteboard and applies several kinds of activity such as role-play activity in pair work or group work, pronunciation practice, and classroom discussion. Those kinds of activity are applied by the teacher as her techniques to increase student's active participation in the class. Furthermore, those all are also based on the teacher's consideration that she thinks her students may be unconfident if they work alone. After that, she usually changes the order of student's seats based on the need of the activity like in rows or big circle formation for usual activities, and small circle for group work. Next, the teacher always gets around the classroom and sometimes comes to the students to control and help them solving their problem about the lesson, like giving directions and more explanations for a task, an exercise, and a group work. This is the teacher's particular treatment on the students – that she helps the students individually if they have a trouble understanding the lesson during the class activity.

In pair work (role-play), the teacher has the students to make a short dialogue and then practice it with their partners. For example, it is about 'introducing self'.

In group work (role-play), the teacher usually applies a group of three people. She assigns the students to make a conversation and lets them freely make it with their own idea – based on their creativity –

and then practice it in front of the class, surely that the students have a chance to do a small practice with their group mates before going to front of the class. Next, she usually offers a chance to any group which wants to go first for the practice. Furthermore, the teacher sometimes guides the students' pronunciation when practicing the conversation. However, she does not strictly emphasize a correct pronunciation but rather let the students speak up. Additionally, at another chance of group work, the teacher suggests the students to open their English dictionary and share each other the vocabularies they find.

In classroom discussion – a discussion about a task or exercise – the teacher applies a small discussion among the students with their classmates and then followed by a big discussion lead by the teacher herself. Then, she sometimes lets the more proficient students correct any mistake on the task or exercise and then show it to the class.

Above all, during those all classroom activities, if the students make mistakes, the teacher applies two ways in correcting the students' mistakes – direct correction and peer correction. She corrects the students' mistakes directly in the case of individual treatment; she approaches them and then gives some explanation. Then, she applies peer correction in the case of whole class because she thinks it is more effective than that if she does it by herself – which may make the students feel inconvenient.

b. How do the students respond to the teacher's behaviors?

Based on all the observations and the students' statements about the teacher's behaviors, the researcher formulates the students' overall response such as below:

Firstly, most of the students fairly like English but they are generally passive students – they mostly tend to be silent during the lesson and the whole classroom activity. They do not speak up unless their teacher asks them to do so. Mostly they are not confident enough to speak English individually like answering the teacher's questions and so forth. Anyway, there are still few students who fairly like to have a chance to speak English individually and occasionally ask their teacher for more understanding – they have their teacher explain them more about the lesson or ask about 'how to say it in English?' of an Indonesian word.

However, the students are stimulated to speak up – they are motivated to gain active participation – if they work in pairs, groups, classroom discussions, and the kinds of, which involves togetherness. They verily like and enjoy these kinds of activities because they can move to another formation of their seats so that they do not get bored. For instance, in drilling activity, the students enthusiastically repeat the teacher's pronunciation and all of them speak up loud. That is when they have pronunciation practice of several English vocabularies. Next, in group work, most of the students are active practicing conversation

with their group mates. Furthermore, there are several groups which volunteer to go practicing the dialogue in front of the class. In the meantime, the other groups pay attention to them. Anyway for some reason, some of the groups appear to have a little shame once they get to practice the conversation in front of the class. This is natural though and the atmosphere of speaking in front of their fellow students possibly has a typical effect to their level of confidence. Moreover, it may also be linked with the fact that they indeed have a trouble with pronunciation.

Then, mostly the students just keep silent or few sometimes talk with their classmates while the teacher was explaining the lesson in English. Few of them may fairly understand what the teacher says but most of them probably do not so that they are not wholly attracted to listen to the teacher. For instance, in a chance in grouping activity, most groups tend to be silent because the teacher gives them directions in English. Besides, they also get confused when the teacher gives them English directions before doing a task. However, at the next meetings, they start to be in order and pay attention to the teacher's explanation because the teacher equally uses English and Indonesian in her explanation. For an evidence, they do the exercise given quietly and sometimes give response to the teacher's simple English questions by a little answer in several opportunities; one of them is in the warming up activity (lesson about 'to be') applied by the teacher. They

are probably still shy to be asked individually but they have effort to answer the teacher's questions related to the lesson. Anyway, the Indonesian explanation is definitely more effective and interactive to the students. This is proved by that the students are stimulated to have more questions for the teacher once the teacher explains the lesson in Indonesian. They also can confidently answer questions if they are followed by Indonesian translation. They find this way very interesting to them.

2. The English Class Level 35 with Teacher B

a. What is the teacher's overall behavior?

Based on all the observations and the statements of the classroom teacher in the interview, the researcher formulates the teacher's overall behavior such as below:

Initially, the teacher sees that her students' English ability is about the same although they come from different faculties. However, she does believe that their level of understanding is indeed different. So, she gives more treatment to the weaker students.

Next, in her lesson plan, the teacher focuses on speaking skill (communication skill, pronunciation practice; drilling). In the case of pronunciation practice, the teacher strictly emphasizes correct pronunciation to the students – it is known when the teacher has the students practice pronunciation repeatedly. Then, the teacher typically treats the student once the students have trouble or difficulties

understanding the lesson. It is that she lets the students ask her a question during the class, if there is still enough time. But, if there is no time for that, the students are let come talk to the teacher after the class.

After that, in beginning a lesson, the teacher sometimes applies a warming up activity before going on to focus the lesson. It is like when she has the students read a conversation in silence and try to figure it out first.

Next, during the lesson and classroom activity, the teacher almost uses English all the time in her explanation, direction, and instruction about the lesson. Her reason is that English is her priority in this case. However, at the first meeting, she negotiates with the students about how much she may use English and the students just agree with it at the time. Therefore, from the time on, the teacher keeps speaking in English. Then, if the students cannot figure out what she says, she tries to simplify her language – that she still uses English. Again, if the students still get confused, she uses Indonesian but it is very rare to happen – that the teacher prefer to use English followed by her body language or gesture, and anything that may work as the clues for the students.

Furthermore, in managing the class, the teacher makes the best use of whiteboard and applies role-play activity in group work and classroom discussion. In the role-play activity, the teacher divides the

students in two big groups – boys and girls. They practice a conversation. In the meantime, the teacher firstly becomes their guidance in pronouncing it before they practice it by themselves. After that, the teacher has some volunteers from the students practice the conversation in front of the class. In classroom discussion, for example; a discussion on an exercise, she lets the more proficient students give an example to the less proficient students sometimes – that she involves the students in managing the class. Then, she always sets the student's seats in U form – that she can always keep an eye on the students; she gets around helping the students on their problem like answering their questions and so forth, and also sometimes she can easily comes to the students to invite them speaking up individually – she asks several questions related to the lesson, asks for a pronunciation practice to the students, etc. In addition, the teacher makes sure that her explanation, direction, and instruction are clear to the students by always giving them examples and confirming them repeatedly by the more simple language if it is necessary – It is like when the students do a task, exercise, etc. Therefore, the teacher believes that the students can always be engaged in active participation in the class if they understand what they have to do. After all, she applies many activities as her effort of motivating the students to learn English and also so that they are interested and help each other by working with partners.

Above all, during those all classroom activities, if the students make mistakes, the teacher does not correct them directly but she applies peer correction. She invites the students to a classroom discussion and tries to find out the most acceptable correction from them and then show it to the class. It is because she thinks that this way is more effective than that if she does it by herself – she does not want to make the students feel hurt because she believes her students' feeling is very sensitive.

b. How do the students respond to the teacher's behaviors?

Based on all the observations and the students' statements about the teacher's behaviors, the researcher formulates the students' overall response such as below:

First of all, the students fairly like English language but mostly they are naturally passive as most of them just tend to be silent. For instance, when the teacher gives or asks them instructions or questions in English, they are just silent and verily rare to answer. Furthermore, few of the students sometimes talk with their fellows while the teacher is explaining the lesson. They are possibly hard to be engaged by the situation because they cannot really figure it out.

Anyway for the whole classroom activity, mostly the students fairly pay attention to and like their teacher's explanation as there are several students who respond to the teacher's English questions because the questions are just simple though – that they will answer if

they do get the point of what the teacher tells. Additionally once in a while, they ask for a confirmation and clarification about the lesson if they do not truly get it. Those few students are supposed to fairly like if the teacher gives them an opportunity to speak English individually. But, that does not seem to also work on most of them – that mostly they are not confident enough to speak English individually. This can be caused by the fact that the teacher mostly uses English during the class as the students probably do not have sufficient vocabulary to this status of the class – the teacher very rarely uses Indonesian. Therefore, they cannot figure out well what their teacher says. They take much time to understand once they do as well. This way, actually they fairly like Indonesian instructions from their teacher and are more attracted and better understand once the teacher's instructions are followed by sign language rather than only her spoken English – they are stimulated by the clues given. Above all in general, they appear to be obedient as they do a task from their teacher quietly and most of them listen to the teacher's explanation.

Then, the students are very interested in working in pairs, groups, classroom discussions, or the kinds of, which involves cooperation. They also verily like with the formation of their seats during the whole class activities – they may exchange their position with their classmates so that they do not get bored to stay at the same place during those activities. For example, they are enthusiasm with drilling

activities; they like speaking practice in role-play activity which makes them all speak up loud. After that, most of them take active participation in a classroom discussion on an exercise. They fairly like to go to front of the class to practice a conversation as there are some of them who volunteer to be active in such activity. However, they appear to be a little bit shy. This thing may deliver them to a particular atmosphere, they may be afraid of making mistakes so that their classmates may make fun of their faults. Above all and for general, they become fairly active in the classroom activities as well as fairly motivated to learn English.

3. The English Class Level 36 with Teacher C

a. What is the teacher's overall behavior?

Based on all the observations and the statements of the classroom teacher in the interview, the researcher formulates the teacher's overall behavior such as below:

First of all, the teacher considers that in such general and very basic English course, he just gives the students a lot the topics contained in student's guidance book. Anyway, he definitely makes some improvement like encouraging the students to modify a certain circumstance in the topics to be the things the students experience in their everyday life.

Then, in his lesson plan, the teacher puts an emphasizing on speaking skill (a lot of pronunciation; drilling and communicative

skill; a lot of conversation) and a little bit of grammar. The emphasizing is to construct the students' skill on how to ask questions and know how to answer them. In the meantime, the he also gives an attention to the quality of the students' grammar sometimes. Then, the teacher typically lets the students make mistakes to simply awake the students' self-confidence to speak English. Next, if his students have difficulties understanding the lesson, he gives them particular treatments; giving more explanation, showing more examples, and having the students have a direct practice with him, he thinks that works.

After that, during lesson and classroom activity, the teacher just uses Indonesian and a little bit Banjarese. He decides to use Indonesian and Banjarese because he knows that his students do not understand if he speaks in English – that he ever gives the first touch using English at the first meeting as he finds it out misunderstandable for the kind of students. So, he believes that the best strategy to overcome this matter is to use the language the students know best – Indonesian and Banjarese; their mother tongue. However, he sometimes uses English in a very simple question for the students. After that, he always makes sure about the students' understanding by letting them ask him before moving from one activity to another activity. This way, he can always identify which students get his point and which students do not. Next, the teacher is a little bit humorists – that he sometimes makes a joke

with the students. Additionally, he always appreciates his students' effort to speak English.

Furthermore, in managing the class, he gradually gives tasks to the students from the easy ones to the harder ones. Then, he also involves the students – like letting the more proficient students help the less proficient, or inviting some volunteers of the students to practice pronunciation and the others repeated after them – leading their classmates in drilling activity. Besides, at another time, he translates an English conversation into Indonesian for the students and sometimes invites them to translate it together. Next, the teacher always gets around while explaining the lesson as well as for controlling and helping the students on their problem with the lesson, and occasionally invites the students to speak up individually – like asking the students some questions in Indonesian but they should answer them in English. Another example; like when the students tell a history of their names. In the meantime, the other students are asked by the teacher about what the teller has told (they may retell it in Indonesian). Then, he sometimes takes advantages of whiteboard and sets the student's seats in rows, U form, and sometimes changes them like in a small circle – for a group work. Besides, he applies several activities such as role-play activity in pair work and group work. In the pair work and group work, the teacher gives the students a freedom to creatively modify a conversation in the guidance book according to

their own ways. These kinds of activities are one of the teacher's ways of encouraging or motivating the students to learn English. After that, he also gives another motivation by advising his students that 'What is the value of learning English?', 'Why English is worth', and 'Work hard in studying valued thing!'. Meanwhile, the teacher also uses the above activities as his techniques to increase the students' active participation – by engaging them in many classroom activities besides only giving explanations.

Above all, during those all classroom activities, if the students make mistakes, the teacher does not correct them right away because he does not want to break their self-confidence. Instead, he does it later after the students finish their activity, either by him or by peer correction. For instance, the students make mistakes when practicing a conversation, and in the meantime, the teacher listens to their pronunciation and pick up the mistakenly pronounced words. After that, he shows the students how the correct pronunciations are by writing them on the whiteboard. Then, he asks his students to pronounce them. If most of them do those correctly, that works. But, if most of them do not get the point, he gives some explanation, very detail and very basic; like how to pronounce 'NEW (én, í, dóbəlju). This way, the correction is more effective.

b. How do the students respond to the teacher's behaviors?

Based on all the observations and the students' statements about the teacher's behaviors, the researcher formulates the students' overall response such as below:

Firstly, in general, the students indeed like English. Several of them possibly like it very much. But, most of them are basically passive students who do not speak until they are asked to do so.

However, during all the observations, the researcher finds out that the students mostly seem to enjoy the class as they are quiet and fairly pay attention to their teacher's explanation. It is because the teacher uses Indonesian in his instructions and directions. The students fairly like this way. Then, this way also leads several of them to be verily interactive and responsive to their teacher's instructions and questions. For instance, some students confidently answer their teacher's questions with English sometimes because the teacher mostly asks them in Indonesian and occasionally asks in English – for some simple English question – and just few students who can fairly understand such question. Additionally, they look interested if their teacher asks them about the meaning of vocabularies. Anyway, there are still few of the students who sometimes do not understand well their teacher's English questions but they still have enough self-confidence and effort to answer the questions.

After that, some of the students compatibly ask the teacher if they want more explanation about the lesson. They probably relax and feel confident in this way as they do not worry about making mistakes speaking English. This can be known as most of them easily speak English individually although they mostly have a trouble with pronunciation, like above, some of them have a confidence on themselves to answer questions from their teacher. Another example, in a classroom activity, every student tells the history of their names. Then, their mates will give response to them by asking some question related. In the meantime, they are actually given a freedom by the teacher to use Indonesian too if they cannot use English. This thing is also one of some factors that keep the students' self-confidence stay on, possibly.

Then, the students are mostly like pair work and group work. They do those activities orderly as well as enjoy them because they are given a freedom, with which they are able to creatively make a positive behavior during this activity. For instance, they are let to freely modify the conversation according to their own way. Besides, they easily go to front of the class practicing a conversation in role-play activity or leading their fellows in drilling activity if their teacher asks them to be a volunteer– this is not a big deal for them. Anyway, few of them appear to be a little bit shy sometimes to have a conversation practice. But, that does not seem a big matter because they are generally

interested a lot in speaking practice as all of them always speak up loud. Additionally, they fairly like the formation of their seats that sometimes change according to the kind of classroom activity. Above all, they seem to be verily motivated to learn English in this class.