

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the data related to the research problem covering the description of teaching strategies employed by English teacher in enhancing students speaking skills.

A. Teaching Strategies Employed by English Teacher

The researcher got information about teaching speaking strategies from observation, interview and documentation techniques as described below. In order to present and analyze the data to be more easily the researcher use symbol T^A (Teacher A), T^B (Teacher B) and T^C (Teacher C).

(1) The Result of Observation

The first teaching strategy is drilling. The teacher let the students learn pronunciation and gain new vocabularies written in the coursebook. The teacher of BETA English course emphasize on grammar, vocab and pronunciation first to build up students willingness to speak. When the students know well the rules in building up sentences and become rich of vocabularies they will speak fluently and correctly. Drilling also help the students to memorize the material faster than they read on their own. Most of the teacher use drilling as a way to modeling the words or sentences then

all the students repeat after the teacher. When the students read the word incorrectly the teachers were correcting their words or sentences.

One of teachers conduct this strategy was teacher A, “.. *she checked the students attendance by calling their name one by one. Then, the students who the name are called by miss Fitri answer by mentioned adjective word*” (see: Appendix 1).

Here the teacher tried to drill students vocabulary before going to the material. This will be such a warming up for the students to be more ready to receive the lesson. The teacher also drill the students pronunciation. She asked the students to repeat the word or sentences after her. When there is a mistakes in pronounce the word, the teacher will correct them

The researcher found most of the teacher were use drilling to build up student's good pronunciation, as researcher found in observation 3 “*Miss Fitri asked the students to read aloud the material. It toke more time than usually because here Miss Fitri pointed one by one to read*”. The teacher was tried to drill students pronunciation one by one. This will make the students accustomed to speak English without worrying do mistakes or worrying of blamming by their friends. Researcher saw that when they speak or read aloud together most of them will read loudly. Meanwhile when she/he speak alone, her/his sound became lower.

For T^A before jumped to the next topic, she started the lesson with reviewing the previous topic. She asked some questions and example to the students related to the topic. This strategy will help students to recharge their brain and remember the lessons quickly. T^A also gave appropriate feedback when the students do mistakes or asking questions. When the students confused on the material or the instruction that teacher gave, T^A explained and guided them patiently. This was good for students because if they feel comfortable and enjoy the material, the study will running well.

T^B did the same thing as T^A. She was greeting and asking the students feeling before start the class. She also asked the students to mentioned adjective word when she called students names (see: Appendix 2).

Besides drilling the students vocab and pronunciation, this strategy will make students stay focus on the material. When they read aloud, it force them to process their understanding of the material in mind.

Then, T^C also giving some questions to build up students speaking skill. T^C asked the students to make some examples related to the topic 'Wh Questions'. T^C asked the student to read the material loudly. When student read the material again, inevitably the students

think about the word she has read. If she didn't understand, she could ask the teacher.

“Miss Fika asked her to read aloud the material from the start. After that Miss Fika asked her to make an example” (see: Appendix 4).

Here the teacher asked the girl who didn't pay attention and stay focus on her lessons. She tried to recharge the students mind. After asked the girl to read the material, she asked the girl for an example wishing that she will understand the material and able to make an example. This strategy was success to make the students turning back her focus on the metrial. We can see from appendix 4 that *“For several second she still silent... “* maybe the girl silent for thinking what answer are precise with the teacher instructions. After a moment the girl was *“ ...look at her book in advance then said ‘Why do you asking me?’ and ‘I ask you because I know you know more than I know’.*

Another way of teaching speaking is by doing roleplay. The data from observation showed that T^B asked the students to make conversation in pair then do roleplay in front of the clas. Each students should participate in the role play. Before play the role, the teacher asked them to discuss in pair. The teacher will walked around and checked their worksheets. The teacher give feedback and help them

when they found difficulties (see: Appendix 2). Then, T^C also do the same. She used roleplay as a way to enhance students speaking ability. When T^C taught “Question Using WH-Phrase”, she explained the material, she asked the students to do roleplay in pairs. The students should find another pair and do conversations as much as possible in ten minutes. This strategy help them to thinking faster. While the students do their work, T^C was walking around to ensure if they do her instruction well. Soon the class became very noisy. All of the students take their opportunity to speak with each other. This strategy let the students initiate oral communication with their friends. The students can asked something and do conversation related to the topic they have learned. The more they practice the more they can improve their ability and get the opportunity to speak loudly, comfortably, confidently, and also bravely. There is no need to be shy to practice speaking, and also they seemed enjoy the lesson. If the students enjoy the lesson, they become more relax and confident in speaking English (see: Appendix 4).

Besides do roleplay in pairs, T^C also asked the students to do roleplay in group. She was divide the class into eight group. She asked them to discuss a case, then play a role in front of the class. Each students must participate in the group discussions and scenario that they will play. All the students are enthusiasm in doing the activity. Seen from their way snatch away who will move forward first to do

their role. The teacher was friendly and treated the students just like friend so that many students enjoy the lesson (see: Appendix 5).

The next strategy teacher employed in teaching speaking is games. T^A using guessing word to reduce the students boring (see: Appendix 3). For the first time the teacher gave them example how the game's rule. The teacher has a word in mind, then give a clue like a gesture or face expressions then students should find the answer. Then some of the students should move forward to substitute the teacher in giving her/his friends some clue.

Then, T^B also employed this strategy (see: Appendix 6). She asked the students to play guessing word because many of them were focuses on their phone instead of the lessons. Instead of giving punishments the teacher asked them to play the game. As the researcher found in observation 6 :

“Let's play game together !” Miss Fita said.

“What games miss ?” some of them were asking.

“Guessing word.. just like usual, some of you should act the clues I given by doing or showing something in front of your friends without say anything. Then raise your hand first to answer “ Miss Fita explained”, (see: Appendix 6).

Besides playing guessing word, T^C also employed faster or lost game in teaching speaking class. The rules of this game, each students should mentioned one example related to the topic as fast as they can. If they miss the chance it means they lost and can't sit down, then continuing to the next students. This game will teach the students thinking faster. The teacher will give them another chance if they still stand up until the last students. This strategy will help students to enjoy the teaching learning process. When they feel bored, they will motivate to be active again if doing some games.

“Then miss Fika asked the students to play a game. Each students should stand up in their place then...” (see: Appendix 4).

The teacher also employed group discussions. This strategy was employed by T^C. She was divide the class into eight group. Then she asked them to discuss the topic they have learned in their group. Then find a case to make a role. In doing discussions each students take their part to do the work. They learned and talked actively in their group. Sometimes they joke each other to break the ice while studying. T^C was watching over while the students doing discussion. As researcher found in observation 5 :

“Miss Fika asked them to discuss and find the case for each group then...”, (see: Appendix 5).

Researcher found that T^C employed group discussions to help them interact each other. As the teacher know that sometimes the students to shy to ask to the teacher so that if they asking their friend it will be more relieved for them. Students seemed more enjoy and relax the class when doing group discussions.

In conclusion, the data about teaching speaking strategies which has been taken from observation technique were: drilling, Roleplay, Games, and Group Discussions.

Teacher	Drilling	Games	Roleplay	Discussion
T^A	√	√	-	-
T^B	√	√	√	-
T^C	√	√	√	√

Table 4.1 The Finding of Strategies by Observation

(2) **The Result of Interview**

The data from interviewing T^A also showed that she used drilling as her startegy in teaching speaking. When teaching tenses T^A give the students sentences in Bahasa Indonesia then the students should translate into English with the right tenses continously. This strategy help the students to understand and remember the pattern.

The teacher also gave the students grammar knowledge in the early of semester. She lead the students to do practice for some sentences. Based on the interview with T^A, she said that “*...seperti present tense, past tense, future, continous sama perfect itu di awal, di semester 1 kelas 1. Supaya mereka dasarnya sudah tau...*”. The students need to know the basic knowledge to ensure that they will fluent in speaking English. Then the teacher drill them to do practice. And also this knowledge will be a rovisions for them to speak confidently by using the right sentences.

Here the teacher tried to drill the students the way to change the sentences structure to several tenses to make sure that the students have mastered the tenses that they already learned. She asked the students to mention one sentence in simple present for example “*saya seorang murid saat ini*” then she will said the translate “*I’m a student*”, then the students should capable to change the sentences into another tenses pattern.

“*...misalkan, ‘saya seorang murid saat ini. Berarti ‘I’m a student’. ‘Saya sudah menjadi murid’ berarti ‘I have been a student’, ‘saya belum jadi murid’ ‘I haven’t been a student’,*

saya akan menjadi murid = I will be a student ”. (see: Appendix 10).

T^A also used roleplay as her strategy in teaching speaking. T^A asked students to do conversation related to the topic with their partner. They should find partner as much as possible in several minutes. The teacher said that, “*Terus ada lagi kayak conversation itu saya, misalkan ini materinya tentang greeting misalkan. Yaudah buat greeting yang simple tanpa catatan. Jadi mereka langsung. La pas hari itu juga mereka harus bertukar pasangan sebanyak-banyaknya dari waktu berapa menit misalkan... “ (see appendix 10).*

In the other hand T^A employed games instead of giving much theory to the students. T^A employed such kind of game to make the students accustomed to speak up. The more they practice to speak up the more chance they get to enhance their speaking. Game was used as a means to attract students attention in the teaching learning process. As she stated in interview “*...dengan apapun caranya yang penting anak itu dipancing untuk ngomong. Entah dari game atau apapun, kalo saya. Jadi ndak melulu saya kasih teori terus endak”*, (see appendix 10).

Then, T^A also showed that she used group discussions to overcome the constraint in teaching learning process.

Researcher: “Apa yang biasanya mbak lakukan untuk mengatasi hal ini/kendala ini ?”

Teacher: “ya itu, buat grup ya. Jadi misalkan hari ini saya pengen buat materi “Offering & Services for Help”, jadi saya buat satu grup dan saya bagi dari yang aktif sama yang endak saya campur. Satu grup misalkan ada 4 atau 3 yang aktif 2 yang 1 endak. Mereka akan ikut, buatlah conversation. Kemudian mereka semua kan harus ngomong memang harus ngomong. Jadi ndak ada yang pasif. Jadi semua ngomong. 1,2,3,4,5 semua kebagian ngomong jatah conversation itu” (see: Appendix 10).

T^A also stated that she employed real English Competition to enhance students speaking skill. The competition held by BETA English Course is “English Camp”. This competition will be held in the end of the semester. All of the students must follow and take part in this competition. This strategy was stated by T^A in interview, *“Jadi English camp itu kegiatan untuk melatih mereka speaking. Jadi mereka ada lomba shoot and dictation, ada news anchor, ada story telling, ada speech, ada brainforce, terus ada apalagi ya. Pokoknya banyak. Mereka satu kelas mereka harus semua terlibat.”* (see: Appendix 10). This strategy was held by the chief of the program. Students were force to practice speaking English in real competition.

There are a lot of competition in this activity such as shot and dictation, news anchor, story telling and soon. Each students must follow one competition to represent their class. This competition were between class and also individual, as stated by T^A “*Jadi nilainya individu dan kelompok*” (see:Appendix 10). Class competition such as drama, games and yel-yel. Yel yel is kind of song of the class which sing by them to motivate them during the contest.

By interviewing T^B, she stated that “*English Camp, dalam English camp nanti ada macem-macem lomba kan. Setiap siswa itu harus mewakili satu lomba. Nah, yang untuk lomba perkelas, lomba yel-yel itu satu kelas ikut*” (see: Appendix 11).

English camp was held to train the students to practice English in real competition. There are several competition that all students should take part. One competition can be follow by one or two students as class delegation.

Meanwhile, based on interview with T^C, she stated “*Jadi strategi yang digunakan itu akan berbeda-beda untuk setiap waktunya... apakah tipe belajar visual atau yang kinestetik berarti main game yang seperti itu*”, (see: Appendix 11). In order to face different students and reduce boring she used games in teaching speaking. Before going further, T^C usually ask the

students whether they visual or kinesthetics. If they prefer kinesthetic, such as the class which the most students are boys T^C will use games as strategy in the teaching process.

This strategy give benefit to overcome the constraint while teaching learning process. As researcher know from observation there are various students type in the class. Some of them easily to learn the material given by the teacher, some of them just stay silent. Students which active answer or respons teacher explanation are the same since the class begin. By employing group discussion, students which inactive will easily adapt when they learn in group. They can asked her/his friend. When there are several types of students in a group, some are active in speaking another will inevitably try to speak up.

For T^C, group discussions was use as strategy in attract the students willingness to speak and make the class more enjoy.

“Karena mereka sudah bisa mengikuti kan, jadi kadang mereka kayak ada yang debat di kelas, atau sharing discussion... dan berkumpul dengan teman-temennya di kelompoknya. Diskusi dengan teman-temennya” (see: Appendix 11).

Instead of study a lot of theory, most of the boys in the class are more likely to gather with their friend in a group then do discussions. When they discuss such kind of topic sometimes they argue with their friend. Because the course is English environment, they should speak English wherever they are. Include when they do discussions with their friend. This probably forces them to speak then they gradually become fluent in English day after day.

By this strategy students will motivate to do the best. Students will do practice and practice. Each students have a chance to be the winner. By this English Camp teacher will take some value as their assessment in their raport, as stated by T^A *“Jadi untuk setiap lomba yang mereka wakili akan dimasukkan ke raport nya mereka”* (see:Appendix 11).

This will motivate the students to do the best in the English Camp. This strategy will force the students to practice speak everywhere and everytime. Can be seen from their preparation. Before the competition held they do preparation to follow the contest. They prepare their show in the contest. Teacher has an important role in this strategy. They help students to prepare and ases their readiness to show their contets.

The researcher didn't find any outdoor activities when doing the observation in teaching learning process, because the observation is in the second semester, so the time is very limit to do outdoor class. Outdoor class need more time and relax materi to conduct. But it was mentioned by T^C in interview. She said that, "*Misal mereka dapat materi tentang tenses : present continous. Saya minta mereka keluar kelas, mengamati aktivitas di luar kelas terus menulis di kertas apa saja yang sedang terjadi. Nanti mereka retell di depan kelas*" (see appendix 11).

T^C employed this strategy to create new environment to the students to study. As the teacher said sometimes the students complain about their monotonous study. T^C asked the students to went out from the class, might be in the field, park or garden near the class then observe their surrounding. Write whatever they saw then retell in front of the class. in case it still depend on the materi they have studied that day.

Another way teacher support the students is by giving them motivation. Motivation is a mental state that encourages people actions and activities. Motivation can be in the form of verbal or action also do some funny activities. According to researcher's interview with T^A, she said that "*Mau ngomong dadak malu sama temennya, "Eh koncoku kok muni ngene, aku*

kok endak”. Lahh.. kalo sudah dibangun dari kelas 1 semua kelas harus support ayok kita ngomong Bahasa Inggris. Ya biar mereka ndak malu ngomong sama orang lain” (see appendix 10).

Based on the interview with T^A it can be said that the teacher give verbal utterance to motivate the students. As the researcher found from the observation there are some students might be too shy to speak with their friends or outside the class. Then, T^A motivate them to do practice together to reduce their shyness when speak in front of their friend even in the classroom activities.

In line with T^C, she stated in the inetrview that *“Misal saya dapat bagian ngajar kelas TKJ (Teknik komputer jaringan) yang sebagian besar siswanya laki-laki. Mereka jarang masuk misal, saya minta mereka masukan saya ke group mereka. Saya bilang ‘datang jam berapa pun saya tungguin’. Akhirnya saya tunggu, walaupun mereka datengnya jam 8 juga nggak masalah. Dan kalau di kelas ini saya lebih sering mengajak anak-anak main game”* (see: Appendix 11).

T^C give motivation to the lazy students by asking to be the member group, in this case T^C use verbal and action motivation to touch the students. T^C will wait for the students whatever they

came or not, by doing this they will reluctant to the teacher then inevitably come to the class. T^C also use game as the way she reduce the student's boredom to follow the class.

Another way in motivating the students to be active in the class activities are by giving them plus score. In any classroom observation the researcher found that many students compete when the teacher said it will be include their plus score if they can answer the teacher's questions or bravely come forward. As T^A stated, "*Nah scorenya kalo mereka jawab sempurna saya kasih 4. Kalo misalkan sudah masuk poin yang saya maksudkan saya kasih 3... Atau 3 koma berapa yang berangkat ke sana. Tapi kalo dia sudah ndak masuk poin, misalkan sekalian saya bantu, ya 2*" (see: Appendix 10).

In conclusion, by the interview the researcher conclude that the teacher employed: drilling, games, roleplay, group discussions, competition, outdoor activities and also giving the students motivation.

Teacher	Drilling	R	G	Disc.	Comp.	Out	Motiv.
T^A	√	√	-	√	√	-	√
T^B	-	√	-	-	√	-	-
T^C	-	-	√	√	√	√	√

Table 4.2 The Finding of Strategies by interview

(3) The Result from Documentation

In addition, the data from documentation showed that there are some vocabulary lists and some exercises in the coursebook. Teacher asked the students to read the word loudly together. This help students to remember vocabularies and understand the material with these word well. Then, there are also some exercise to ensure the students understanding the topic (See: appendix 13, coursebook for eleventh grade page 1 and 2).

In addition, the data from documentation showed that there is roleplay strategy in teaching learning process. There are a scene or a conversation to be read by the students in pair. Sometimes the techer asked the students to play the scene in front of the class. For example in appendix 12, coursebook for tenth grade page 28.

B. Read the following dialogue carefully and understand the content of it.

- A : I'm afraid I've ^{accidentally} spilled ink all over the table cloth.
 B : Oh, never mind about that.
 A : I'm terribly sorry. Won't you let me pay for it?
 B : No, I won't hear for it.
 A : I'm dreadfully sorry but I've broken the plate.
 B : Oh that doesn't matter.
 A : I'm "ever-so" sorry. Tell me where you bought it so I can get you another.
 B : No, certainly not. I wouldn't dream of letting you that.

Do in pairs to make dialogues based on the following case and perform them.

Your friend invites you to come to her birthday next Sunday but you can't because you will go with your family.

The data presentation related to teaching speaking strategies is summarized in the following table :

No	Teaching Speaking Strategies	Teacher		
		A	B	C
1	Drilling	√	√	√
2	Role play	-	√	√
3	Games	√	√	√
4	Group Discussion	√	√	√
5	English Competition	√	√	√
6	Giving Students Motivation	√	-	√
7	Outdoor Activities	-	-	√

Table 4.3 The Finding of Strategies by Observation, interview and documentation.

B. Problems Faced by the English Teacher in Teaching Learning Process

Based on the observation there are some difficulties faced by the teacher that obstruct teaching learning speaking in the classroom. They are classroom management, learners differences and problem in motivating students.

(a) Classroom Management

During the observation the researcher found that there are some condition where the class became crowded and lost control. Some of them are yell, snatch away and running through the class, such in T^A class, *“Sometimes the class became crowded because everyone wants to get plus point, all are snatch away to*

get a chance to answer. Moreover, some was running through Miss Fitri in order to point out by Miss Fitri” (see: Appendix 1).

The teacher seems overwhelmed and silence for a minutes. The class became under the control because all of the students wants to get the plus point. It's preety good for motivate them to be active in class performance, but if it run too much it will disturb the teaching learning process.

There also students who didn't play her attention to the teacher, such in T^C class *“she was lost the lesson because she didn't pay attention to the lesson and played her phone”* (see:Appendix 4). This make the lesson pause and the teacher focus to the students for several minutes.

(b) Learners Differences

Based on the researcher obervation, the researcher found that there are some type of students in the class. Some of them were active to follow the lessons activity, some of them just stay silence and stare their book in a deep view. As the teacher T^A stated in interview, *“kendalanya soalnya satu kelas kan berbagai sifat dan kepribadian siswa ya kan. Jadi untuk menyatukan siswa menjadi satu itu memang susah”* (see: Appendix 10).

For active students, it is easy for teacher to see their enhancement. They can follow the lessons well and participate as much as they can. They responds the teacher instructions continuously. They snatch away to get a chance to answer the questions and asking if they didn't understand the material well. For inactive students, its not easy for teacher to assess them.if they keep silence all the time teacher can really know wheter they get the point or not.

T^A also stated that, "*Kalo siswa yang endak, masuknya jarang-jarang, terus ndak terlalu aktif di kelas, itu mereka akan ketinggalan*".

This became a dilematic problem for the teacher to keep the lesson running, wheter she should continue to the next chapter or waiting for the students who still miss behind. Some of students are rarely follow the class, so she/he miss the previous lesson and seems can't accept the next lessons.

According to interview with T^C she also faced the same problems with T^A :

Researcher : "Kendala apa yang mbak temui saat megajar di kelas ?"

Teacher : “*pasti, setiap generasi yang diajar itu kan berbeda-beda, biasanya strategi yang saya gunakan di kelas akan berbeda*”.

(c) Problem in Motivating Students

Sometimes the teacher also have a problem in motivating her students. Motivation is very important to the students in teaching learning process. When they don't have enough motivation, they won't study well. Based on observation, the researcher found that the teacher tried to motivate the students to be active participants. Sometimes they don't really interest with the materi so they play their phones or chatting with friends sometimes. On the other hand, based on the interview with T^B, she said that “*kendalanya biasanya anak-anak kadang suka malas soalnya masuknya hari sabtu waktunya pulang kampung*” (see: Appendix 14).

It is obviously that nowadays only five days active school, the rest are for extracurricular and take some rest. They are too boring to study when it is Saturday. Students became lazy and stay silence in the class.

C.Possible ways to Overcome the problems

As mentioned above that there are some difficulties faced by the teacher in teaching learning process, there were some solutions possible to solve the problem, they are :

(a) Classroom Management

The problem was the teacher loses control of the classroom when the students speak louder and snatch away to get a chance to answer, even they running through the teacher. In order to solve this the teacher do an interesting way.

“For a minutes, Miss Fitri keep silence until the students come back to their bench” (see: Appendix 1).

Instead of angry or throw sensitive word, the teacher keep silence for a while. This has a purpose to make them realize by their own if the class start became uncondussive. When the tacher silence and didn't respond them, they will think 'what happen', 'what wrong with this' or another curious questions. Then students which running through while ago will in a hurry back to their bench.

(b) Learners Differences

This is the same problem for some teacher. As researcher also found in the observation that there are some type of students when the

class was running. This might be happen because they have different character and personality.

As T^A stated in the interview, “*Kalo siswa yang endak, masuknya jarang-jarang, terus ndak terlalu aktif di kelas, itu mereka akan ketinggalan. Jadi teknik ini memang bagus banget bagi mereka yang bener-bener ingin maju. Bagi mereka yang ndak ingin maju, dipaksa seperti apapun mengenai speaking ya, mereka kalo ndak bisa akan diem*” (see: Appendix 10).

The word ‘*teknik ini memang bagus banget bagi mereka yang bener-bener ingin maju*’ in this answer refers to some technique or strategies she used in teaching learning proecess. T^A stated that she used games and roleplay as her specific strategy to force students to speak up.

In the other hand she also stated that :

Researcher : “*apa yang biasanya mbak lakukan untuk mengatasi hal ini/kendala ini?*”

Teacher : “*ya itu, buat grup ya. Jadi misalkan hari ini saya pengen buat materi ‘Offering & Services for Help’, jadi saya buat satu grup dan saya bagi dari yang aktif sama yang endak saya campur. Satu grup misalkan ada 4 atau 3 yang aktif 2 yang 1 endak*”.

Here T^A used group discussions in order to make the passive one take part in the project they have. When T^A teach about some topic, she asked the students to discuss in group and make a role as they want, in case still in the material context.

In the other hand, according to T^C :

“Tergantung gimana siswanya. Kalau misalkan di kelas yang Akuntansi itu mereka kan memang anaknya lebih pandai, jadi strategi yang digunakan lebih sederhana. Karena mereka sudah bisa mengikuti kan, jadi kadang mereka kayak ada yang debat di kelas, atau sharing discussion, bisa juga game. Tapi kalau untuk yang kelas X mereka lebih banyak menggunakan game dan berkumpul dengan temen-temennya di kelompoknya”
(see:Appendix 11).

Because of the differences type of students, T^C use different strategies to overcome this problem. All of the teacher have stereotype if accounting class are the most smart students, so the teacher use traditional strategies such as sharing discussion, debate or game that they can easy follow. Then, for class X that still beginning level, the teacher use kind of game that make them enjoy or feel comfortable first. When they enjoy and feel comfort the teacher skid the material little by little.

(c) Problem in Motivating Students

In order to solve this problem, the teacher sometimes give the students quiz/games or ask them to sing a song. This is such a way in making them interest and pay their attention to the teacher again. As stated by T^B in interview, “*Kalo mereka udah males saya suka kasih mereka games/quiz/singing English song yang bisa buat mereka on lagi*” (see: Appendix 14).

Thus, make the students feel comfort and enjoy the activities. Then their focus will turn back and ready to accept the lesson. Because the English course held every Saturday many students were going back home to their hometown or use their weekend to hang out sometimes.

Besides, from the observation the researcher did, the researcher found that the teacher always give plus point for active students to build up their enthusiasm in teaching-learning process. For example from observation 1:

“The students who can answer the question true and quick will get the add points or value in their rapport”. (see:Appendix 1).

Researcher found in class observation that many students were compete each other to get plus point. So, this immediately motivate the students to be more active in the class.