



## EFL CLASSROOM BEHAVIOURS AND INTERACTIONS: A CASE STUDY OF A TEACHER AND HER STUDENTS IN A STATE JUNIOR HIGH SCHOOL IN ACADEMIC YEAR 2019/2020 IN THE CITY OF KUPANG, EAST NUSA TENGGARA

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**ABSTRACT:** This research aims at describing teacher's behaviours, students' behaviours and the interactions which are performed by teacher and students in the classroom. To achieve the aims, the researcher used a case study method, which is qualitative, focusing on Junior High School (JHS) teacher and students, who use English as a foreign language (EFL), in Kupang City, East Nusa Tenggara Province (NTT), Indonesia. The instrument technique to get the data was participant observation. It was conducted from January to March 2020. The data were analyzed descriptively. It was found that: 1) teacher behaviours including 'gaining students' attention' and 'giving reinforcement' are very good and expected to be maintained; others, including 'motivating students', 'managing classroom', and 'providing follow up action' are not really good and expected to be improved; and others including 'informing learning procedures', 'evaluating', 'making references', and 'reviewing the newly learned material', are bad and strongly expected to be improved; 2) students behaviours including 'paying attention to teacher' and 'responding teacher's reward' are very good and expected to be maintained; others including 'getting motivated', 'participating in classroom management', and attending to follow up activity' are not really good and expected to be improved; and others including 'knowing learning procedures', 'participating in review of material', 'demonstrating learning achievement in learning assessment', and 'making references', are bad and strongly expected to be improved; 3) teacher and students mostly performed teacher-oriented interactions which can be seen in activities of 'asking and answering questions' and 'providing patterns of interaction'. It is really recommended for teacher and students to be able to demonstrate those behaviours in the classroom. Behaviours that serve as high class of appearance started from 80% to 100% are very good and expected to be maintained because their capacity quality of supporting learning are high.

**Keywords:** *English as a Foreign Language, teacher's and students' behaviours, interactions, a case study, Junior High School.*

### INTRODUCTION

English holds a major role in international communication. Therefore, many people from different parts of the world are pursuing to learn and to master this language including people in Indonesia. Overall, however, it is not easy to learn this language. There must be many effective approaches and methods practiced being competent on it. Moreover, Djahimo (2013: 61) in general, says that many people around the world are pursuing to master this language as a native language and as a target language (ESL/EFL). Particularly, people in Indonesia learn this language as a Foreign Language. That is in line with Bire (2016: 136), Brown (2007: 134) and Setiyadi (2006: 22) who state that the way to master this language in Indonesia is in conscious way, or by learning it in schools. It is of course found that English is included in all formal education of Indonesia. It is considered as a special foreign language usually taught and learnt as a subject in school (Idris, 2014).

In terms of teaching English as a foreign language (TEFL), the government of Indonesia has put and implemented English in her curriculum

even from her first independence (Bire, 2016: 136). There have been many curricula implemented in supporting the education in Indonesia. The newest curriculum which is now being implemented in Indonesian schools is called *Kurikulum 2013* (K-13) or the 2013 Curriculum. The existence of this curriculum is based on the government's intention to improve the formal education in Indonesia which is including English learning. Moreover, there have been many new ideas invented by the education specialists in order to make and to help students to master the language skills and language components. It has also been clear that today's paradigm of learning has been changed for better, in which, knowledge is viewed as a transformed result of someone who learns, in which learning is viewed as an active process of searching and constructing knowledge, while teaching is viewed as a process of facilitating and motivating students to learning (Tans, 2012: 164 & Kian Bera, 2019: 7). In that sense, the learning process of English is willingly to be more focused on students' communication and interaction which is implemented not only in one meeting. Therefore, it is acceptable to state that the

more continuous learning of practicing English, the better achievement can be produced. In addition, dealing with education in Indonesia, Bire (2016: 147) states that English education has long been blamed due to the practices of teaching children at schools. Therefore, the writer intends to do research at the Junior High School level to learn more about how to produce good quality of education in teaching and learning of English.

As an important thing in learning English, teaching and learning process in classrooms has been an important thing to be studied. Therefore, it is understandable that many researchers have tried to study about this (see, for example, Popp, 2005; Maxon, 2009; Tefbana M., 2015; Ngadi Y. F., 2016; and Patel & Jain, 2008). English learning in a secondary classroom of Senior High School has been intensively done (see, for example, Tans 2012, Sukadi, 2007, and Miolo, S. T., Emzir., & Rasyid, Y., 2017). Their findings have great contributions in supporting education specialists to solve problems of teaching and learning of English in secondary school. However, the studies related to phenomenon that happen in English classroom of Junior High School (JHS) in Indonesia, generally, are quite rare. Therefore, it is interesting to study and to know what behaviors or patterns of both teacher and students are practiced and done in the teaching and learning process. On the other hand, the questions to be dealt with for this research are; 1) how the teacher behaves in the classroom; 2) how the students behave in the classroom; 3) what are interactions which are performed by teacher and students in classroom. It is about how they do the teaching and learning process in the classroom. Particularly, it is also about finding out and investigating what kinds of interactions which are performed by them in the classroom language.

Finally, considering the urgency and the need of what goes on in the learning process of English in classroom of SMP N 2 Kota Kupang, the writer intends to do a research under the title "EFL Classroom Behaviors and Interactions in Classrooms: A Case Study of a Teacher and Her Students in a State Junior High School in Academic Year 2019/2020 in the City of Kupang, East Nusa Tenggara".

## **THEORETICAL FRAMEWORK**

Harmer (2007: 19) says that teaching and learning of English as a foreign language is described as a phenomenon where students and teacher are using English as it is not their first and native language. In that sense, it can be understood in a condition where they learn the language in their

country in which English itself is not used on their daily basis communication within the society. Teaching of English can be defined as a process of facilitating and motivating students to know and understand English better. Then, learning of English is described as a process of searching and constructing knowledge. The teaching and learning of English has been interchangeably employed to help learners of English to master its four major skills namely listening, speaking, reading and writing including grammar and vocabulary. The mastery of those English skills and components comes from effective teaching and learning in the classroom. In that sense, teacher and students are expected to do activities that support the learning.

Classroom interaction is also an important thing in teaching and learning process. Brown states that interaction refers to the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other (2007: 212). In that sense, it can be pointed out that teacher and students, and students with themselves must implement a beneficial interaction or communication in the classroom. They must be feeling free to talk when it is needed. Therefore, it is needed to have a teacher who has power to do that. The teacher needs to help students creating a classroom learning environment that influences interaction (Dale, 2012: 650). These are valid points of making students active during the learning process. The language should be used in interaction with others and in relation to knowledge creation. (see, for example, Freeman & Anderson, 2011). Moreover, Walters and Frei (2007) and Kolo and Djahimo (2019: 67-68) divide classroom interaction into some points. Firstly, grouping learners which means that students should be selected on the basis of characteristics, abilities or experience when it comes to group activities. It can create a good interaction among the students. They can help those who are still afraid to speak. Secondly, task-based instruction which means that students should do the learning tasks on the basis of achieving the specific goals. There are also various modes of interaction, which mean that both teacher and students' talk should be meaningful. There are also some patterns of classroom interaction, which can be implemented through group work, closed-ended teacher questioning, individual work, choral response, collaboration, students initiatives and teacher answers, full-class interaction, teacher talk, self-access and open-ended teacher questioning. Teacher's voice and body language, which means that the way teacher speaks, should be clear and loud. The use of body language must in appropriate

way. In addition, the teacher-students relationship in class must create a positive, simulating and energizing classroom climate. They should show respect and trust one another. The students also should be praised or criticized in an appropriate manner. The use of praise and correction should be done in right condition and situation (Walters and Frei 2007: 26). Finally, there must be a group-work organization which is done through presentation, process, ending and feedback. The above points are also in the line with eight basic skills of teaching stated by Kolo & Kian Bera (2019: 9) and Kian Bera (2019).

It is also inevitable that classroom management holds a crucial role in teaching and learning process in a classroom. Jacobsen, Eggen, and Kauchak (2009: 42) state that an effective classroom management intends to achieve the two major outcomes, namely, better achievement and higher motivation of the students. Walters and Frei (2007: 13) say that classroom management refers to how things are generally carried out in the classroom. Classroom management includes the organization of students, space, time, and materials so that the teacher can then allow the students to learn the intended content (Wong & Wong, 1998 in Walters and Frei 2007). Therefore, Muijs and Reynolds (2008: 117-127) state that there are some important elements that must not be taken for granted (see, for example, Singer, 2003; Korpershoek, H., Harms, T., Boer, Kuijk, Doolaard, 2014; and Walters & Frei, 2007).

Firstly, it is dealing with how to start the class. They suggest that teacher needs to give instructions that can make students know what they should do when the class is started. It is of course important that both teacher and students should come on time as well. In that sense, it can be a good start to make students to have a positive thinking to experience the learning process. It can be a way of showing interest to the students (Walters and Frei 2007: 45). Secondly, it is dealing with how to arrange the desks. It is suggested that teacher may use some ways depending on the suitable need of each learning meeting. It is important that teacher must pay attention to this issue, because the way students sit in classroom can help teacher gaining their attention well. The third is dealing with distractions that come from outside the class. That is important for the teacher to make the distractions may not make students to lose their focus. They must pay attention to the topic. It is also suggested that rules and procedures must be consistently implemented in order to make the learning process comfortable for all in classroom. The next is dealing with the

effort of not wasting time during the transition of activities in each meeting. That is also important that teacher needs to rule the students-talking time. In that sense, when they do the interactions in their own group, they may not disturb the other ones.

Moreover, there is also a downtime which refers to 'problem' when a student or some students finish their task faster than the others. Problems often arise during the period of time when some students have finished their work and others are still completing an assignment (Walters & Frei, 2007: 82). It is important for the teacher to overcome that problem by giving additional tasks or helping other students. That can keep them engaged and quiet in the classroom. Finally, it is of course dealing with how to end the class. They suggest that effective teachers can motivate students to learn more even when they are not in classroom. Teachers can facilitate materials that can lead students to practice English wherever they are. It is very useful in making them to retain the information that they just learnt. The task or assignment must not different with the materials that they just had before. Next, it is dealing with how to discipline the classroom. In order to create a good learning process for everyone, teacher should punish those who break the rule in classroom. They should be disciplined in appropriate manner. They should know why they get the punishment. So that, they can reflect the punishment as an encouragement to be better in learning process (Walters and Frei, 2007: 27-30/83). In short, it can be pinpointed that classroom management should fit with the effective need of both teacher and students. It should be in a good atmosphere, in terms of; its physical appearance, availability of audio-visual equipments, seating arrangement, grouping learners, task-based instruction, and etc. (Kian Bera, 2019:2-4). It is also in the line with Kolo and Djahimo (2019: 63) who state that norms, power and awareness development of students are the result of a good classroom management.

Teaching can be seen as a skill which needs to be improved through practice day by day. As an important part of teaching and learning process, the existence of teaching variation is inevitable. Teacher is hoped to be able to implement some variations to deal with the learning process that is dynamic. Usman (2008: 84) states that teaching variation refers to the activities done by the teacher to deal with the boredom in the teaching and learning process. He claims that it will motivate students to have perseverance, enthusiasm, and be participative in the classroom. In that sense, teaching variation should be considered by the

teacher in order to achieve the learning goals. Walters and Frei (2007); Kolo and Kian Bera (2019: 18-19); and Djamarah and Zain (2010: 167) state three components of teaching variation, namely, teaching style, teaching media, and interaction variation. Dealing with the teaching style, it is pointed out that the teacher should make variation in voice, focusing, pausing, eye contact, gesturing, and position. Dealing with teaching media, it is stated that a teacher should make variation in using media that can be seen, touched, listened, and observed by the students in the classroom. Dealing with interaction variation, there must be a variation for teacher-talk and students-talk. In using variation, it is better to implement all those kinds of variation. Those variations should motivate and encourage the students to learn more. That is, of course, important that the teacher should understand and prepare well what she/he is going to have for his/her students to achieve (Djamarah and Zain, 2010: 166). It must have relevant to the students' need in order to achieve the learning outcomes (Usman, 2008: 84).

## RESEARCH METHOD

This research used a qualitative research method. Qualitative research is a type of research that aims at comprehending phenomenon that are done by the research subjects, that is dealing with their behaviors, perceptions, motivation, and many more. (see, for example, Johnson & Christensen, 2014; Moleong, 2011; Latief, 2011; Sugiyono, 2016; Setiyadi, 2006; and Patel & Jain, 2008).

The phenomenon studied in this research was how a teacher and students behave in the learning process of English as a foreign language. There was also an intention to find the kinds of interactions happening during the learning process. The writer intended to investigate and comprehend deeply, to find pattern, hypothesis and theory dealing with the teaching and learning process of English happening in a Junior High School classroom. Moreover, the approach used in this research was a case study. Bogdan and Biklen (2007: 6-8) in Tans (2014: 130), state that this kind of research that has the nature in some points, namely; naturalistic which means that that the data were collected from the actual settings of English learning happened in a Junior High School (SMP N 2) in the City of Kupang. Through descriptive way, the data were described not in numbers but words, that is, in verbal forms. It is procedural which means that the research is more dealing with teaching and learning of English process in the classroom, that is classroom research. It is also inductive, in which the theory did not

come from the hypothesis but based on the field data. It is a way of understanding the phenomena through being together with them and then describing the phenomena as it is. In that sense, the writer goes and sees the 'issue' in the field and then, he will think about it and finally put it in findings, as it is (see, for example, Bassey, 1999).

The data, then, were analyzed descriptively in order to be understood well. Bogdan & Biklen (in Moleong, 2011) states that techniques of data analysis in qualitative refers to the process of working, organizing, synthesizing, searching, and finding pattern or finding the problems studied or needed and then describing them in narrative way. For clearer, it used the data analysis proposed by Miles and Huberman (in Sogiyono, 2016: 246). Data reduction was used as a process of selecting the data that were really needed by the researcher to answer the research questions. Data presentation was used as a process of focusing the data. It deals with the separation of unnecessary data. Finally, there is verification which dealt with the interpretation of the data studied.

## RESULTS AND DISCUSSION TEACHER'S BEHAVIOR IN THE CLASSROOM

It is inevitable that teacher plays the major role in facilitating great learning activities in classes. The success and failure of learning process can be determined by the professionalism of teacher in implementing classroom activities that support each other. Observation results show that some important elements of teacher behavior in classroom have been implemented by the teacher during English classes. In this sub-title, it covers about; opening activities which consists of some major items, namely, gaining students' attention, motivating students, informing learning procedures, and making references; then, core activities which consists of asking and answering questions, giving reinforcement, providing patterns of interaction, and managing classroom; and closing activities which consist of reviewing the newly learned material, and asking students to demonstrate/have a role play.

### Gaining Students' Attention

Gaining students' attention is an important competence that must be owned by a teacher in classroom. It is defined as the act of stimulating students to have interests of the topic that they are going to have during the learning. That is the act of making sure that students are ready to learn and participate in learning activities, and it is important



to present the stimulus to attract their attention. In short, it is the way of attracting learners' interest or motivation and concentrating their attention. Based on the data presentation above, it is found that there are some major aspects of gaining students' attention that would be discussed specifically. In that sense, teachers can see and understand the success and failure that they have done so far in their teaching. Its details are elaborated in the table as follows. Observation results show that the teacher has implemented the behaviors of gaining students' attention by achieving a high class of appearance with 81,25%. It can be assumed that the teacher is competent in demonstrating the behaviours at gaining interest/motivation of the students and attracting their attention to the learning topic. That is, however, the teacher needs to improve more the skill of gaining students' attention especially dealing with showing pictures/short movies/slides.

To gain their attention, she always takes right position in the classroom so that she can easily control and see her students' faces. She gains students' attention by taking right position in front of the classroom. Sometimes, she always goes around controlling the classroom when students are doing their tasks. Moreover, dealing with how to arrange the desks, she tends to enjoy using only one desk arrangement as in table below. The teacher chooses not to move desks during lesson because it can be very noisy and time consuming. It is also found that the desk arrangement is good for making students work for individually in classroom and it sometimes can be useful for making two students who sit in one table to do pair work. However, this kind of desk arrangement cannot be suitable to encourage natural interaction since students can only see the back of the heads of other students who are in front of them. In that sense, it would be good if she tries some desk rearrangements sometimes, so that, students can be free to interact with other students as they are learning a language. Then, she mostly provides a short reading for each student to be observed before they come to core activities. She also put some pictures related to the topic to be observed by them. Moreover, she mostly performs two-way interaction in order to gain their attention, for example, a teacher will ask learners, one by one, a question that is relevant to the learning topic and after asking the question, as result, the students will concentrate and begin to answer the question. In that sense, a teacher is able to attract her students concentration individually. In short, the two- and multi- way interaction are not really implemented

by the teacher during the activities of gaining students' attention.

The activities of gaining students' attention can be the hardest aspects to be done by teacher in starting the class. At this stage, teacher needs to consider the various positions in classroom because that can affect to get the students' attention. Standing in the class is essential to make all students to see the teacher easily, so that, students can be free to ask for help or to listen to the instruction. It can be adapted with sitting position if students look comfortable. Crouching in, around or behind pairs and groups can also bring meaningful benefits to communicate or to interact with students. Providing short reading, short story, or demonstration brings meaningful inputs for students to help them get excited to the topic of the lesson. Teacher, therefore, needs to choose right short reading, short story, or demonstration that is simple, fun and matches with students' age or level. In this sense, it must relate to their thinking. To save time, one of the three is quite enough to gain their attention in class.

Showing pictures, short movie, or slides are essential to implement. One of the three can be done in each class meeting to help students pay attention to the lesson. Those activities are included in visual media. It is good that students need to be familiar with visual texts because that can lead to fun and meaningful activities in the classroom. It is more memorable for them. However, it needs to be pinpointed that the pictures, short movies, or slides must match with their age or level. The other one which is very important is communication. That is performing one-, two-, or multi-way interaction. It is important that students need to be feeling involved in learning activities. That can bring many advantages in gaining their attention in class.

### **Motivating Students**

Motivating students is an important component that must be implemented by teacher in classroom especially in opening the lesson. It is defined as the act of making students feel involved and encouraged in learning. Students can retain information well and participate in learning if teacher makes learning fun and inspiring for them. The data shows that the teacher has implemented some behaviours of motivating students by achieving a medium class of appearance with 71,25%. It can be assumed that the teacher is in average in demonstrating the behaviours at motivating students. She has been good in showing enthusiasm and warmth, but she needs to improve more the other three major aspects of motivating

students, namely, endorsing students be curious, endorsing students to ask questions or to question someone's, and asking if students have their references in learning.

Based on the observation, it is found that she always tries to motivate her students by showing her enthusiasm and warmth. That is understandable that teacher needs to create a positive atmosphere in class. Sometimes, she also endorses them to be curious and to be able to ask questions. However, most of the time, the students tend to be afraid to give questions. She also frequently asks them to find their own references in learning by using internet connection at their home. To be competent in motivating students, teacher needs to pay attention to the four major aspects of it. When teacher looks enthusiastic in teaching, students will feel cared and valued in learning. In this sense, showing enthusiasm and warmth is a must in facilitating students to learn. Moreover, curiosity is the intention of wanting to know something. It can be inferred that endorsing students to be curious refers to the aim of making them see what they can get out of whatever teacher wants to teach them. For that, teacher needs to show students what they can do with the topic, that is, therefore, teacher must be able to facilitate them to be interested to the topic of the lesson. That can be done by using provoking questions which can lead them to be curious. In short, teacher needs to make them to notice and to observe something from the teacher, so that, they can genuinely be interested. After that, teacher can have fun with them in order to get out their curiosity by asking questions to the teacher and also to other friends. When teacher can make students feel engaged or involved in learning, it means that she leads them to feel free to ask questions without being afraid of making mistakes. It is also essential for teacher to put in mind that there are many references out there that can be found and then used by students to learn by themselves. Students tend to forget, that is, therefore, teacher needs to remain them repeatedly about references out there beyond classroom. In this sense, teacher needs to ask them many times, so that, they can respond and try to find references at home.

### **Informing Learning Procedures**

Informing learning procedures is an important competence that must be owned by a teacher in the classroom. It is defined as the act of letting students to know what they are going to do in the class. Based on the data, it is found that there are some major aspects of informing learning procedures that have been done by teacher in class. The data above

shows that the skill of informing learning procedures by the teacher only serves as low class of appearance with 57,5%. It means that the teacher needs to improve this skill for betterment. It can be seen that she is only good at focusing students' attention to learning topic, but, she needs to master and implement the other three major aspects, namely, announcing learning goals/objectives/outcomes, stimulating students with questions, and informing step by step learning procedures. The observation results show that the teacher informs the learning procedures by announcing the learning outcomes that they will achieve in that meeting. She always tries to focus the students' attention to the learning topic and stimulates them to with questions. She mostly forgets to inform step by step learning procedures to them. The learning objectives must be well-communicated to the students. That is understandable that they need to know exactly what they are going to do in that meeting. It is important to motivate learners to learn with the instructional objectives associated with learners at the beginning of the lesson and help them set expectations for the subject to be learnt.

### **Making References**

Making references is one of major skills in opening activities that must be well practiced by teacher in class. The observation result of the teacher can be seen in the following table. It shows that the behaviors in making references have been done by teacher. However, it shows that the teacher is not really able to demonstrate its three aspects, namely, relating new topic to relevant aspect of students' life, comparing new topic with students learned materials, and explaining difficult concept/vocabulary/grammar before proceeding to core activities. She only serves as low class of appearance with 36,66%.

In making references, she sometimes relates the new topic to relevant aspect of students' life so that they can easily understand. She rarely compares new topic with students learned materials and almost never explains some difficult concepts/vocabularies/grammar before proceeding to core activities. On the other hand, that is important to be done to provide the students with an opportunity to link the learning topic with students' experiences. Thus, in this activity a teacher may ask students to mention several things that are already known by them.

### **Giving Reinforcement**

Giving reinforcement refers to responses given by teacher towards learning behavior of students in the form of words or sentences and non-verbal way. The data shows that the teacher has done great job by scoring 100% at this skill. In this sense, she is good at giving reinforcement to students. The words or sentences like ‘Good!’, ‘Excellent!’, ‘I like your idea’, or ‘Yes, you’re right but you should elaborate more on it’ are examples of meaningful reinforcement that need to be expressed by teacher during the lesson in class. When doing teaching in classroom, it is important to always show some meaningful gestures and expressions, namely, cheerful face, smile, or clapping hands to students. That is, of course, as a way of making students to feel valued and cared in learning process. However, there is also a limit to reinforcement with physical contact. It must not make the learners feel uncomfortable.

### **Managing Classroom**

It is inevitable that classroom needs to be managed well and it is not an easy job to be done by teacher. The table below will present the results of observation dealing with managing classroom done by the teacher. The data shows that the teacher reaches a score 72,85% as medium class of appearance. She implements the five behaviors well, but the other two behaviors are almost never done in her teaching.

In managing students, the teacher does not like to rearrange students’ seat and desks. She always creates conducive class to make the learning fun for the students. She tends to give clear instruction to be done by the students. She always corrects their errors and disciplines the noisy students. Dealing with classroom discipline, the teacher tended to use Indonesian and Kupang Malay language directly to the student to make him/her work task quietly without disturbing others. When students look tired and sleepy, she demonstrates some humor or jokes that can keep their learning motivation intact. She always creates warm and harmonious relationship with the students.

### **Reviewing the Newly Learned Material**

To retain the information, there is a need of reviewing. In this sense, reviewing the newly learned material can lead to the betterment of understanding the topic that has been learnt. That is, therefore, understandable that teacher needs to think and practice this well, so that, students can get the benefit of it. In closing activities, the teacher sometimes makes students to review the general

description or essential parts of the topic just discussed and also she asks students to give a brief word of the main points of the recently learned material in order to make them understand the topic well. However, these behaviors are not well done by the teacher. As result, it serves as low class of appearance with 37,5%.

Teacher, sometimes, ignores the importance of outlining and summarizing. In this sense, teacher must facilitate students by making them recall the recently learned material. It can be a good way of knowing how far the students’ comprehension about the topic. Teacher can use this chance to check if there is a student who needs more explanation.

### **Evaluating**

Evaluating can be defined as a systematic process of knowing the affectivity and efficiency of a recently learnt material to determine how far the students understand the topic. Teacher, therefore, needs to provide mastery evaluating which is effective. The data shows that the teacher is not able to demonstrate the behaviors of evaluating. She gets score 53,75% as low class of appearance. She evaluates students by asking them to demonstrate or to have a role play (12 meetings), applying the recently learned material to new situation (13 meetings) and asking them to express themselves spontaneously (9 meetings). She also, rarely, asks them to provide written post test.

This behavior may not be ignored. After outlining and summarizing, teacher must have good knowledge in facilitating activities to assess students. The assessment is also known as formative test which must be given to students in oral or written way. In this sense, teacher must be able to facilitate students with skill of demonstrating or role playing. Teacher can lead students to express their ideas with that formative test and able to apply the ideas to new situation as they understand.

### **Providing Follow up Action**

Follow up action can be defined as additional tasks that is meaningful for students to do beyond classroom. The data above shows that the teacher always provides follow up activities for them especially by giving them homework. However, she rarely plans for a remedial teaching (11 meetings). As result, the score is 77,5% as medium class of appearance.

It is very important to assess the outcomes of learning to know whether students really understand what they have just learnt or not. Giving homework or assignment can be a great choice to make students keep learning at home. It might not be

different with topic that they just learnt. Whether it is a structured or enrichment assignment, it must be relevant with activities that they just experienced. The assignment is a way of making them to retain the information in their brain.

## **STUDENTS' BEHAVIORS IN THE CLASSROOM**

### **Paying Attention to Teacher**

Attention is always needed by those who are doing interaction. In this sense, students pay attention to teacher is a must to create a meaningful and effective learning. The data presents that students reach score 81,25% as high class of appearance. They have done great things in three behaviors, but they do not have many chances in watching shown pictures, short movies, or slides (5 meetings). Based on the observation, students always pay attention to teacher by having seat properly, observing the pictures or demonstration shown by the teacher, and listening to the teacher carefully. They also join the two/multi-way interaction when the teacher wants to gain their attention. However, they only have five meetings to observe short reading provided by the teacher.

Therefore, it can better if teacher can provide more things to be observed by students. They can be more attentive when there is a short reading, short movie, or slide that can attract their attention. It is included in opening activities, so that, students need to be made ready to follow the learning activities. An unprepared opening can affect the emotional and intellectual readiness of students to the whole learning activities. When students try to pay attention to the teacher, they can learn better.

### **Getting Motivated**

When students are motivated, they can learn better. In this research, there are some major behaviors of knowing that students are getting motivated. The data shows that students serve as medium class of appearance with 68,75%. They reach '20'score in showing enthusiasm and warmth. Almost all of them also get motivated by giving enthusiasm and warmth when the teacher shows enthusiasm and warmth for them. Students become curious when teacher endorses them to be curious with provoking questions, and also they answer teacher's questions dealing with their own references in learning that they must prepare at home. However, when she endorses them to ask questions, the students tend to be quiet. They are not really motivated to be curious to ask questions to the teacher or even with their other friends.

Students will not be able motivated in class well if they get harsh words from teacher.

### **Knowing Learning Procedures**

It has been clear to know that when students know what to do, they can be easy to go. In this sense, students must know exactly what and how to do in learning activities. When they know it right, they do it right? The data shows that students serve as low class of appearance with 57,5%. They show kind of behavior that they know the learning procedures by mostly listening to the learning objectives mentioned by the teacher, and but not all of them really understand the learning procedures, because the teacher does not really inform the learning procedures step by step for them. Moreover, they tend to focus on the learning topic by following the instruction from teacher. When teacher stimulates them with questions, they tend to be silent with no words but noisy. In that sense, a great teacher needs to find way to break their silence.

### **Making References**

Students can easily understand something by using concepts that they already know. In this sense, making references can lead to great advantages in learning. Therefore, students need to do this skill. The data shows that students serve as low class of appearance with 36,66%. They relate new topic to relevant aspect of their life with score 12. They rarely compare new topic with their learned materials. As result, they only get score 6 in that behavior. They are also not good at making attempt to understand difficult concept/vocabulary/grammar before proceeding to core activities. The effect of that makes them get score 4 in that behavior. Many things that students experience even when they are not in school environment. Therefore, it can be a great way of stimulating students to link the learning topic with their experiences.

### **Responding to Teacher's Reward**

Responding to teacher's reward is one of the way of encouraging students to learn better. Students, of course, need meaningful reward in order to keep their motivation on. The data shows that students serve as high class of appearance with 100%. It means that students really understand the reward given by teacher.

### **Participating in Classroom Management**

Classroom management is provided by teacher to make students participate better. The more they participate, the easier teacher can control the class.



The data shows that students serve as medium class of appearance with 72,85%. There are two behaviors that are almost never existed in the class, namely, arranging a seat according to teacher's instruction and following teacher's instruction on multi tasking learning activity.

Moreover, students are being managed in the classroom by being participative, following and understanding the teacher's punishment. They also understand their errors when she corrects them, and they are motivated by the humor and create warm and harmonious relationship among them. However, some of them do not really get involved in the pattern of interaction provided by the teacher.

### **Demonstrating Learning Achievement in Learning Assessment**

To know how far students, understand, it is important to assess their understanding. In this sense, the must be able to demonstrate their learning achievement. The data shows that students serve low class of appearance with 37,5%. They do not really answer teacher's questions when she wants to check their understanding in oral or written way. Students cannot demonstrate many roleplays in each meeting because teacher tends to forget to provide that for them.

At this stage, students can get the advantages of this skill, that is, they are able to demonstrate their ability, to apply new ideas to another new situation, and to express their own ideas whether through oral or written way of formative test.

#### **Participating in Review of Material**

Another way of reviewing the material which is just learnt can be through asking and answering questions and producing summary. The details about that can be seen in the following table. The data shows that, in participating in review of material, students serve as low class of appearance with 52,5%. The score of asking and answering of questions is done in 12 meetings, while producing a summary happens only in 9 meetings. It needs to be improved by students. Asking/answering of questions and producing a summary can lead students to have good understanding of the topic learning.

### **Attending to Follow up Activities**

Follow up activities are important in making students keep learning when they are at home. They can understand the topic better by doing homework and do correction in remedial. The data shows that students get medium class of appearance with 77,5%. The teacher always provides assignments that support the recently learnt topics. However, the

teacher rarely does remedial. It is also considered as good activity that must be done by students. They need to do assignments that are suitable and meaningful the topic learnt.

### **TEACHER'S AND STUDENTS' INTERACTIONS PERFORMED IN CLASSROOM**

The interaction between teacher and students is an important part of the teaching and learning process. To be able to practice an active and fun learning process, teacher needs to involve students more in meaningful activities during the lesson.

#### **Asking and Answering Questions**

Asking and answering questions is a must in every teaching in classroom. There is no interaction without asking and answering questions. The data shows that the teacher only reaches score 45%. That is, of course, meaning that it belongs to low class of appearance. First, the teacher is not bad at asking clear and precious questions to students. However, she is under average in some major aspects of asking and answering questions. In this stage, she sometimes asks some clear and precious questions and also she often goes around to distributing questions in order to be responded by them. She rarely handles and clarifies questions to avoid misunderstanding.

Questioning something is learning. In this sense, answering and asking questions are meaningful behaviors that must be practiced by students. The more they answer questions, the better they understand why they are asked, and the more they ask questions, the better they comprehend the answers. The data can also be inferred that students serve as low class of appearance with 45%. It means that they need to improve their behaviors dealing with answering and asking questions. Answering and asking question is inevitable in every learning process in classroom. It can lead to meaningful interaction between students with teacher and especially between students themselves.

When teacher gives clear and precise questions to students, it means that she wants them to communicate ideas, so that, they can feel free to speak. Students need to put away their feeling of making mistakes. When they respond to the teacher's questions, they also make teacher knows beyond the answers or questions that they give. Students also need to show their effort in learning. That can be done through answer or asking questions. When teacher explains things, they need to make note or pay attention. When teacher clarify something, they need to know what they already

know and why there is a need of clarification for that.

### **Providing Patterns of Interaction**

Patterns of interaction refer to the various ways learners and teacher can use to interact during the lesson. In this sense, teacher needs to provide patterns of interaction in every class meeting to make students to retain the information that they have learnt. The data shows that the teacher reaches a score 11% as low class of appearance. It can be seen from the table that the teacher is not able to implement the behaviors in this skill. Based on the observation, it is found that arranging group presentation in front of class is only done five times, and there are only two meetings on designing group work and conducting class discussion. Similarly, facilitating multi-tasking learning and conducting inter-group discussion are done once only. She does not put students into group of four or more but only two. Students can learn best when they are involved in learning. In that sense, when they get involved in pattern of interaction provided by teacher, means that they are doing great in learning.

The data above can also be inferred that student cannot get involved in pattern of interaction because it is not well provided for them. As result, it serves as low class of appearance with 11%. If pattern of interaction is well provided by teacher in class, the students can take the advantages of it. When they are being involved in group work, they can take the great benefits, for example, they can learn to cooperate and interact with partners. Multi-tasking learning can be a way of transferring knowledge between students if it is provided well by teacher. When students are involved in group discussion, they can be free to share ideas with others, and then they can come to presentation time. Students will not get enough knowledge just by listening to teacher's explanation all the time. Teacher, therefore, must be wise in giving explanation without consuming too much time. Students can develop competencies and become critical thinkers in classroom if teacher facilitates them opportunities for intensive and meaningful interaction, especially students with their other friends.

Based on the observation, it is found that the teacher tends to implement the learning process by giving explanations to the students. Therefore, it is found that students have the tendency to not really do the interaction among them using English. Moreover, it is found that most of them always communicate or interact in Indonesian and Kupang Malay language. Some of them are found not doing anything.

Dealing with classroom language, the teacher tends to ignore the implementation of teaching English as a language. It is found that she keeps using Indonesian language and Kupang Malay in her whole teaching process. The students are also found that they keep using Indonesian and Kupang Malay language during their conversation times. The existence of those other languages must be very rarely used.

Interaction performed by students and teacher in classroom is more dealing with teacher oriented. The existence of students-oriented interaction is quite rare, that is also including between students themselves. Moreover, a classroom language needs to emphasise more on meaningful practices or activities of the target language usage. Students can learn best when teacher is able to facilitate them 'to acquire' and to practice the target language in every chance in classroom.

Teacher needs to be able to implement an active learning which is of course students-centered. They can interact with other friends in group discussion, asking and answering questions, role playing and many more. Meaningful interactions can lead to optimal learning in classroom.

## **CONCLUSION AND RECOMMENDATION**

### **Conclusion**

Teacher plays a key role in facilitating effective and meaningful English teaching and learning in classroom, because effective teaching and learning cannot take place in poorly managed classrooms (Hattie, 2009). In that sense, the teacher must have both good performance and competence in making students to learn. It is very important to facilitate students to learn by doing meaningful and effective activities in the classroom.

As a conclusion, the study reveals that: teacher behaviors of 'gaining students' attention' and 'giving reinforcement' are very good and expected to be maintained because those behaviors are implemented well in the classroom. Others, on the other hand, which are not really good and expected to be improved more, are 'motivating students', 'managing classroom', and 'providing follow up action'. Those behaviours are between bad and good and need to be improved for supporting learning better. Others, however, which serve as low class of appearance including 'informing learning procedures', 'evaluating', 'making references', and 'reviewing the newly learned material', are bad, because they are not really seen during the English teaching and learning in the classroom. Therefore, they are strongly expected to be improved.

Based on the research findings, it can be concluded that most of the teacher behaviors are not implemented or demonstrated well by teacher during teaching and learning of English in the classroom. Students also do not demonstrate those behaviors. Interactions performed by students and teacher are mostly dealing with teacher-oriented interaction with the use of Indonesian and Kupang Malay language more than English. It can be seen from the percentage of 'asking and answering questions' and 'providing patterns of interaction' that serve as low of appearance. Teacher plays the major role in making students demonstrating those behaviours well in classroom. Teacher can be better if she/he keeps improving to learn every day.

### Recommendation

As reflection to those major findings, it is essential to restate that teacher must have a great understanding of meaningful behaviours implemented in classroom. Teacher needs to share ideas with other teachers who can demonstrate all of those meaningful behaviours, so that, they can also learn and improve their teaching. The more they learn, the better they earn.

Therefore, it is very recommended that teacher and students need to be able to demonstrate those meaningful and effective behaviours in the classroom. Behaviours that serve as high class of appearance started from 80% to 100% are very good and expected to be maintained, because their capacity quality of supporting learning are high. Then, behaviours that serve as medium class of appearance started from 70% to 79% are not good and expected to be improved. Behaviors that are classified as low class of appearance started from 0% to 69% are bad and very strongly suggested to be improved.

The other question, now, is how we can motivate the students and teacher to be more active in interaction using English. This study, however, does not discuss the issues as they are not included in the topic of this research and discussion. Further research is, therefore, needed to tackle the issue which, the writer thinks, is important to develop students' understanding or opinion dealing with the existence of only English in their whole EFL classrooms.

In that sense, we need to act. That is our chance learn more, that is, to make mistake is great but our chance to be better is greater. We need to go and

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study about the educational issues around us as we do care about education.

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