

**CHARACTERISTICS AND TEACHING STYLE OF AN EFFECTIVE  
ENGLISH TEACHER**

(A Descriptive Study at Junior High School 2 Sungguminasa)



**A THESIS**

*“Submitted to the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University in Partial Fulfillment of Requirement for the  
Degree of Sarjana Pendidikan in English Department”*

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**2019**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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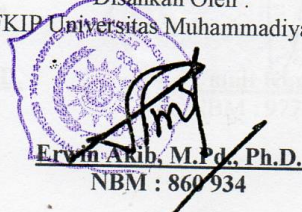
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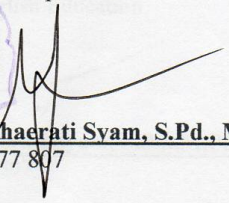
  
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## **MOTTO**

*How powerful we are, how strong we are, how smart we are  
without Allah we are nothing.*

I dedicated this thesis to:

My beloved parents, my siblings,

And my friends, for the sincerity and support to do this thesis.



## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*Alhamdulillah Rabbil Alamin*, the researcher would like to express his deepest gratitude to the Almighty Allah swt, the only provider, the most merciful who gives his guidance, inspiration and good health all the time to conduct the writing this proposal. Also Shalawat and Salam are delivered to our/ the great prophet Muhammad SAW who has brought us/ his adherent from the darkness to the lightness.

Further, the researcher devotes her highest thanks, love and appreciation to her lovely parents, the best father that researcher has, Amir Syarifuddin, who always gives her so much love, support, attention, advice, braveness to do her best in her life and keep struggling in facing all of the things, and her lovely mother, Hafsah, many thanks for love and everything that she gives her during her growth. She is very proud to be your daughter. The researcher also devotes profound appreciation to all of her lovely sisters, Rahmawati Amir A.Md.keb. and Nur Hikma Amir and also her lovely brothers, Muhammad Addin Amir and Afdhal Haq Amir. Thanks for love and support that have been given.

The researcher realized that in carrying out the writing this proposal, many people have contributed their valuable suggestion, guidance, assistance, and advice for the completion of this thesis. Therefore, the researcher would like to express the greatest thanks and appreciation for those people, they are:

1. Rector of Muhammadiyah University of Makassar, Dr. H. Abd. Rahman Rahim, S.E.,MM.
2. Dean of Faculty of Teacher Training and Education (FKIP), Erwin Akib, M.Pd., Ph.D.
3. Head of English Education Department, Umami Khaerati Syam, S.Pd., M.Pd.
4. Dr. Syamsiarna Nappu, M.Pd and Hj. Ilmiah, S.Pd M.Pd, the first and second consultant for their guidance and advise during the writing of the thesis.

5. All of the lectures of FKIP UNISMUH who have taught all knowledge for the researcher.
6. The researcher group mates in HPMM Cab. Baraya (Himpunan Pelajar Mahasiswa Massenrempulu) who always helping to solve the problems and give spirit and mental support to her.
7. The researcher classmate in English Department 2014 and others best friends that could not mention the name one by one thanks for their love, help, support and encouragement.
8. All people who help the researcher and cannot be mentioned one by one.

The researcher realizes that, the writing of this thesis is far from the perfectness still the simplest one. Remaining errors are the researcher's own; therefore, constructive criticism and suggestions will be highly appreciated.

Finally, willingly the researcher prays, May all our/the efforts are blessed by Allah swt.Aamiin.

**Makassar, 25 October 2018**

**The Researcher**

**Mawadda.A**

## ABSTRACT

MAWADDA A. 2018. *Characteristics and Teaching Style of an Effective English Teacher ( A Case Tudy at Junior High School 2 Sungguminasa)*. (Supervised by Syamsiarna Nappu and Ilmiah)

The objectives of the research are to find out the characteristics of the effective English teacher and the types of teaching style at junior high school 2 Sungguminasa.

This research employed qualitative research design applying case study. The participant of this research was an English teacher of Junior High School 2 Sungguminasa. The data of this research were collected by employing classroom observation and field notes. Classroom observation was used to get data deeply about the characteristics and teaching style of an effective English teacher. Field notes used as supporting data observation.

The result of this research showed that (1) there were nine characters of the effective English teacher namely; Great loyalty and commitment, high responsive, to the students utilities, the capabilities in teaching which is compatible to the disposed, originative and entertaining, good at encouragement and stimulating, and self reflection (2) Type of teachers teaching styles used by the effective English teacher in classroom were facilitator style, personal model style, delegator style, impressive style and self-check style. The reasearcher can concluded that there were nine sub-categories the effective English teacher and there were five types of teachers teaching style used by the effective English teacher in Junior high school 2 Sungguminasa.

**Keywords:** Effective Teacher, Teachers Teaching Style

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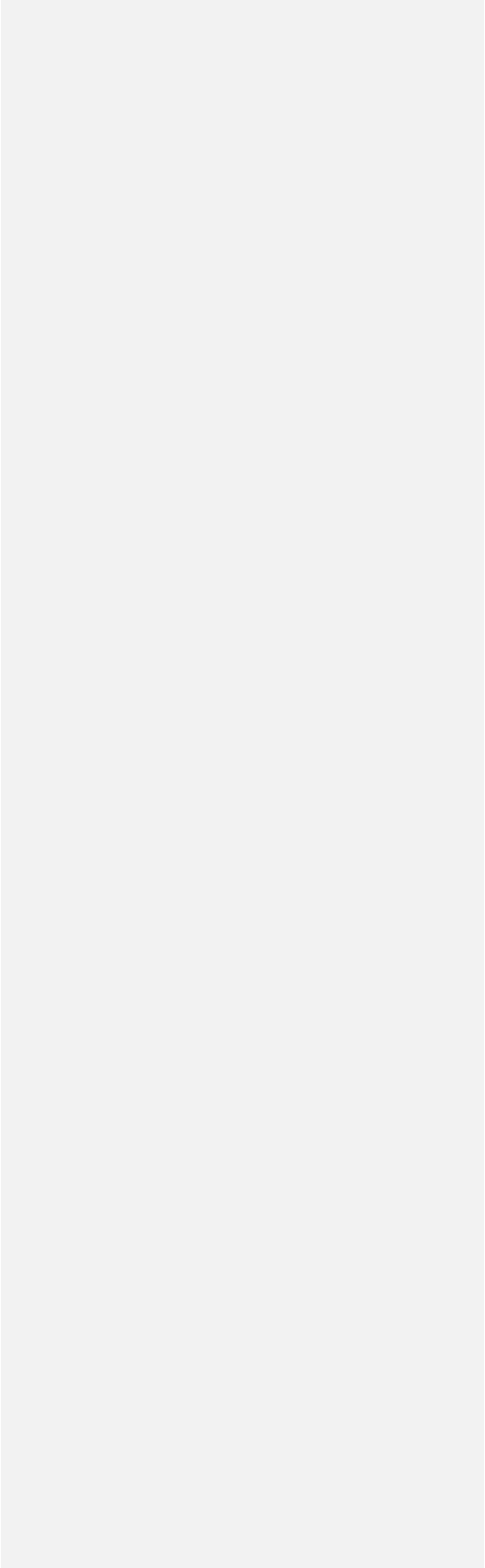
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## CHAPTER 1

### INTRODUCTION

This chapter deals with background, problem statement, objective, significance, and scope of the research.

#### A. Background

Good and qualified teachers are required in educational systems and enhancing the quality of learning process. This concept is supported by the research that a good teacher and actions to be taken on his part in the classroom play a vital role in provoking effective and efficient learning on the part of the students (Markley: 2004). Teachers also hold the important role in academic achievement of students and their quality in teaching determine the students capability in learning process.

Successfull in learning process is the primary agenda for any educational institutions and colleges. Action and cooperation from all aspects are highly need in supporting the esential teaching and learning process. This is because the students ability and readiness to learn does not only depending in the students themselves, but also lie in the suitability of a teachers teaching style Felder & Henrique (1995: 31)

Based on the own observation which has been done by the researcher to the English language teacher on that school the teacher say that, students face some obstacles in learning process. Motivation, interest in

learning, lack of orientation, self confidence, teacher teaching styles are included of problems faced in learning and classroom interaction. It will be running well if all the components can be fulfilled.

One of the components is teacher. The teacher plays the important role in creating successful learning. Teacher must find ways to stimulate and inspire them in learning English. Ericksen stated that, "Effective learning in the classroom depends on the teachers ability ... to maintain the interest that brought students to the course in the first place" (1978: 3). Teacher must create a good classroom climate. Relaxed or open can create the students ease in the classroom. This concept is supported by Thompson (2008), who states that good teachers have a combination of strong teaching skills and positive personality traits. Regarding to the some ways in creating the successful in learning, teacher must have an interesting style in engaging them in learning.

Style in teaching as in art, music, athletics, managing people, and other areas of endeavor is not something that is put on for the occasion. Effective teacher has their own style in teaching and it was help the students in gaining their successful in learning process. According to Zinab Al Balushy, 2011 cited by Zamani in 2016 states that teacher is the main factor in guaranteeing the students performance, achievement, and success in learning. Moreover investigation of effective teacher based on (Cotterall, 1999) supported Zainab's studies. He defines that good teaching is clearly important in improving the students quality in learning process.

Eventhough there were some investigation talking about the effective teacher, but mostly studies concerned on the characteristics of the effective teacher only. On the other hand this studies more concerned on the characteristics and teaching style of the effective teacher. The researcher was really interested to the style used by the teacher in learning process.

In line with the facts, the researcher was motivated to conduct a research under the title “**Characteristics and Teaching Style of an Effective English Teacher (A Case Study at Junior High School 2 Sungguminasa)**”

## **B. Problem Statement**

Considering about the issues above in the background, the reseacher formulated research question :

1. What are the characteristics of the effective English teacher at Junior High School 2 Sungguminasa?
2. What are the types of teaching style of the effective English teacher at Junior High School 2 Sungguminasa?

## **C. Objective of The Research**

In relation to the problem statement above, the objective of the research are to find out:

1. The characteristics of the effective English teacher
2. The types of teachers teaching styles which can be defined as an effective English techer



#### **D. Significance of The Research**

The theoretically, this research was expected to be an useful input English teaching-learning process. Beside that, it builds up the understanding about the teaching styles and could be used as a reference for those who want to conduct a research relate to this research. Practically, teachers were expected to use more teaching styles in classroom in order to increase the students interest in teaching and learning process. By knowing types of teaching styles, it enhanced the students interest and the teachers were expected to use the types of teaching styles in teaching learning process in the classroom.

#### **E. The Scope and Limitation of The Study**

This research was limited to types of characteristics and teaching style used by the effective English teacher based on classroom activities. The researcher entered to English class for paying attention, recording, transcribing, coding and analysing teaching-learning process. Besides, it also checked the teaching styles of effective English teacher by doing participants observation. The researcher used field notes too to strengthen the result of data collected.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter dealt with previous related research findings, some pertinent ideas, resume, and conceptual framework.

#### **A. Previous Related Research Findings**

##### **1. Studies Related to Teaching Style**

Hartati (2010) has conducted a research under the title “the comparison of students learning style based on gender in learning English”. The aim of the research was to find out the comparison of the students learning styles in learning English based on gender. Her research revealed that male and female students have different learning style where 6 out of 10 male students choose auditory learning style, 3 students choose visual learning style and 1 student choose tactile learning style. It is also found that 8 out 10 female students choose visual learning style and 2 students choose auditory learning style. Furthermore, male students preferred auditory learning styles and female students preferred auditory learning styles.

Examining the characteristics of good English teachers was done by Phern & Abidin (2012) by determining the effective English teachers indicated by the students voice in Malaysia. This study was done qualitatively by employing a case study as the research design. The researcher explored the characteristics of good English teachers in two

variables. There were instructional qualities and personal qualities. In conducting the research, the researcher wanted to see the link between the characteristic mentioned by expert and characteristics found in the field. There primary school pupils, three secondary school students, and three undergraduate trainee teachers. So, there were six students from two levels and three teachers involved in this study. Interview was the primary data collection technique used in this study. There were twenty-eight-semi-structured questions used as the instrument for exploring the case. The ultimate finding of this researcher revealed that there is a gap or missing link between the characteristics stated by experts and the characteristics found in the field.

Sharii (2013) in his research under the title "*the relationship between Lecturers teaching styles and students academic engagement*" found that majority of the lecturers use personal model followed by expert style, while delegour style gets the lowest mean. Majority of the lowest mean. Majority of the respondents are found to have involved in academic engagement. The results also show that there is a significant but moderate relationship between lecturers teaching style with the students academic engagement.

The similarity between the three previous study and the present study is the use of teaching styles as the focus of the research. The difference between the previous study and the present study is the setting. The three previous study analyze the relationship of teaching styles

between students engagement and also classroom environment, while the present study was analyze the teaching styles of an effective English teacher.

## **2. Study related to Effective Teacher**

Wichadee (2010) in his journal article under the title defining the effective English language teacher, Students and teacher perspectives found that Bangkok University students define effective English language teachers as those with good preparation, effective communication ability and a pleasant personality. That the category of organization and communication skills was rated the most important followed by socio-affective skills could be because of the following reasons:

- a. The students want their teachers to be proficient at class preparation as this might help them understand things easily.
- b. They hope to see their teachers use verbal or non-verbal behaviors to enable them to understand the content easily especially when English is used as a medium of instruction in the classroom.
- c. They believe that a teachers pleasant personality such as not being bad-tempered, being fair, or being friendly can help create a good learning atmosphere.

Lupascu et. All, (2014: 538) this study aims to identify some of the personality traits and behaviors of the effective/ineffective teacher and is

intended to be a starting point for more research. The research investigated the perception of personal and professional characteristics of teachers among high school students. The teenage pupils appreciate different traits of teachers like: calm, tolerance, presence of sense of humor, friendly, a well prepared teacher, it seems to be exactly what they need at this confusing age. Instead, both male and female students disagree with features like: excessive demands and authority, working without passion, uncertain explanations, ironic language and also being too tolerant.

In addition, Shishavan and Sadeghi (2009: 130) in his journal article under the title Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English results indicated significant differences between teachers and learners views on some characteristics of EELTs. Teachers seemed to agree more strongly than students that an EELT should assign homework and integrate group activities into the classroom. Other areas of significant difference in opinions included preparing the lesson well, using lesson plans and assessing what students have learned reasonably, Students, on the contrary, agreed more than teachers that teaching English in Persian (first language of the learners) was one of the prominent characteristics of an EELT. The qualitative analysis indicated that teachers perceived the features like mastery of the target language, good knowledge of pedagogy and the use of particular techniques and methods as well as a

good personality to make an EELT, whereas, learners gave more weight to characteristics relating to a teachers personality the way he behaves toward his students.

From both of studies above, it can be conclude that essential feature that helps to establish a positive classroom climate is teachers personal quality. Effective teacher was inspire their students in classroom interaction to be more fun, relaxe and active.

## **B. Some Pertinent Ideas**

### **1. Concept of Teaching Style**

#### a. Definition of teaching style

Style in teaching as in art, music, athletics, managing people, and other areas of endeavor is not something that is put on for the occasion. Otherwise it becomes a superficial covering, mask, or a collection of interesting mannerisms that are used to create an impression.

Persuade and motivate students to be better in learning is a main agenda as a teacher. In motivating students, teachers need any styles which is able to wheedle their interest in the classroom interaction. According to Peacock (2001) the teaching style is the way a person teaches by nature, habitual, inclination or even a custom that is used to convey information and skills in the classroom. In addition, according to Wright (1987) one teaching style involves a complex mix of beliefs,

attitudes, strategies, techniques, motivation, personality and control. The teachers' teaching styles can be seen when they conduct the teaching and learning process. Grasha (1996) says that teaching styles represent the pattern of needs, beliefs and behavior shown by teachers in the classroom. In terms of teaching style category, Onstein and Miller (1980) have categorized two types of teaching styles and they are expressive teaching styles and instrumental teaching style. Expressive style refers to the emotional relationship created by the teacher to the student or the class as a whole, including warmth, authority, sympathy, trust and some emotional aspects shown by the teacher.

Hence on some definitions above, it can be concluded that teaching style is the way of teacher in transferring their knowledge in teaching process.

#### b. Types of teaching style

There are many types of teaching styles. Some experts propose their point of view about it. Grasha (1996: 48) proposed five different styles of teaching and they are:

##### 1) Expert style

Expert style is highlighted by teachers who have the knowledge and expertise in the subject matter. Teachers who practise this style require their students to always be prepared and emphasize the dissemination of information to the maximum.

Advantage: The information, knowledge, and skills such individuals possess.

Disadvantage: If overused, the display of knowledge can be intimidating to less experienced students. May not always show the underlying thought processes that produced answers.

## 2) Formal authority

The formal authority is when a teacher of this style always gives positive or negative feedback to the students. They assume that the teaching should be done in a standard form, accurate, and accepted by students which include teaching goals set by the school and students behavior rules enshrined in school law.

Advantage: The focus on clear expectations and acceptable ways of doing things.

Disadvantage: A strong investment in this style can lead to rigid, standardized, and less flexible ways of managing students and their concerns.

## 3) Personal model

The teaching should be done using personal examples and teach by example. Teacher tend to act as a prototype to students on how to think and behave.



Advantage: An emphasis on direct observation and following a role model.

Disadvantage: Some teachers may believe their approach is the best way leading some students to feel inadequate if they cannot live up to such expectations and standards.

#### 4) Facilitator

Facilitator style emphasized teacher interaction with students. They provide guidance and give direction by asking questions, giving options to explore, give recommendations of alternatives and develop criteria for selection.

Advantage: The personal flexibility, the focus on the students needs and goals, and the willingness to explore options and alternative courses of action.

Disadvantage: Style is often time consuming and is sometimes employed when a more direct approach is needed..

#### 5) Delegator

Delegator style is concerned to shape students ability to learn autonomously. Students are encouraged to carry out task independently when implementing a project. Teachers can help students to become self reliant and self supporting.

Advantage: Helps students to perceive themselves as independent learners.

Disadvantages: May misread students readiness for independent work. Some students may become anxious when given autonomy.

Another expert Behar-Horenstein (2006: 851) states that teaching styles has two types, they are:

- 1) Teacher-centered
- 2) Student-centered

On the other hand, Mosston and Ashworth defines in Doherty (2003) in Edutech Wiki has a list of teaching methods.

- 1) Style A Command – teacher makes all decisions.
- 2) Style B Practice – Students carry out teacher-prescribed tasks.
- 3) Style C Reciprocal – Students work in pairs: one performs, the other provides feedback.
- 4) Style D Self-check – Students assess their own performance against criteria.
- 5) Style E Inclusion – Teacher planned. Student monitors own work.
- 6) Style F Guided Discovery – Students solve teacher set movement problems with assistance.
- 7) Style G Divergent – Students solve problem without assistance from the teacher.

- 8) Style H Individual – Teacher determines content. Student plans the programme.
- 9) Style I Learner Initiated – Student plans own programme. Teacher is advisor.
- 10) Style J Self Teaching – Student takes full responsibility for the learning process.

## **2. Concept of Effective Teacher**

### **a. Definition of effective English teacher**

The Teaching and Learning Center at Winthrop University in Wichadee (2010: 51) gives the definition of an effective teacher as follows:

An effective teacher is a scholar who shares knowledge, uses appropriate methodology, demonstrates and encourages enthusiasm about the subject matter, and shows a concern for students, all in such a way as to leave the student with a lasting and vivid conviction of having benefited from the instruction.

The center also adds that effective teaching can be described and analyzed in at least four broad areas including (a) course development and design; (b) assessment of student performance; (c) course conduct; and (d) assessment of course, instruction, and instructor.

Neil in Wichadee (2010: 51) states that effective teachers must possess a professional knowledge base and exhibit knowledge of the subject matter. Therefore, when the teacher shows enthusiasm about her topic, she persuades the students that the topic is important.

According to some definitions above, an effective teacher displays sort of skills and abilities that lead to create a learning atmosphere where all students feel great. An effective teacher is not characterized merely by the factors of knowledge or teaching skills, but also interpersonal, communication skills and the relationship of the teacher to the students. An effective teacher dealing with a good skill in all aspect of teaching.

b. Characteristic of effective teacher

In generally, the most frequently mentioned qualities of an effective teacher are: subject-matter mastery, motivation, dedication, co-operation, sense of humour, creativity, efficiency, control, discipline, standards, promptness with report, methods and generosity with personal time for students Calabria in Arda (2008: 42). Effectiveness in teaching was reported to be directly related to mastery of subject matter in the selected teaching field. In addition, a long apprenticeship of teaching in ones academic field was thought to be a necessary pre-requisite for effectiveness. Stimulating interest of the learners; being clear and understandable; being knowledgeable in subject matter; being prepared

and organized for the course and being enthusiastic about the subject matter and teaching are general characteristics of effective teacher.

Danielson (1996) created a model of effective teaching based on behaviorist theories in which she mentioned four domains of effective teaching which have showed to improve students' learning by empirical studies and theoretical research. These domains include planning and preparation, classroom environment, instruction and professional responsibilities.

Although, teacher effectiveness models have provided some basic and important knowledge about the factors of teacher effectiveness, they lack enough empirical evidence to support their argument and the findings are inconclusive about the factors of teacher effectiveness. Moreover, the models were dominated by the theory of behaviorism i.e. teacher as a dominant figure of the learning process and the student as the less active figure in comparison to other schools of thought of learning.

Table 2.1: Showing teacher level factors of dynamic model is educational effectiveness

| Factors               | Main elements   |
|-----------------------|---|
| (1) Orientation       | <ul style="list-style-type: none"> <li>(a) Providing the objectives for which a specific task/ lesson/ series of lessons take (s) place;</li> <li>(b) Challenging students to identify the reasons for which an activity takes place in the lesson.</li> </ul>            |
| (2) Structuring       | <ul style="list-style-type: none"> <li>(a) Beginning with overview and/ or review of objectives;</li> <li>(b) Outlining the content to be covered and signaling transitions between lesson parts; and</li> <li>(c) Calling attention and reviewing main ideas.</li> </ul> |
| (3) Questioning       | <ul style="list-style-type: none"> <li>(a) Raising different types of questions (i.e., process and products) at appropriate difficulty level;</li> <li>(b) Inviting students to develop strategies; and</li> <li>(c) Promoting the idea of modeling.</li> </ul>           |
| (4) Teaching modeling | <ul style="list-style-type: none"> <li>(a) Encouraging students to use problem solving strategies presented by the teachers or other classmates;</li> <li>(b) Inviting students to develop strategies;</li> <li>(c) Promoting the idea of modeling.</li> </ul>            |

|  |  |
|--|--|
| (5) Application  | <p>(a) Using seatwork or small group tasks in order to provide needed practice and application opportunities;</p> <p>(b) Using application tasks as starting points for the next step of teaching and learning.</p>  |
| (6) Classroom as a learning environment  | <p>(a) Establishing on task behavior through the interactions they promote (i.e., teacher-student and student-student interactions);</p> <p>(b) Dealing with classroom disorder and student competition through establishing rules, persuading students to respect them and using the rules.</p> |
| Management of time   | <p>(a) Organizing the classroom environment;</p> <p>(b) Maximizing engagement rates.</p>   |
| Assessment   | <p>(a) Using appropriate techniques to collect data on students knowledge and skills;</p> <p>(b) Analyzing data in order to identify student needs and report the results to students and parents</p> <p>(c) Evaluating their own practices.</p>   |
| <p><i>Source:</i> Creemers and kyriakides. Enhancing quality in education: A dynamic model of educational effectiveness for research and practice.</p> |  |

(Saba Hanif, 2016: 12)

| Table 2.2: Danielson model of effective teaching               |  |
|--|--|
| Domain 1: planning and preparation                             | Domain 2: Classroom Environment                |
| 1a Demonstrating Knowledge of Content and Pedagogy             | 2a Creating Environment of Respect and Rapport |
| 1b Demonstrating Knowledges of Students                        | 2b Establishing a Culture for Learning         |
| 1c Setting Instructional Outcomes                              | 2c Managing Classroom Procedures               |
| 1d Demonstrating Knowledge of Resouces                         | 2d Managing Student Behavior                   |
| 1e Designing Coherent Instruction                              | 2e Organizing Physical Space                   |
| 1f Designing Student Assessments                               |  |
| Domain 4: Professional Responsibilities                        | Domain 3: Instruction                          |
| 4a Reflecting on Teaching                                      | 3a Communicating With Student                  |
| 4b Maintaining Accurate Records                                | 3b Using Questioning and Discussion Techniques |
| 4c Communicating with Families                                 |  |
| 4d Participating in a Professional Community                   |  |
| 4e Growing and Developing Professionality                      |  |
| 4f Showing professionalism                                     |  |
| Source: Danielson (1996) Danielson model of effective teaching |  |

(Saba Hanif, 2016: 16)



Clark & Walsh in Arda (2008) suggested, some of the common features which described the qualities of effective teachers are that they possess:

- 1) Strong discipline content knowledge;
- 2) Pedagogical skills appropriate to the environment and discipline;
- 3) Personal knowledge which included: the ability to forge strong relationship with the students, a concern for individual students and a firm moral code.
- 4) Intimate knowledge of the context in which they are teaching.

Then, why is it important to have a workforce of effective teachers?

(Arda: 2008) explains, effective teachers tend to:

- 1) Remain in their posts for longer periods of time,
- 2) Spend more time on teaching and curricular planning,
- 3) Be enthusiastic to teach,
- 4) Be sensitive towards their students needs,
- 5) Tolerant towards their students mistakes and errors,
- 6) Work with problem students for longer periods of time,
- 7) Participate and build onto the learning experiences of their students.

According to the constitution of the republic of indonesia number 14 in 2005 there are some about the characteristics of the effective teacher, they are:

- 1) Pedagogic competence
- 2) Good personality
- 3) Mastered subject matter
- 4) Social competence
- 5) Good interpersonal skill
- 6) Responsibility

Another requirement that must be fulfilled to be effective teacher is having certificate. Based on the explanation above, the researcher was used the theory of Clark & Walsh (2002) to see the quality of the effective teacher, in addition it was supported by the theory of Cheung (2006, 435-436) and requirements that proposed by the constitution of republic of Indonesia.

### C. Conceptual Framework

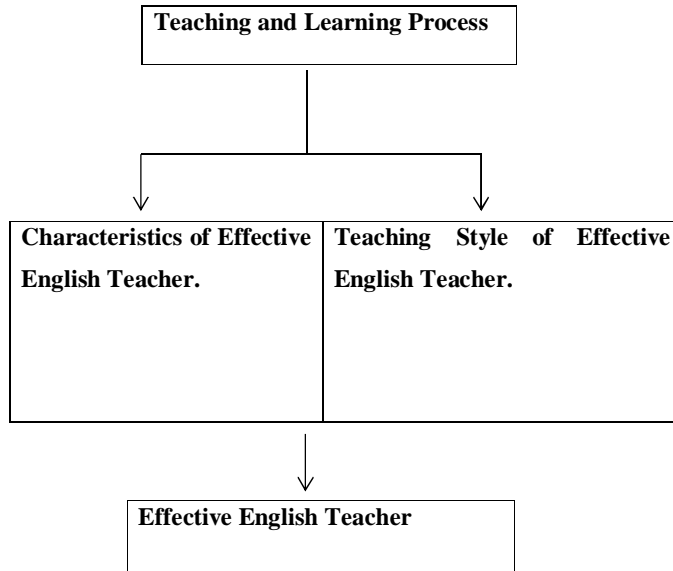


Figure 2.3 : Conceptual Framework

The Conceptual Framework describe that in teaching learning process the researcher was found the Effective English Teacher and if the researcher have found it, the researcher also was found what are the characteristics of effective English teacher and what are the types of teaching style of the effective English teacher at Junior High School 2 Sungguminasa,. Then the researcher result and analyzed of them to find out of the effective English teacher at Junior High School 2 Sungguminasa.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter deals with the research design, variables, population and sample, research instrument, procedure of collecting data and technique of data analysis.

#### **A. Research Design**

This method of this research is descriptive qualitative method. Qualitative research is the collection, analysis and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest. Furthermore, the purpose of qualitative research focuses and deals with promoting a deep understanding of a particular phenomenon, such as environment, a process, or even belief. Case study was chosen for this study. Case study method as an empirical inquiry that investigates a phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. This study investigated a real life phenomenon at Junior High School 2 Sungguminasa about the effective teacher characteristics and her teaching styles. Furthermore, the participant only one chosen teacher by the headmaster, so it matched.

#### **B. Variables and Operational Definition**

The variables of this research are teaching style and effective teacher. *First* was teaching style, which refers to the way to transfer their knowledge

by using different style in teaching. In this research, the research focus on Grasha and Moston theory of teaching style based on the degree of formality in classroom interaction. They are: personal model, formal authority, facilitator, delegator and Expert styles. *Second* was the effective teacher which refers to teacher who displays sort of skills and abilities that lead to create a learning atmosphere where all students feel great.

### **C. Research Participant**

In order to collect the data, this study involved two participant. This research was used to find out the characteristics and types of teaching style of the effective English teacher. The participants was chosen based on the recommendation of the headmaster of Junior High School 2 Sungguminasa. The recommendation of the headmaster also supporting the result of preliminary research conduct by the researcher.

### **D. Research Instruments**

The instruments in this research were video recorder and field notes. The researcher used the video camera in recording the observation process and field notes used in recording a spesific phenomenon during the observation. The notes were intended to be read as evidence that gave meaning and aids in understanding of phenomenon.

### **E. Technique of Collecting Data**

This research used classroom observation and field note in collecting the data. Classroom observation used to find out the characteristics of the effective teacher and her styles in teaching process. Field notes itself refers to transcribed notes from data collect during observation. It was used as brief documents that remind both learners and preceptors that observations have been made. In collecting data, the researcher was do some steps. They are:

1. Meeting with the teacher to know the schedule.
2. After knowing the schedule, observed teaching and learning process to find out the effective teacher and teachers teaching style used in classroom interaction. The researcher observed and noticed the occurrence of effective teacher and her style in teaching and learning process. During the observation, the researcher sat at the back of the class to record the classroom interaction by using video recorder. The classroom observation was done in six meetings. Each meeting lasts for 90 minutes. While recording, the researcher also wote notes.

### **F. Technique of Data Analysis**

In analyzing data from classroom observation and interview, the researcher used qualitative data analysis based on Miles and Huberman's

theory (1994) which consist of three stages: data reduction, data display and conclusion drawing/verification.

### **1. Data reduction**

At this stage for the first, the data from video recording was transcribed into the written transcript. Then, the transcript was identified to determine the utterances which considered as characteristics and teaching styles phenomenon and the utterances which were not contained of them. The utterances which were not contained characteristics and teaching styles were omitted, so that the utterances which were contained characteristics and teaching styles were left. By the data reduction, the researcher identified and choose the data or the utterance which were considered as characteristics and teaching styles, which were relevant to the research topic, so that the analysis was focused into the data which was suitable to the research questions which have been formulated, characteristics and the types of teaching styles used by teacher in classroom interaction.

### **2. Data display**

After doing data reduction, the researcher drawn the data in data display. The data display was showed based on the research focus. The research focus refers to characteristics and types of teachers' teaching style used in classroom interaction.

### **3. Draw conclusion/verification**

In this stage, the researcher drew conclusions based on data display. The reseacher concluded the types of teaching styles based on Grasha and Moston's theory and the characteritics of the effective teacher based on the three experts. Those are Clark & Walsh, Cheung and the constitution of the republic of Indonesia number 14 in 2005.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter deals with the findings and discussion of the research. The findings present the result of the research. While the discussion present the interpretation of the findings given.

#### **A. Findings**

The findings consist of the data obtained through classroom observations/video recording and field notes. The findings in this research described the effective English teacher and the types of teachers teaching style used in classroom interaction. The data was analyzed based on the performance of the effective teacher and her style in teaching and learning process.

##### **1. The Characteristics of an Effective Teacher**

The researcher found that this teacher was effective in teaching. The following were the further analysis of data.

Based on the result of observation, the researcher found nine sub-categories related to the effective English teacher in Junior High School 2 Sungguminasa. The description of the findings according to Calabria (1960: 92) there were nine sub-categories the characteristics of the effective English teacher namely: (a) Great loyalty and commitment, (b) High responsive to the students utilities, (c) The capabilities in teaching which is compatible to the circumstances, (d) Time management, (e) Good personality (charity), (f)

Methodical and being disposed, (g) Originative and entertaining, (h) Good at encouragement and stimulating, and (i) Self reflection. The participant itself was a teacher from Junior High School of 2 Sungguminasa. Pseudonym was used for privacy reason. Nurlina (teacher one) and Retna Iswari (teacher two) was the participant in this research.

a. Great loyalty and commitment

Teacher one and teacher two had a great loyalty and commitment in teaching process. As a teacher, they really care to their students. They wanted their students become success in learning. During teaching and learning running, they asked the students comprehension whether they got something or not. They were also patient in handling their students when they make a noisy in the classroom.

However, the result of observation, teacher one and teacher two reviewed the lesson of the day and made sure all students understood with the lesson of the day. They said, at least the students could pick the knowledge even only a little bit knowledge or maybe just a new vocabulary. It would be useful for them and her as a teacher. They were satisfied when they could transfer their knowledge to her students.

Great loyalty and commitment have been identified as important qualities that teacher must have. Those findings also were supported by Calibria (1960). He stated that there are most frequently mentioned qualities of an effective teacher and one of them is dedication. Great loyalty and commitment were similar to dedication.

The following extracts were the example of characteristics of the effective teacher.

**Extract 1**

**T : ok class, after explaining the lesson today do you have question?**

Ss : no mam.

**T : do you understand about my explanation, apa kalian mengerti dengan penjelasan ibu nak ?**

(she make sure the students understanding)

Ss : yes mam

(Teacher one, Classroom observation, November 13<sup>th</sup>, 2018)

**Analysis of Extract 1**

Extract 1 indicated that the teacher can be categorized as an effective teacher. In this case, after the teacher asked the students understanding in studying. By saying the utterance, the teacher made sure whether the students understand or not related to the material. It can be seen from her utterances “*do you understand about my explanation ? and class, after explaining the lesson today do you have question ?*” these utterances emphasized the understanding of students related to the material given. The researcher also confirmed what the teacher did, and she said that she used doing that to know the students comprehension about the material. The other example can be seen in appendix.

From the extracts above, it was indicated that teacher one took the responsibility of the students success in learning process. She even asked the students twice to make sure they got something from her explanation.

b. High responsive to the students utilities

One of the requirement the teaching process become success is knowing of the students needs. Teacher one was including in this requirement. She could read the students condition. Whether the students had personal problem or they found difficulties in learning process.

Based on the result of observation, she used to helping her students when they had a problem in learning. She help them to find the solution related to their problems. She felt happy when she could help them. Moreover, she also help the students difficulties in translating the difficult words.

The last, this finding support the research of Wichadee (2010: 51). He defines that an effective teacher is a scholar who shares knowledge, uses appropriate methodology, demonstrates and encourages enthusiasm about the subject matter, and shows a concern for students, all in such a way as to leave the student with a lasting and vivid conviction of having benefited from the instruction.

The following extracts were the example of characteristic of the effective teacher.

**Extract 2**

**T : Do you need some helping? Apakah butuh bantuan ibu?**

S : Yes mam. Apa bahasa Inggrisnya ini mam? (salah satu siswa bertanya)

Another example

**(The teacher was curious to one of her student. She only sit and didn't doing anything. She came to the students and sit beside her.**

**After few minutes, the students started to ask her teacher)**

S : Mam dak ngertika mau diapai ini tugas (she spoke with samll voice)

**T : Which one dear, yang mana nak? (she directly explained to her student)**

(Teacher one, Classroom observation, November 17<sup>th</sup>, 2018)

**Analysis of Extract 2**

Extract 2 indicated that the teacher can be categorized as an effective teacher. In this case the teacher showed her careness to her students. It can be seem when the teacher asked them “*do you need some helping? Apakah kalian butuh bantuan ibu?*” This question used to show her careness to the students. She was sensitive and having high sense to the students need.

Accoding to data display above, it was indicated that this teacher was really sensitive towards students need. She responded the students neccessity directly and gave them right solution.

c. The capabilities in teaching which is compatible to the circumtances

The participant had a good skill of teaching. She could put herself in the right position. In this case she had a command of various teaching methods, knowing them and how to apply each method.

In teaching process, the teacher preferred to modify the material than using the next book. She said that, it was important to modify the lesson in order the students didn't get bored. She only read her syllabus and created her material by searching from internet or doing by herself. Another example was combining between English and bahasa.

According to the result of observation the participant gave the authentic material to her students in identifying narrative text. She said that, using authentic material can engage the student's wasing in learning language. Beside that, she also combine between bahasa and English. She spoke in English first and translate it into Bahasa. If the sentences were simple and easy, she did not need to translate, because the students could understand.

This finding itself was supported by some researcher and two of them were Clark & Walsh (2002). They stated that effective teacher process. The capabilities in teaching which is compatible to the circumstances.

The following extract was the example of the capabilities in teaching which is compatible to the circumstances.

**Extract 3**

**T : I was show you the program of tv and you must find out what someone say?, saya akan memutarakan sebuah film, kalian harus menemukan apa yang pemeran katakan. You must make list what the people say.**

Ss : yes mam.

**(the students looked enthusiastic in watching the movie, the teacher also modify the lesson and combining her explanation by using English and Bahasa.**

(Teacher two, Classroom observation, November 20<sup>th</sup> 2018)

### **Analysis of extract 3**

Extract 3 indicated that the teacher who has good pedagogic competence can be categorized as an effective teacher. In this case the teacher showed her careness to her students. It can be seen when the teacher asked them “*I was show you the program of tv and you must find out what someone say*” this utterence used to show teachers ability in teaching. She had several methods in teaching and she applied them based on the students condition.

From the data display above, it can be seen that the participant had several ways in teaching and know when she had to apply it. She had to apply it. She had a good skill in teaching learning process.

#### **d. Time management**

As we now that, time management is not very difficult as a concept, but it surprisingly hard to do in practice. It requires the investment of a little time upfront to prioritise and organise ourself. The participant was able in setting her time regularly. She was discipline in transefring her knowledge. She gave the activity to the students orderly. It can be seen also when she came late, she said sorry to her students. She really appreciated the time. Beside coming late she managed the time for each activity given. She has good time management for every single activity, so the students also were dicipline in doing each activity given from their teacher.

The findings above indicated that the teacher was really dicipline and she has good time management. An effective teacher are subject mastery,

motivation, dedication, co-operation, creativity, control and discipline (Calibri, 1960).

**Extract 4**

**T : I'm sorry for coming late, maaf nak ibu telat 5 menit.**

Ss : it's ok mam.

(Teacher two, classroom observation, November 21<sup>th</sup> 2018)

**Analysis of Extract 4**

Extract 4 indicated that the teacher who has good time management can be categorized as an effective teacher. In this case the teacher showed that she really cares to the time. It can be seen when the teacher said "I'm sorry for coming late, maaf nak ibu telat 5 menit" this utterance showed that the teacher really respected to the time. She was dicipline in managing the time.

e. Good personality (charity)

Teacher two was kind in handling her students. She was patient in handling her students noisy. She never be angry when she saw some of her students doing mistake in the classroom. She even smile to her students and giving them advise to not doing the mistake anymore.

**Extract 5**

**(Two students were fighting. There were boys.)**

**T : tolong jangan bertengkar nak. Sebaiknya satu diantara kalian pindah tempat duduk untuk menghindari pertengkaran kembali. (in handling this situation, she looked patient and calm.)**

Ss : (there were calm, and one of them moved to another chair)

(Teacher two, classroom observation, November 27<sup>th</sup>,2018)



### **Analysis of Extract 5**

Extract 5 indicated that the teacher who has good personality can be categorized as an effective teacher. In this case the teacher showed that she was really kind to her students. It can be seen when the teacher said “*tolong jangan bertengkar nak*” this utterance showed that the teacher really respected to the time. The word “nak” showed her politeness to her students.

#### **f. Methodical and being disposed**

Being disposed refers to being organized. This character was included in this participant. She prepared her lesson plan before going to school. Being disposed was not only from her preparation of material, but also she had a good performance physically. She was fashioned in dressing. It was also supported a character of being disposed or organized.

These two characters were observed directly by the researcher. There was no clear transcript showing those characteristics. The findings above indicated that this teacher had a good preparation. She always prepared the material before going to school. She also prepared a lesson plan containing the steps and activities that would be performed in the classroom. This finding was supported by the explanation of Calibria (1960), Stimulating interest of the learners; being clear and understandable; being knowledgeable in subject matter; being prepared and organized for the course and being enthusiastic about the subject matter and teaching are general characteristics of effective teacher.

g. Originative and entertaining

Teacher two was creative or originative in teaching. She modified the lesson. She also gave the students game for breaking the condition. She did that in making the class become fun. She tried to create the climate of the classroom more relax. Beside giving some games, she also had sense of humour in entertaining her students in taking back their awareness in learning.

**Extract 6**

- **This teacher always had an impressive way in engaging the students attention. She also could read the situation of the students, whether there were happy or getting bored.**
- **In this session, teacher searched program which appropriate to the students. So she showed cartoon movie to them. Almost students felt happy and interested in watching the movie.**
- **She always had a way in making her students happy. For example, when there were some students showed uninterested in learning, so she offered a game which can occur the students attention back.**

(Teacher two, Classroom observation, November 28<sup>th</sup>, 2018)

The appendix. According to the findings above, this teacher was creative. She created a good way in taking the students attention. This finding supported the characteristics of the effective teacher. It was creativity. An effective teacher are subject mastery, motivation, dedication, co-operation, creativity, control and dicipline (Calabria, 1960).

h. Good at encouragement and stimulating

The participant had the own way in motivating her students in lernaning. She stimulated them by giving activities and those activities must be

scored every day. She believed that the more she took the score of her students, the more she knows the students skill and capability. It was also to motivate her students to learn. Beside that, she also gave them motivation before going home. She asked her students to improve their skill in English.

**Extract 7**

**T : I'll take your score after finishing the task. Ibu akan ambil nilai kalian setelah menyelesaikan tugas.**

Ss : selalu gah diambil nilai bu. (their sentence was assembled in buginise language)

**T : iye nak.**

(Teacher one, classroom observation, November 13<sup>th</sup>, 2018)

**Analysis of Extract 7**

Extract 7 indicated that the teacher who is good at encouragement can be categorized as an effective teacher. In this case the teacher showed that she always motivated her student to be more active in studying. It can be seen when the teacher taking score of her students everyday. She did that to motivate students in learning process. After confirming the teacher, she also said that taking score is one of way in giving motivation to the students. She said that the the more she take the score, the more the student would be motivated.

The data display above indicated the teacher in motivating and stimulating her students in learning. This finding supported the characteristic of the effective teacher. It was creativity. An effective teacher are subject

mastery, motivation, dedication, cooperation, creativity, control and discipline (Calabria, 1960).

i. Self reflection

The participant had good reflection. Every meeting, she asked her students to give opinions about her style in teaching. She did that as an evaluation for her in enhancing the qualities of herself in teaching.

Furthermore, based on the result of observation in the end of meeting she asked her students to prepare the paper and pen in giving comment about her style. She asked them to write what the students like and dislike about herself. They don't need to put their names on the paper, she only needs their opinion to know what the students felt about her. The last, she said thanks to her students for helping her in doing self reflection.

The following extract was the example of self reflection. Another example can be seen in the appendices.

**Extract 8**

**T : before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar. Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. Can you help me ?**

Ss : ditulis nama bu ?

**T : no need. Jangan mi nak.**

(Teacher one, classroom observation, November 13<sup>th</sup>, 2018)

### **Analysis of extract 8**

Extract 8 indicated that the teacher who always evaluated herself can be categorized as an effective teacher. In this case the teacher showed that she always asked her students opinion related to the her methods and styles in teaching. It can be seen when the teacher said “*before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar*”. This utterance showed that the teacher used to doing self reflection to know her quality in teaching.

The following extract above indicates that this participant was categorized as an effective teacher. The overall goal of self-reflection is to learn from our experiences in order to make ourselves better teachers.

## **2. Types of Teaching Style of The Effective English Teacher**

The description of the findings about teaching style of the effective English teacher were divided into some sub-categories. There were: (a) Instructional planning, (b) Teaching methods, (c) Teaching Environment, (d) Evaluation techniques (e) Classroom management.

### **a. Instructional planning**

Instructional planning is the teacher to visualize and forecast into the future of what, why, and how of the teaching-learning process. In this case there are some components in instructional planning. Guidelines in teaching and lesson plan are including in instructional plan.

Based on the observation result, the participant always prepare her lesson plan before bgoing to school. She had a good preparation in making it. Beside that, she developed her material creatively to engage the students attention in learning. It was one of the components in instructional planning. In teaching process, she also guided her students in working the task, making group or doing conversation. She also help her students by facilitating them dictionary in working translation activity.

Those activities indicated that this participant used facilitator style. In terms that facilitator model teaching style tend to focus on activities. This teaching style tend to focus on activities. This teaching style emphasized student-centered learning. She typically design group or pair activities in learning.

The following extract was the example of facilitator style.

**Extract 9**

**T : ibu sudah siapkan materi reading untuk kalian. Ibu akan memperlihatkan teksnya dengan menggunakan LCD. (mam has prepared reading material for all of you, i was show you by using LCD)**

Ss : (the students listen to what the teacher explain)

**T : after reading, make a pair and translate the text. Setelah membaca, kalian tentukan pasangan kalian dan translate text tersebut ke dalam bahasa indonesia.**

Ss : yes mam.

(Teacher one, Classroom obsevation, November 17<sup>th</sup>, 2018)

According to the findings above indicated that one type of teaching styles used by teacher was facilitator. In this case, there were some activities given to the students and they are: giving the students tasks by watching

movie. After watching movie, they have to make a list of words. In working the tasks, the students faced some difficulties. Less of vocabulary and also unavaible dictionary were their problems, so the teacher facilities them dictionary and also help them in translating difficult words. Second activity was giving the students reading text and the students must practice their pronounciation accurately. Another acticity was asking and giving information. Those activities including in one style. The teacher gave them those activities to develop students ability to be self reliance, initiative and being responsible. That style was categorized as facilitator style. It emphasized teacher interaction with students. They provide guidance and give direction by asking questions, giving option to explore, give recomendation of alternatives and develop criteria for selection.

b. Teaching methods

The term of teaching method refers to the general principle, pedagogy, and management strategies used for classroom interaction. In teaching, the participants plan some strategies used in explaining and also giving material to her students. In teaching method itself, the participants had different methods according to the students condition.

Teaching theories has two approaches, those are students centered approach and teacher centered approach. Students centered approach consist of three styles in teaching. They are personal mode, facilitator, and delegator. In another hand teacher centered approach consist of two styles. They are formal authority and expert.

### 1) Personal model

Personal model style means teacher who have demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling.

Based on the result of observation, the participant asked her students to follow her in pronouncing words. It was used to check the students skill in pronunciation. Each difficult word must be pronounce accurately. This method including in teacher centered approach. It was indicated also that this approach was a part of personal model style.

#### **Extact 10**

**T : Tolong baca teks yang ibu perlihatkan dipapan tulis. Please read the next. Repeat after mam (she gave the example of pronunciation)**

Ss : (the students listen and follow the instruction of their teacher)

(Teacher two, Classroom observation, November 21<sup>th</sup>, 2018)

### 2) Delegator style

Beside using personal mode, the teacher also used another style. It was using delegator style. She asked her students in forming group task. Each group must make project. Each group must present their own project. Delegator style itself is concerned to shape students ability to learn autonomously. Students are encourage to carry out task independently when implementing a project. Students are often to work independently or in groups and must be able to maintain motivation and focus in project.



The following extract was the example of this style

**Extract 11**

**T : ok class, after explaining present tense, mam mau kalian menentukan kelompok kalian sendiri dan membuat sebuah project. Project itu bisa berbentuk cerita tentang kehidupan sehari-hari, pengalaman berlibur kalian ataupun deskripsikan tempat favourite kalian. Terserah, ibu memberikan kebebasan. Yang penting masih berhubungan dengan pelajaran kita hari ini. Do you understand ?**

Ss : iye mam, understand

(Teacher two, Classroom observation, November 20<sup>th</sup>, 2018)

According to the example above, it was indicated that the teacher also used delegator style in teaching and learning process but it was not dominantly.

3) Impressive Style

Another method was applying in teaching and learning was still new. It didn't find in literature review. There was no previous finding which was similarity to this finding. In this case in the middle of meeting, the students looked bored in learning. She really knew and could read the condition of her students. So, she asked them to stop writing and she postponed the teaching. She took her phone and played a music. She asked the students to feel relax and enjoyed the music. As an observer, the researcher was curious at that time and wanted to asked the participant about her reason in doing that. After confirming her reason, she said that always doing that when she saw the students getting bored and underpressure. She did that for making the students felt relax and their spirit in learning getting back. She believed that music could make her students comfort and refresh their mind condition.

According to Veronika (2007) music has some significant meaning for us. It has some kind of power, which can influence psycal the same way as mental condition of our bodies. It can bring about specific required atmosphere, in which we react in a particular way. Moreover it can further help us in recharging our minds.

This style can be categorized as a new style in teaching. This teacher was unique. She had her own way in taking back the spirit of her students by using this style. Based on the result of finding the researcher named this style is entertaining style.

The following extract was the example of this style:

**Extract 12**

**The condition of students looked bored and the teacher awared that.**

**T : ok class, stop your activity for a moment please. Honey, tolong hentikan aktivitas kalian sejenak dan don't do anything and follow my instruction. Tolong ikuti instruksi ibu ya nak.**

Ss : yes mam, (the students look curious to their teacher)

**T : ok close your eyes and feel what your listen. Tutup mata kalian dan resapi apa yang kalian dengar.**

**And then the teacher took her mobile phone and play instrumental music. Accidentally the class used by the teacher had microphone so she used the microphone to make the sound of music louder, it didn't disturb another class, because the class was soundproof.**

**(the condition of class also really supported this style)**

(Teacher two, Classroom observation, November 21<sup>th</sup>, 2018)

c. Teaching environment

Teaching environment refers to the teacher created the condition of the classroom which is compatible and appropriate to the students. There are three part become important in teaching environment. They are students

groupings, room design and environment in teaching. Students grouping refers to the condition in forming groups, pair or individual for student in doing the task or studying. Room design itself can be defined as situation in designing the room which is comfortable to be center of studying. Those are must be supported each other in creating a comfortable in teaching. In this case, it was enhance teaching style of teacher when they can created the good environment to the students.

According to the findings related to the teaching environment, almost in every meeting, teacher asked the student to form a small group, language pairs, or individual. She also gave the students freedom in deciding the seat of her students in the calssroom. She did that to make the students comfortable in learning process.

The following extracts were the example of teaching environment.

**Extract 13**

- **She continued the second activity by giving them group task**
- **To make effective in reading, she devided the students into group. Each group had the opportunity in reading.**
- **Each student had job in translating the next. One student got one sentence from the next. It was running well.**
- **She asked the students to make a pair and made a gialogue about the lesson given. She gave them certain time in finishing dialogue.**

(Teacher two, Classroom observation, November 20<sup>th</sup>, 2018)

Based on the example above, those were indicated the participant used facilitator style. This style focused on the students interaction, student to student collaboration.

d. Evaluation technique

Evaluation technique can be defined as the way of teacher in taking the score of the students. In this case, the participant take the score of her students every day. She was sure that the more she take the score of her students, the more she know the abilities of her students. She believed also, every day taking score could motivated the students to be more active and motivated in learning. In taking the score of her students, she had two kind of assessment. Sometimes she check the task of her students directly but sometimes she also asked her students to check their own work. She did taht to know the students loyalty and honest.

The following extract was the example of this style in assessing

**Extract 14**

**T : ok students, tolong angkat pekerjaan kalian dan tukar dengan teman sebnku kalian. Dan silahkan periksa hasil pekerjaan temannya.**

(the students did what thei teacher requested)

**T : ok. Time is almost over, I'll take your score after finishing the task. Ibu akan ambil nilai kalian setelah menyelesaikan tugas. Untuk kali ini ibu mau kalian check sendiri tugas kalian yah, tapi harus jujur. Setiap nomor dapat 10 point, ada 10 nomor jadi kalau benar semua dapat seratus.**

Ss : kalau jawabannya kurang lengkap mam,

**T : kurangi 2 bpoint nak, ngerti mi nak caranya?**

(Teacher one, Classroom observation, November 17<sup>th</sup>, 2018)

She asked them to check their task by themselves. It was done for testing their mental, attitude and honesty. They assessed themselves. This style was categorized as self-check. Another technique in assessment was switched with their chairmate. Each student must check their partner's task. This style tends to the students assess their own performance.

e. Classroom management

Everstone and Weinstein (2006) refer to in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional for students. In this case, the teacher tried to develop her supportive relationship with and among students. She did that to create a good climate for her students in the classroom. Besides that, she also encouraged the students' engagement in academic tasks which can be done by using group management methods, language pairs or individual tasks. Those methods used to enhance the students' ability in academic fields. In managing her classroom, she had many ways to gain her students' attention. The following extract was the example of classroom management.

**Extract 15**

**T : I will show you on the program of TV and you must find out what someone says? Saya akan memutarakan sebuah film, kalian harus menemukan apa yang pemeran katakan. You must make list what the people say.**

**Ss :** hore..... the students looked happy and enthusiastic in waiting the activity).

(Teacher one, classroom observation, November 13<sup>th</sup>, 2018)

According to the example above, she tried to find the fun activity to make the students focused on learning. It was done her way in manage her class be better. Considering from definition about classroom management which is create the supportive environment to students in learning.

Based on explanation of five sub-categories about teaching style in the classroom, the following table shows the teacher teaching style in the classroom.

Table 4.1 : Teaching Style

| No | Sub-categories         | Category   |
|----|------------------------|--|
| 1. | Instructional planning | Facilitator style <ul style="list-style-type: none"><li>• Personal model</li></ul>           |
| 2. | Teaching methods       | <ul style="list-style-type: none"><li>• Delegator style</li><li>• Impressive style</li></ul> |
| 3. | Teaching environment   | Facilitator Style  |
| 4. | Evaluation Techniques  | Self Check   |
| 5. | Classroom Management   | Facilitator style  |

## **B. DISCUSSION**

This part discusses the analysis of the data presentations from six video recordings in an English teacher. The discussion was talking about teaching style of the effective English teacher.

### **1. The Effective English Teacher**

As the findings above, it can be concluded that there were nine characteristics that have by two English teachers in Junior High School 2 Sungguminasa, there were:

- a. High Dedication
- b. High responsive to the students utilities
- c. The capabilities in teaching which is compatible to the circumstances
- d. Time management
- e. Generosity
- f. Organized and being prepared
- g. Creativity
- h. High motivation
- i. Sense of humor
- j. Self reflection

Based on the observations above indicated that teacher who had those characteristics can be defined as an effective teacher. These also confirms the findings of Clabria (1960), Clark & Walsh (2002) who had subject-matter mastery, motivation, dedication, co-operation, sense of humour, creativity, efficiency, control, discipline, standards, promptness with reports, methods

and generosity with personal time for students, strong discipline content knowledge are qualities of the effective teacher. On the whole, the teachers perceived features like high knowledge of pedagogy and the use of particular technique and methods such as preparing the lesson well, using lesson plans, unbiased assessment of what students have learned, integrating group activities to class and assigning homework to be possessed by effective English language teachers. However, the learners assigned more weight to characteristics relating to a teachers personality and the way he behaves his students. Moreover, whereas the teachers only concentrated on the positive characteristics of an effective teacher, such as being patient, being flexible and caring about students needs, being optimist and having positive attitude toward the students, and being smart and creative.

Based on the observation above, there was new character that the researcher found which is not including in exist theory. It was self-reflection. Self-reflection plays a critical role in examining other perspectives about our styles as teachers and in challenging existing beliefs. In a classic work, Donald Schon's *The Reflective Practitioner* (1983) describes the need for practitioners to "turn thought back on action". That is, to examine the relationship between what they know and what they do. Schon indicates that this process has several components.

## **2. Types of Teachers Teaching Styles**

Based on the previous findings that concerned on the types of teaching style, there were five sub-categories including in teaching style. There were:



a. Instructional planning

Instructional planning means that the teacher could predict the condition of the classroom during teaching and learning run. In terms of it, she could create some planning for her students and make a guideline for doing the task. Guideliness in teaching and lesson plan are including in instructional plan. Those activity can be categorized into facilitator style.

Based on classroom observation, facilitator style was used by the teacher in classroom interaction. Facilitator style is defined as emphasized teacher interaction with students. In this case the teacher guide her students in learning. Explaining, giving or asking question, small group team work, and language pairs are activities in facilitator style. Almost in every meeting this style was applied in the classroom interaction.

b. Teaching methods

Teaching method refers to the general principle, pedagogy, and management strategies used for classroom interaction. In handling the class, the participant applied some strategies considering the students condition.

1.) Personal model

Personal model style means teacher who have demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling. The participant also used this style in teaching. She used this style when she gave the example and asking the to follow her in making another example or asked their students in partcicing their pronounciation and asking them to repeat what she said.

## 2.) Delegator style

Beside using personal model, the teacher also used another style. It was using delegator style. She asked her students in forming group task. Each group must make project. Each group must present their own project. Delegator style itself is concerned to shape students ability to learn autonomously.

## 3.) Impressive style

Another method was applying in teaching and learning was still new. It didn't in literature review. There was no previous finding which was similarity to this finding. In this case in the middle of meeting, the students looked bored in learning. She really knew and could read the condition of her students. So, she asked them to stop writing and she postponed the teaching. She took her phone and played a music. She asked the students to feel relax and enjoyed the music.

## c. Teaching Environment

Teaching environment refers to the teacher created the condition of the classroom which is compatible and appropriate to the students. There are three part become important in teaching environment. They are students groupings, room design and environment in teaching. Students grouping refers to the condition in forming groups, pair or individual for student in doing the task or studying. Room design itself can be defined as situation in designing the room which is comfortable to be center of studying. Those are must be supported each other in creating a comfortable in teaching. In this

case, it was enhance teaching style of teacher when they can created the good environment to the students.

Almost in each meeting the participant asked her students in forming small group or only a pair in doing the activity. Those activities can be categorized as a facilitator style.

d. Evaluation techniques

Evaluation technique can be defined as they way of teacher in taking the score of the students. In this case, the participant take the score of her students every day. She was sure that the more she take the score of her students, the more she know abilities of her students. She believed also, every day taking score could motivated the students to be more active and motivated in leraning. In taking the score of her students, she had two kind of assessment. Sometimes she check the task of her students directly but sometimes she also asked her students to check their own work. According to the assessment technique done by the participants, those techniques can be categorized as self-check style.

This style was developed by Moston and Ashworth (1986). He defined that students assess their own peformance against criteria is a part of self check. This style itself has some activities, and one of them was applied by the teacher. It was giving the opportunity to the students in assessing their own task.

e. Classroom management

The way of teacher in developing the supportive environment to academic and social emotional the students. In this case the participants always use some strategies in creating the fun climate to her students. She also build a good relationship with students. This activity can be categorized as facilitator style.

According to the explanation above about sub categories of teaching style, it can be concluded that, the effective teacher used variation of teaching style in classroom interaction. She used different teaching style according to the condition and steps in teaching. Facilitator style was used dominantly in teaching and learning process. It can be seen based on the sub-categories above. Facilitator style used when the teacher instructed her planning, created the teaching environment and managed the classroom. In other hand personal model style, delegator and impressive style were used in teaching method. Furthermore, for the evaluation techniques used self check style.

Facilitator style, personal model style and delegator style are developed by Grasha (1996) and self check itself is developed by Moston and Ashworth (1986). Impressive style can be categorized as new style in teaching. It was find during the reseracher conducting the observation in Junior High School 2 Sungguminasa.

## **CHAPTER V**

### **CONCLUSION**

This chapter consists of two sections. The first section deals with conclusion of the research findings and the second deals with the suggestion based on the conclusion.

#### **A. Conclusion**

Conclusion is drawn based on the objective of the research in Junior High School 2 Sungguminasa which consist of two issues. The effective teacher and her style in teaching. Based on the result of data analysis, the conclusion of this research is listed in the following.

1. The characteristics of the effective English teachers in Junior High School 2 Sungguminasa can be defined as teachers who have a sort detailed skills Great loyalty and commitment, High responsive to the students utilities, The capabilities in teaching which is compatible to the circumstances, Time management, Good personality (charity), Methodical and being disposed, Originative and entertaining, Good at encouragement and stimulating, and Self reflection
2. There were five types of teachers teaching styles which was integreted in the classroom interaction of Junior High School 2 Sungguminasa. Those were facilitator style, delegator style, personal model, self – check style and impressive style.

## **B. Limitation and Suggestions**

Based on the findings and discussions of the research, the researcher offers two points of ideas which are addressed to English teacher and the further researcher in terms of the teaching styles of the effective English teacher. Those points are elaborated in the following.

1. The result of this research was useful for English teacher in exploring their styles in teaching. In this case, the teacher can improve their method and ways in teaching to engage the students interest in learning process. As has been explained that style in teaching is very important. It can engage the students attention and their wasing in learning.
2. This is a case study research, so it cannot be generalized but it can be used as a refference for the next researchers. The study of teaching style can be extended by conducting the research in other different content and setting. The next researcher may use this thesis as refrence in investigating the teaching style used based on gender or educational background.

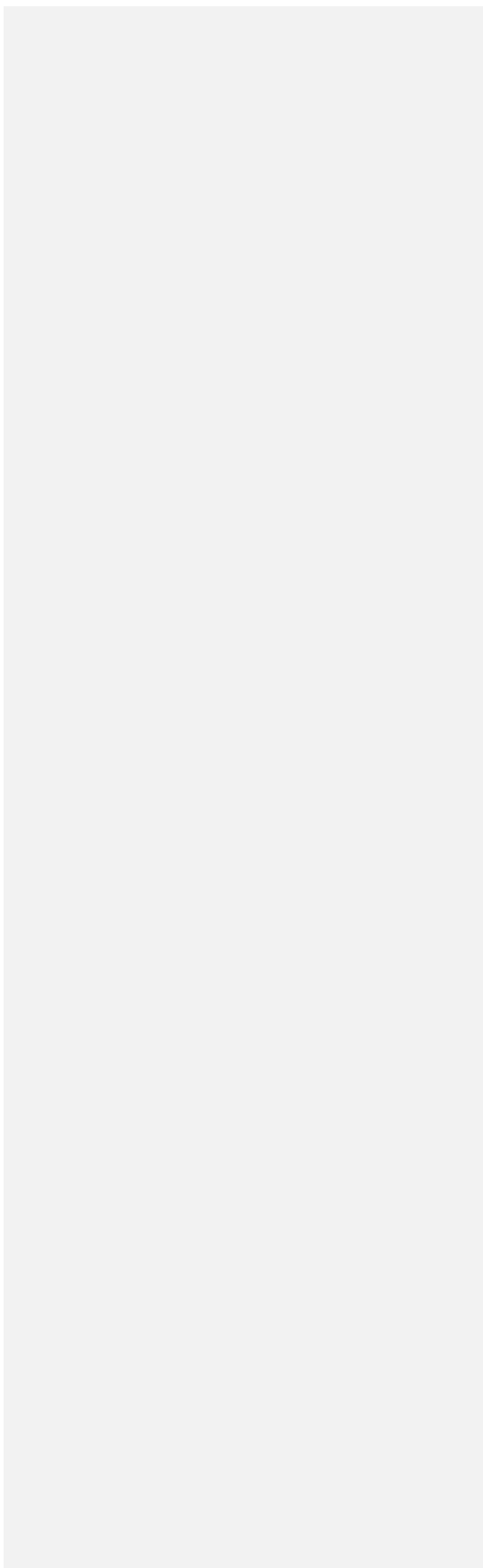
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**Meeting : First meeting**

**Day/date : Tuesday, November 13<sup>th</sup>, 2018**

**Time : 09.00<sub>am</sub> – 09.40<sub>am</sub> - 10.00<sub>am</sub> – 10.40<sub>am</sub>**

**Class : VIII.I**

**Topik : Part of speech**

The teacher came to the classroom and the chairman prepared the class.

Chairman : stand up please, greeting to our teacher.

Ss : assalamu'alaikum wr.wb (after greeting, the students directly recited one surah for each meeting).

T : Good morning class

Ss : Good morning mam

T : How are you today? (while smile she accosted her students)

Commented [A1]: Generosity

Ss : I'm fine mam, how about you mam?

T : I'm fine, thank you for asking. Ok, before we start our lesson today i will check your attendance list. Who's absent today?

Ss : (some students answer) no mam, hadir semua.

T : are you ready to study today?

Ss : yes mam

T : before starting our lesson, i want to ask you. Do you still remember our lesson last meeting? Apakah kalian masih ingat dengan materi kita minggu lalu?

Commented [A2]: Commitment (Dedication)

Ss : Language function mam.

T : ya betul, hari ini kita akan bahas tentang part of speech. Tapi before mam jelaskan, i will review our material last week.

(she reviewed the lesson last week)

Commented [A3]: Commitment (Dedication)

Commented [A4]:

Any question so far, atau kalian sudah ngerti ya dengan materi minggu lalu?

Ss : Ngerti mam, lanjut maki mam.

T : Kalau sudah ngerti, sebelum memulai pelajaran please prepare your note book and also pen. Tolong kalian siapkan pulpen dan buku catatan kalian.

Commented [A5]: Being organized

(the students prepared their books and also pen)

T : Jadi hari ini kita akan bahas tentang part of speech. Ada yang tahu yang mana saja termasuk part of speech? Raise your hand? Which one part of speech? (some students answered directly)

Commented [A6]: Facilitator

Ss : Noun mam, adjective mam

T : Jadi kan ibu sudah bilang satu satu menjawabnya. Ayo nak, siapa yang mau sebutkan example of part of speech. Miftah?

Commented [A7]: Facilitator

Miftah : Noun, adjective, verb

T : ada lagi yang lain?

Another student raise her hand.

T : Iya nak, sebutkan yang termasuk part of speech kecuali yang sudah disebutkan oleh miftah.

Adi : Adverb, preposition mam.

T : Berarti kalian sudah paham yah dengan part of speech. Kalian sudah bisa sebutkan yang mana saja termasuk part of speech. Nah sekarang, ibu akan explain more about part of speech. Part of speech can be divided into seven. They are noun, adjective, verb, adverb, preposition, conjunction and interjunction. Ada yang tahu noun itu apa?

Commented [A8]: Facilitator

Ss : Kata benda mam

T : Benar sekali, kalau adjective ia?

Ss : Kata sifat mam

T : Ok benar, verb dan adverb ada yang tahu? Coba dian?

Dian : Verb kata kerja mam, kalo adverb kata keterangan.

T : Preposition, conjunction and interconjunction? Is there any one know these three parts of speech?

Ss : Tidak mam, ituji yang empat sering didengar.

T : Baiklah kalau seperti itu, let me explain about those three parts of speech (the explained them and give examples each parts of speech) untuk noun siapa yang bisa beri contoh?

Commented [A9]: facilitator

Ss : Chair, table, house, school.

T : Ok, good students. Seperti kalian sudah bisa membedakan jenis-jenis part of speech. (she always give complimentary to her students, when they were success in answering the question)

Commented [A10]: Generosity

The students listened to the teacher.

T : If you understand, i will give you task. I will show you tv program, and by watching the program from TV you have to make a list about part of speech. Do you get the point?

Commented [A11]: Facilitator

Ss : bisa lebih pelan carata ngomong mam?

T : Ok maksud ibu, ibu akan cari film kartun dan memberi kalian tugas untuk mencari contoh contoh noun, verb, adjective and color.

Commented [A12]: Pedagogic skill

Ss : Oh understand mam.

The students started to finish their task. Some of them looked nervous. So the teacher asked them.

T : Do you need some helpings? Apakah kalian butuh bantuan ibu?

Ss : Yes mam, ada beberapa kosa kata yang tidak di tahu bahasa inggrisnya.

Commented [A13]: Sensitive to the students needs

T : Ooh begitu, kalau begitu ibu kasi kalian kamus. Kalian bisa gunakan kamus ini untuk mencari kata kata sulit melalui kamus ini.

Commented [A14]: Facilitator

Ss : thank you mam.

After finishing the first task, the teacher also asked the students to practice their pronunciation.

T : Sebelum kita melangkah ke aktivitas kedua, I want you practice your pronunciation. Repeat after me yah.

Commented [A15]: Personal model

After practising their pronunciation, the teacher continued to another activity

T : the second activity still related to the movie, i want you give five question related to the movie. Tugas kedua kalian masih berhubungan dengan

acara TV. Ibu akan bacakan kelima pertanyaan ini, dan setiap pertanyaan akan saya bacakan dua kali. Kalian tulis kelima pertanyaan itu dan jawab sesuai dengan film yang telah kalian tonton. Do you understand?

Commented [A16]: Facilitator

Ss : Yes mam

When the students looked bored in doing the second activity, the teacher tried to make humour in making them laughed. It was done to make the students happy and getting back their spirit in learning.

Commented [A17]: Sense of humour

Ss : (all student were laughing the humour of their teacher)

T : ok time is over, you have to collect your task. I 'll take your score after finishing the task, ibu ambil nilai kalian setelah menyelesaikan tugas.

Ss : selalu ga diambil nilai bu. (their sentence was assembled in buginise language)

T : iye nak.

Commented [A18]: Encouraging and stimulating

The students then come one by one to the teacher and collect their tasks.

T : before closing our meeting today, I will review our lesson today. She asked them to make sure the students understanding.

Commented [A19]: Commitment (Dedication)

T : ok class, after explaining the lesson today do you have question?

Ss : no mam.

T : do you understand about my explanation, apa kalian mengerti dengan penjelasan ibu nak?

Commented [A20]: Generosity

(she make sure the students understanding)

Ss : yes mam.

T : ok, we still have 5 minutes, before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang saya ibu dalam mengajar. Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. Can you help me?

Commented [A21]: Self reflection

Ss : ditulis nama bu?

T : No need. Janganmi nak

Commented [A22]: Generosity

The bell of school was ringing in five minutes later, their students collect their comment to the teacher.

T : ok class, time is over, thank you for helping me and see you next meeting.

Commented [A23]: Time management

C : stand up please

Commented [A24]: Generosity

Ss : (looked stand up)

C : greeting to our teacher

T : waalaikumussalam warahmatullahi wabarakatuh

Ss : (as usual, before go home they recited one surah) And then came to the teacher one by one for hand shaking.

**Meeting : Second Meeting**  
**Day/Date : Saturday, November 17<sup>th</sup> 2018**  
**Time : 10.10 am – 11.30 am**  
**Class : VIII.I**  
**Topic : Kind of Text (Narrative Text)**

The teacher come to the classroom lately.

T : I'm sorry for coming late, maaf nak ibu telat 5 menit.

Commented [A25]: Time management (discipline)

Ss : it's ok mam

Commented [A26]: Generosity

The chairman prepared the class.

Chairman : stand up please, greeting to our teacher.

Ss : Assalamu;alaikum wr.wb (after greeting, the students directly recited one surah for each meeting)

T : Good afternoon class (assorted them kindly)

Commented [A27]: Generosity

Ss : Good afternoon mam

T : How are you today?

Ss : I'm fine mam, how about you mam?

T : I'm fine thank you for asking. By the way have you got your lunch?

Commented [A28]: Generosity

Ss : yes mam (talk louder)

T : Pantas teriak, kenyangmi pale (she talked while smiled to her students) she tried to one the class by creating a fun climate in the classroom.

Commented [A29]: Sense of humour

Ss : hahahahaha (the students were laughing)

T : Ok, before we start our lesson today i will check your attendance list. Who's absent today?

Ss : Ahmad mam

T : ada apa dengan dia?

Ss : sakitki bede nabilang mam

T : ada suratnya?

Ss : tidak ada mam, na bbm ja tadi

Another students were laughing, the teacher continued the activity.

T : thank you for the information. Lets to continue our lesson today.  
Before that, masih ingat materi kita last meeting?

Commented [A30]: Generosity

Commented [A31]: Commitment

Ss : part of speech mam

T : ada yang masih belum dimengerti mengenai part of speech?

Ss : ngerti mi mam

T : ok kalau sudah ngerti, sebelum memulai pelajaran please prepared your note book and also pen. Tolong kalian siapkan pulpen dan buku catatan kalian.

Commented [A32]: Being organized

(The students prepared their books and also pen)

T : kita lanjutkan mi pale pelajaran hari ini. Hari ini kita akan bahas tentang kind of text. Ada yang tau apa saja jenis-jenis text?

Commented [A33]: Facilitator

Ss : Descriptive, narrative, and recount mam

T : ya betul sekali, tapi untuk hari ini ibu hanya akan bahas tentang narrative text. Narrative text has four generic structure. They are orientation, complication, resolution and re-orientation/coda. The purpose of narrative text is to entertain the reader with a story. The example of narrative text are legend, fiction and etc. Ada yang bisa sebutkan contoh dari legend?

Commented [A34]: Facilitator

Ss : Nene' pakande mam from sidrap, another mentioned snow white mam

T : ya, you are right. Semua yang kalian sebutkan adalah contoh dari narrative, ok ibu akan beri kalian 2 aktivitas. Untuk aktivitas pertama ibu kembali akan menyalakan tv dan kita cari program tv yang sesuai dengan umur kalian.

Commented [A35]: Facilitator

Ss : Filmnya mo upin ipin mam

Another students said pada zaman dahulu.



After searching the movie, teacher decide to play pada zaman dahulu. The content of this cartoon is legend. It was suitable to the lesson today.

Commented [A36]: Pedagogic skill

T : I will show you the program of TV and you must find out what someone say? Saya akan memutarakan sebuah film, kalian harus menemukan apa yang pemeran katakan. You must make list what the people say.

Commented [A37]: Facilitator

Ss : yes mam

(The students looked enthusiastic in watching the movie, the teacher also modify the lesson and combining her explanation by using English and Bahasa)

Commented [A38]: creative

Commented [A39]: Pedagogic skill

After watching the movie, the students made a list according to the movie. In this section, the students must translated in English because the movie used malay.

This quiet difficult for some students. But they didn't to be worry, because their teacher helped them.

Commented [A40]: Facilitator

One of students said something to the teacher

S : mam apa artinya ini mam? Dak ngerti ka

T : yang mana nak (she came to the students and help their difficulties, but she didnt give the answer, she gave them the clue first)

Commented [A41]: Generosity

Commented [A42]: High responsive to the students utilities

S : thank you mam.

T : most welcome honey

Commented [A43]: Generosity

(during the class, the teacher was curious to one of her students. She only sit and didn't doing anything. She came to the students and sit beside her, after few minutes, the students started to ask her teacher)

Commented [A44]: High responsive to the students utilities

S : mam dak ngertika mau di apai ini tugas (she spoke with small voice)

T : which one dear, yang mana nak? (she directly explained to her)

Commented [A45]: Generosity

This students obviously was shy in asking her by using louder voice, so she preferred to be silent and busy with herself. After finding the solution to her students, she was really happy. She was also patient in handling the students like that.

Commented [A46]: High responsive to the students utilities

Commented [A47]: Generosity

T : ok time is up for the first activity. We will continue to second activity. The second activity still related to the movie, i want you give five question related to the movie. Tugas kedua kalian masih berhubungan dengan acara TV. Ibu akan bacakan kelima pertanyaan ini, dan setiap pertanyaan akan

saya bacakan dua kali. Kalian tulis kelima pertanyaan itu dan jawab sesuai dengan film yang telah kalian tonton. Do you understand?

Commented [A48]: Facilitator

Ss : yes mam

In doing the second activity thw students looked tired and getting bored. Some of them looked sleepy. The teacher awared that, she tried to find the solution.

Commented [A49]: High responsive to the students utilities

T : ok class, stop your activity for a moment please. Honey, tolong hentikan aktivitas kalian sejenak dan don't do anything and follow my instruction. Tolong ikuti instruksi ibu ya nak.

Commented [A50]: Generosity

Ss : yes mam. (the students look curious to their teacher)

T : ok close your eyes and feel what you listen. Tutup mata kalian dan rasapi apa yang kalian dengar.

Teacher palyed the music to her student, the students looked enjoying the music. In five minutes later, the teacher stopped playing and asked the students feeling. It was success in gaining the students spirit.

Commented [A51]: Impressive style

T : If you are fresh, kalau kalian sudah fresh kalian boleh melanjutkan kegiatan kalian.

Ss : iye mam.

T : Ok, time is almost over, I'll take your score after finishing the task. Ibu akan ambil nilai kalian setelah menyelesaikan tugas. Untuk kali ini ibu mau kalian check sendiri tugas kalian yah, tapi harus jujur. Setiap nomor dapat 10 point, ada 10 nomor jadi kalau benar semua dapat seratus.

Commented [A52]: Time management

Commented [A53]: Self check style

Ss : kalau jawabannya kurang lengkap mam?

T : kurangi 2 point nak, ngerti mi nak caranya

Commented [A54]: Generosity

Ss : ngerti mi mam

T : kalau sudah ngerti silahkan lanjutkan, kemudian kumpul dimeja ibu.

Ss : iye mam

The students then, come one by one to the teacher and collect their tasks.

T : Before closing our meeting today, I will review our lesson today.

Commented [A55]: Great loyalty and commitment

She asked them to make sure the students undesrtanding

Commented [A56]: Great loyalty and commitment

T : ok class, after explaining the lesson today do you have question?

Ss : no mam.

T : do you understand about my explanation, apa kalian mengerti dengan penjelasan ibu nak?

(she make sure the students understanding)

Ss : yes mam

T : **ok we still have 5 minutes**, seperti biasanya before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar.

Commented [A57]: Time management

**Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. Can you help me?**

Commented [A58]: Self reflection

Ss : iye mam

T : No need. Jangan mi nak

The bell of school was ringing in five minutes later, the students collect their comment to the teacher.

T : **ok class, time is over me and see you next meeting**

Commented [A59]: Time management

C : stand up please

Ss : (looked stand up)

C : greeting to our teacher

T : Wa'alaikumussalam warahmatullahi wabarakatuh

Ss : (as usual, before go home they recited one surah) And then come to the teacher one by one for hand shaking.

**Meeting : Third Meeting**

**Day/Date : Tuesday, November 20<sup>th</sup>, 2018**

**Time : 08.20<sub>am</sub> – 09.40<sub>am</sub>**

**Class : VIII.V**

**Topic : Tenses (Present Tense)**

The teacher came to the classroom and the chairman prepared the class.

Chairman : stand up please, greeting to our teacher.

Ss : Assalamu'alaikum wr.wb (after greeting, the students directly recited one surah for each meeting)

T : Good morning class

Ss : Good morning mam

T : How are you today ?

Ss : I'm fine mam, how about you mam ?

T : As usual I'm ok thank you for asking. Ok, before we start our lesson today i will check your attendance list. Who's absent today?

Ss : (some students answer) no mam, hadir semua.

T : are you ready to study today ?

Ss : yes mam

T : before starting our lesson, i want to ask you. Do you still remember our lesson last meeting ? Apakah kalian masih ingat dengan materi kita minggu lalu ?

Ss : narrative text mam

T : ya betul. Hari ini kita akan bahas tentang tenses. Tapi before mam jelaskan, i will review our material last week.

(she reviewed the lesson last week)

Any question so far, atau kalian sudah ngerti ya dengan materi minggu lalu ?

Commented [A60]: Great loyalty and commitment

Ss : Ngerti mam, lanjut maki mam.

T : kalau sudah ngerti, sebelum memulai pelajaran please prepare your note book and also pen. Tolong kalian siapkan pulpen dan buku catatan kalian.

Commented [A61]: Being organized

(the students prepared their books and also pen)

T : jadi hari ini kita akan bahas simple present and past tense. Sebenarnya ini materi ulangan yah. Semester lalu kita juga sudah belajar tentang simple present tense dan simple past, tapi ibu akan permantap hari ini. Ada yang masih ingat apa itu simple present ?

Commented [A62]: Facilitator style

(some students answered directly)

Ss : kegiatan sehari mam

T : daily rou...?

Ss : tineee.....

T : samaji juga kalo kita bilang daily activity atau aktivitas sehari ha...

Ss : riii.....

T : nah siapa yang bisa berikan ibu contoh kalimat yang mana saja termasuk simple present? Amirah? Ayo nak, maju kedepan dan tuliskan dipapan tulis contoh dari simple present.

(Amirah came forward and write down the example of simple present. She wrote I go to school every Monday)

T : iya betul sekali, tepuk tangan untuk teman kalian. Nah kalau ibu ubah subejctnya menjadi she? Bagaimana kira-kira ada yang berubah tidak ?

Commented [A63]: High responsive to the students utilities

Some students said no mam some students said yes mam. They looked confused.

T : ok kalian jangan berdebat, ibu will remain you about present tense. (she explained nad write the pattern on the white board). Jadi kalau subjectnya i, you, they, dan we maka kata kerja pertama dan kalau subjectnya she, he, dan it kata kerjanya ditambahkan s/es.

Commented [A64]: Facilitator style

Ss : oh iya mam di ingat mi

T : jadi bagaimana tadi dengan kalimat yang dibuat amirah kalau subjectnya diubah menjadi she?

One student raise his hand.

T : ok, miftah tulis jawabannya nak.

Commented [A65]: Generosity

Miftah wrote the answer, she goes to school every Monday.

T : ok betul sekali. Nah bagaimana kalau kita ubah menjadi negative?

Ss : ditambahkan don't atau doesn't mam.

T : kapan kita pakai don't kapan kita pakai doesn't ?

Ss : dont untuk i, you, they, dan we mam kalau doesn't untuk she, he, dan it.

T : ya pintar mi pale, sekarang kalau kalian sudah mengerti ibu mau kasi tugas, setiap orang maju kedepan dan tulis kalimat yang kalian buat dalam bentuk present tense

Commented [A66]: facilitator

Ss : berapa kalimat dibuat mam?

T : satu saja tiap siswa nak

Ss : iye mam

T : ok, time is over. Siapa lagi yang belum.

The students some forward alternately and wrote on the white board their sentences.

T : masih ada yang belum ?

Ss : mam ada yang berkelahi mam

(two students were fighting. They were boys).

T : tolong jangan bertengkar nak. Sebaiknya satu diantara kalian pindah tempat duduk untuk menghindari pertengkaran kembali. (in handling this situation, she looked patient and calm).

Commented [A67]: Generosity

Ss : (they were calm, and one of them moved to another chair)

T : yangt lain dak boleh seperti itu yah, kalian itu saudara tidak boleh bertengkar atau berkelahi. Paham ?

Ss : iye mam paham.

T : nah sekarang kita lanjut ke aktivitas selanjutnya, after explaining present tense, mam mau kalian menentukan kelompok kalian sendiri dan membuat sebuah project. Project itu bisa berbentuk cerita tentang kehidupan sehari-hari, artis favourite kalian ataupun deskripsikan tempat favourite kalian. Terserah, ibu memberikan kebebasan. Yang penting masih berhubungan dengan pelajaran kita hari ini. Do you understand ?

Commented [A68]: Delegator style

Ss : iye mam, understand

T : after making the project, setiap kelompok akan mempresentasikan tugasnya di depan kelas. Setiap member dari kelompok kalian harus berbicara. Get my point ?

Ss : yes mam

All students looked serious in doing they project. Twenty minutes left, all the students must present their project in front of the class.

Commented [A69]: Time management

Each group come forward and present their project. The teacher took the score of them.

T : ok time is over, you have have to come forward and present your project. I'll taje your score. Ibu akan ambil nilai speaking kalian.

After all groups presenting, she reviewed the lesson day. Make sure all the students understand about the lesson.

Commented [A70]: Great loyalty and commitment

T : before closing our meeting today, I will review our lesson today.

She asked them to make sure the students understanding

T : ok class, after explaining the lesson today do you have question ?

Ss : no mam.

T : do you understand about my explanation, apa kalian mengerti dengan penjelasan ibu nak ?

Commented [A71]: Generosity

(she make sure the students understanding)

Ss : yes mam

T : ok we still have 5 minutes, before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar. Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. Can you help me ?

Commented [A72]: Self reflection

Ss : ditulis nama bu ?

T : No need. Jangan mi nak

The bell of school was ringing in five minutes later, the students collect their comment to the teacher.

T : ok class, time is over, thankyou for helping me and see you next meeting.

C : stand up please

Ss : (looked stand up)

C : greeting to our teacher

T : Waalaikumussalam warahmatullahi wabarakatuh.

Ss : (as usual, before go home they recited one surah) And then came to the teacher one by one for hand shaking.



**Meeting : Fourth Meeting**

**Day/Date : Wednesday, November 21<sup>th</sup> 2018**

**Time : 10.40<sub>am</sub> – 12.00<sub>am</sub>**

**Class : VIII.V**

**Topic : Reading (Genre of text (Recount))**

The teacher came to the classroom and the chairman prepared the class.

Chairman : Stand up please, greeting to our teacher

Ss : Assalamu'alaikum wr.wb (after greeting, the students directly recited one surah for each meeting).

T : Good afternoon class

Ss : Good afternoon mam

T : How are you today?

Ss : I'm fine mam, how about you mam?

T : As usual I'm ok. Thank you for asking. Ok, before we start our lesson today i will check your attendance list. Who's about today?

Ss : (some students answer) no mam, hadir semua.

T : Are you ready to study today?

Ss : Yes mam

T : Before starting our lesson, i want to ask you. Do you still remember our lesson last meeting?. Apakah kalian masih ingat dengan materi kita minggu lalu?

Ss : Simple present mam

T : Ya betul.

Hari ini kita akan bahas tentang genre of text. Recount text. Tapi before mam jelaskan, i will review our material last week.

(She reviewed the lesson last week)

Commented [A73]: Great loyalty and commitment

Any question so far atau kalian sudah ngerti ya dengan materi minggu lalu?

Ss : Ngerti mam, lanjut maki mam.

T : Kalau sudah ngerti, sebelum memulai pelajaran pleaseprepare your note book and also pen. Tolong kalian siapkan pulpen dan buku catatan kalian.

Commented [A74]: Being disposed and organized

(the students prepared their books and also pen)

T : Jadi hari ini kita akan bahas recount. Sebenarnya ini materi ulangan yah. Semester lali kita juga sudah belajar tentang kind of text tapi ibu akan permantap hari ini. Ada yang tahu apa itu recount text?

Ss : cerita tentang masa lalu mam

T : ya recount text is talking about our experience in the past time. Siapa yang bisa beri contoh tentang recount text ini?

Ss : Liburan ketempat favourite mam.

T : ya benar, ketika kita menceritakan pengalaman berlibur kita pada teman, itu sudah termasuk dalam recount teks. Jadi secara tidak sengaja terkadang kita sudah menggunakannya dalam kehidupan sehari-hari. Di mengerti nak di''?

Commented [A75]: Facilitator

T : ibu sudah siapkan materi reading untuk kalian. Ibu akan memperlihatkan teksnya dengan menggunakan LCD. Mam has prepared reading material for all of you, i will show you by using LCD.

Commented [A76]: Facilitator

Commented [A77]: Being disposed and organized

Ss : (the students listen to what the teacher explain)

T : sudah jelas teksnya nak, bisa ji liat teksnya? Yang duduk dibagian belakang sudah jelas?

Commented [A78]: Generosity

Commented [A79]: High responsive to the student utilities

S : mam dak jelas, rabun jauh ka mam.

T : oh kalau begitu ibu masih punya buku, tolong di ambil nak. Kebetulan teks yang akan dibaca di buku itu. Sudah tidak ada masalah nak? Kalau sudah tidak ada kita mulai readingnya yah. Ibu akan beri kalian waktu untuk membaca sendiri di dalam hati. Nanti setelah itu kita akan baca bersama.

Commented [A80]: Facilitator

Commented [A81]: Generosity

The students read the text. The condition of the class was silent.

T : Setelah membaca ada yang tidak di pahami nak cara penyebutannya?

Ss : banyak bu. Bagaimana cara penyebutannya sign bu?

T : sign dibaca sain. Na semua katakan sain. Repeat after me yah, saiin

Commented [A82]: Personal model

Ss : sain

T : For make it clear i will read twice, please pay attention to the pronunciation. Ibu akan bacakan dan kalian perhatikan bagaimana cara penyebutannya.

(she read the text louder but slowly. She also read the text with the good pronunciation)

Commented [A83]: Personal model

T : nah setelah ibu baca, ibu mau bagi kalian dalam 2 kelompok. Kelompok yang duduk bagian kiri akan baca paragraf pertama. Kelompok yang duduk bagian kanan akan baca paragraf kedua. Harus kompak nak yah. Kelompok yang bagus cara bacanya, kemudian kompak maka kelompok itulah yang akan menang.

Commented [A84]: Facilitator

The students looked enthusias in doing that. They were motivated because it was a kind of competition. The first group started in reading but some of the member were lately in reading and make them didn't really compact. The second group read and they more compact than the first group.

Commented [A85]: Encouraging and stimulating

T : ibu sudah dengar cara kalian baca teksnya, dan yang menang adalah the second group.

The second group looked happy.

T : After reading, make a pair and translate the text. Setelah membaca, kalian tentukan pasangan kalian dan translate text tersebut ke dalam bahasa Indonesia.

Commented [A86]: Facilitator

Ss : yes mam

One of the students grumbled and some of them looked didn't like in doing translating. The teacher awared that.

Commented [A87]: High responsive to the students utilities

Ss : hmmm tugas mi sede'

Another students gave their opinion, putarkan mi dulu music mam biar semangatki kerja tugas. So the teacher awared that.

T : kalau begitu hentikan seluruh kegiatan kalian dan silahkan mendengarkan musik ini. Tapi setelah musik berhenti kalian janji akan bersemangat lagi yah.

Ss : promise mam.

The spirit of students looked back, they were happy because their teacher played a music for them. After the music stopping, they looked fresh and doing their task again.

Commented [A88]:

T : kalau sudah selesai tugasnya, bisa dikumpul di meja ibu. Dan siap untuk pulang

They collect their task and prepared for go home.

She reviewed the lesson today. Make sure all the students understand about the lesson.

Commented [A89]: Great loyalty and commitment

T : Before closing our meeting today, I will review our lesson today. She asked them to make sure the students understanding

T : ok class, after explaining the lesson today do you have question?

Ss : no mam

T : do you understand about my explanation, apan kalian mengerti dengan penjelasan ibu nak?

(she make sure the students understanding)

Ss : yes mam

T : nah seperti biasanya ibu minta waktunya selama 5 menit. Ok we still have 5 minutes, sebelum pulang, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar. Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. The bell of school was ringing in five minutes later, the students collect their comment to the teacher.

Commented [A90]: Self reflection

T : ok class, time is over, thank you for helping me and see you next meeting.

Commented [A91]: Time management

C : stand up please

Ss : (Looked stand up)

C : greeting to our teacher

T : Wa'alaikumussalam warahmatullahi wabarakatuh

Ss : (as usual, before go home they recited one surah). And then came to the teacher one by one for hand shaking.

**Meeting : Fifth meeting**

**Day/date : Tuesday, November 27<sup>th</sup>, 2018**

**Time : 08.20<sub>am</sub> - 09.40<sub>am</sub>**

**Class : VIII.V**

**Topic : Language Function (Asking and giving information)**

The teacher came to the classroom and the chairman prepared the class.

Chairman : stand up please, greeting to our teacher

Ss : Assalamu'alaikum wr.wb (after greeting, the students directly recited one surah for each meeting)

T : Good morning class

Ss : Good morning mam

T : How are you today? (while smile she accosted her students)

Commented [A92]: Generosity

Ss : I'm fine mam, how about you mam?

T : I'm good dear, thankyou for asking. By the way, before we start our lesson today i will check your attendance list. Who's absent today?

Commented [A93]: Generosity

Ss : (some students answer) no mam, hadir semua.

T : oh hadir semua yah nak? Baiklah kalau begitu, are you ready to study today?

Ss : Yes mam

T : Before starting our lesson, i want to ask you. Do you still remember our lesson last meeting? Apakah kalian masih ingat dengan materi kita minggu lalu?

Commented [A94]: Commitment (Dedication)

Ss : Reading mam

T : Ya betul. Hari ini kita akan bahas tentang asking and giving information. Tapi before mam jelaskan, i will review our material last week.

Commented [A95]: Commitment (dedication)

(she reviewed the lesson last week)

Any question so far, atau kalian sudah ngerti ya dengan materi minggu lalu?

Ss : Ngerti mam, lanjut maki mam

T : Kalau sudah ngerti, sebelum memulai pelajaran please prepare your note book and also pen. Tolong kalian siapkan pulpen dan buku catatan kalian.

Commented [A96]: Being organized

(the students prepared their books and also pen)

T : Jadi hari ini kita akan bahas tentang asking and giving information. So, is there anyone can give me example of asking and giving information? Atau kalian sudah tahu dengan arti dari asking and giving information? Asking kira-kira in Indonesia apa nak?

Commented [A97]: Facilitator

Ss : bertanya mam

T : ya asking in Indonesia adalah bertanya atau menanyakan, kalau giving?

Ss : Memberi mam

T : Betul sekali, jadi asking and giving information in Indonesia is bertanya dan memberi informaaaa...

Ss : siiiii

T : Nah ada yang bisa kasi mam contoh ekspresi yang termasuk dalam asking and giving information?

The students looked silent, the teacher repeated her question

T : Ada yang bisa nak? (she waited the response of her students), baiklah kalau kalian masih ragu, ibu akan jelaskan mengenai asking and giving information serta contoh ekspresi yang bisa digunakan ketika orang bertanya atau memberi informasi kepada kita. Asking and giving information is really important in our life. Kenapa penting, karena ekspresi tersebut dapat digunakan dalam percakapan sehari-hari. Asking and giving information adalah kegiatan yang menanyakan dan memberikan informasi kepada lawan bicara. Ada beberapa contoh kalimat atau ekspresi yang bisa digunakan dalam sebuah percakapan. Misalnya, ketika kita tidak tahu alamat sebuah rumah, maka untuk bertanya kalimay yang bisa kita gunakan adalah excuse me, could you tell me how to get this address? Another example i'll give some copies of related to this material that i have prepared from home. You can read that and ask me if you don't understand.

Commented [A98]: Generosity

Commented [A99]: Facilitator

Commented [A100]: Personal model

Commented [A101]: Facilitator

Commented [A102]: Being organized

Ss : yes mam. (they looked happy getting copies of material)

T : After explaining about this material, do you have question related to this lesson?

Ss : No mam

T : if there is no question, i want you to make a pair and make dialogue related to this lesson.

Commented [A103]: Facilitator

Ss : Berapa kalimat mam

T : minimal 4 kali bicara tiap orang

Ss : oh iye mam

T : So i'll give you fifteen minutes to discuss with your pair and making the dialogue. After that you have to practice in front of the class by the right expression. Understand?

Commented [A104]: Time management

Ss : iye mam, understand.

T : ok, time is over in making the conversation. Sekarang mam akan tunjuk tiap pasangan untuk praktikkan di depan kelas dialog yang telah kalian buat.

Commented [A105]: Time management

Each pairs came forward and practice their dialogue. And the teacher look their score.

T : Before closing our meeting today, I will review our lesson today.

She asked them to make sure the students understanding

Commented [A106]: Commitment (Dedication)

T : ok class, after explaining the lesson today do you have question?

Ss : no mam

T : do you understand about my explanation, apa kalian mengerti dengan penjelasan ibu nak?

Commented [A107]: Generosity

(she make sure the students understanding)

Ss : yes mam

T : ok, as usual we still have 5 minutes, before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar. Kalian harus jujur dan tidak perlu takut mengungkapkan persaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. Can you help me?

Commented [A108]: Self reflection



The bell of school was ringing in five minutes later, the students collect their comment to the teacher.

T : ok class, time is over, thankyou for helping me and see you next meeting

Commented [A109]: Time management

Commented [A110]: Generosity

C : stand up please

Ss : (looked stand up)

C : greeting to our teacher

T : Wa'alaikumussalam warhmatullahi wabarakatuh

Ss : (as usual, before go home they recited one surah) and then came to the teacher one by one for hand shaking.

**Meeting : Sixth Meeting**

**Day/Date : Wednesday, November 28<sup>th</sup> 2018**

**Time : 12.30<sub>am</sub> – 13.45<sub>am</sub>**

**Class : VIII.V**

**Topic : Grammar (past continuous)**

The teacher came to the classroom and the chairman prepared the class.

Chairman : Stand up please, greeting to our teacher.

Ss : Assalamu'alaikum wr.wb (after greeting, the students directly recited one surah for each meeting)

T : Good morning class

Ss : Good morning mam

T : How are you today?

Ss : I'm fine mam, how about you mam?

T : As usual I'm ok thankyou for asking. Ok, before we start our lesson today i will check your attendance list. Who's absent today?

Ss : (some students answer) no mam, hadir semua

T : Are you ready to study today?

Ss : Yes mam

T : Before starting our lesson, i want to ask you. Do you still remember our lesson last meeting? Apakah kalian masih ingat dengan materi kita minggu lalu?

Ss : Asking and giving information mam

T : Ya betul. Hari ini kita akan bahas tentang tenses. Tapi before mam jelaskan, i will review our material last week.

(she reviewed the lesson last week)

Any question so far, atau kalian sudah ngerti ya dengan materi minggu lalu?

Commented [A111]: Great loyalty and commitment

Ss : Ngerti mam, lanjut maki mam

T : kalau sudah ngerti, sebelum memulai pelajaran please prepare your note book and also pen. Tolong kalian siapkan pulpen dan buku catatan kalian.

Commented [A112]: Being organized

(the students prepared their books and also pen)

T : Jadi hari ini kita akan bahas past continuous tense. Sebenarnya ini materi ulangan yah. Semester lalu kita juga belajar tentang past continuous, tapi ibu akan permantap hari ini. Ada yang masih ingat apa itu past continuous?

Commented [A113]: Facilitator style

(some students answered directly)

Ss : masa lampau mam

T : Are you sure?

Ss : pokoknya yang berhubungan dengan masa lampau mam

T : masih kurang tepat nak

Ss : Apaji pale mam

T : Jadi past continuous itu adalah kegiatan yang sementara berlangsung di masa lampau. (the students still looked confused). Maksudnya, kegiatan yang sedang kita lakukan pada saat tertentu diwaktu lampau. Bisa juga 2 atau lebih kegiatan yang sedang berlangsung di satu waktu. Contohnya seperti ini, saya sedang membaca buku ketika ayah datang dari jakarta atau bisa juga ibu sedang memasak ketika saya pulang sekolah kemarin. In English, mam was cooking when i came home. And another examples. Nah sebelum mam lanjut, mam mau tanya, kapan kita gunakan to be was kapan were?

Commented [A114]: Facilitator style

S : kalau was untuk subject i, she, he, and it mam

T : were?

S : you, they and we mam

T : baguslah kalau kalian sudah ngerti penggunaan was dan were. Nah sekarang ibu mau tanya kalian dulu. Miftah what were you doing yesterday at 5 pm?

M : i'm watching tv yesterday mam at 5 pm

T : kira-kira menurut kalian kalimat yang diungkapkan Miftah sudah tepat nak?

Ss : kayaknya belum mam, salahki to be nya

T : jadi seharusnya pakai to be apa nak?

Ss : was mam

T : ya tepat sekali, Miftah ini kan past nah otomatis to be yang kita gunakan adalah was/were, kebetulan subjectnya i makanya kita pakai to be was. Ngeriti mi nak?

Miftah : yes mam

T : baiklah, untuk mempermantap pengetahuan kalian tentang past continous, i will give you activity, please make a list about your certain activity in the past and make it into past continous.

Commented [A115]: Facilitator style

Ss : berapa kalimat mam?

T : 5 are enough dear

The students started to work their task. The teacher also go arround them and helping them if they had difficulties. After finishing their task, they have to collect their task, as usual the teacher will take their score. In doing assessment, the teacher asked them to check their chairmate. So they switched their task with their chairmate and did assessment.

Commented [A116]: Respond to the students utilities

Commented [A117]: Self check

T : ok students, tolong angkat pekerjaan kalian dan tukar dengan teman sebangku kalian. Dan silahkan periksa hasil pekerjaan temannya.

(the students did what their teacher requested)

Commented [A118]: Self check

After finishing, they have to collect to the teacher recheck the score of the students. She did that just to see the students loyalty and honesty in checking the task. After collecting their task, they back to their seat. The teacher will close the lesson today. Before closing she reviewed the lesson today. Make sure all the students understand about the lesson.

Commented [A119]: Great loyalty and commitment

T : Before closing our meeting today, i will review our lesson today. She asked them to make sure the students understanding

Commented [A120]: Great loyalty and commitment

T : ok class, after explaining the lesson today do you have question?

Ss : no mam

T : do you understand about my explanation, apa kalian mengerti dengan penjelasan ibu nak?

Commented [A121]: Generosity

(she make sure the students understanding)

Ss : yes mam

T : ok we wtil have 5 minutes, before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar. Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu. Can you help me?

Commented [A122]: Self reflection

The bell of school was ringing in five minutes later, the students collect their comment to the teacher.

T : ok class, time is over, thankyou for helping me and see you next meeting.

Commented [A123]: Time management

Commented [A124]: Generosity

C : stand up please

Ss : (looked stand up)

C : greeting to our teacher

T : Wa'alaikumussalam warahmatullahi wabarakatuh.

Ss : (as usual, before go home they recited one surah) And then came to the teacher one by one for hand shaking.

## Field Notes

**Meeting : First Meeting**

**Day/Date : Monday, April 10<sup>th</sup>, 2018**

**Time : 09.00 am – 10.15 am**

**Class : VIII.I**

**Topic : Parts of Speech**

At the first meeting, the teacher came to the classroom by saying assalamu'alaikum wr.wb and accosted her students kindly. When the teacher came, the chairman and his friends gave salutation to their teacher. It was a sign that they were ready to learn. They also recited one surah from the Holy Quran before studying. It was a compulserly for them before starting the lesson. After that, the teacher started the class by taking the attendance list of her students. She didn't forget in reviewing the previous lesson.

Commented [A125]: Generosity

In this session, the teacher would teach about parts of speech by watching movie. Before watching, the teacher explained first about parts of speech. If the students understood about it, they would start to watch. In watching the movie, the students had to made a list of noun, verb, adjective, and colors. It looked easy actually, but some students still found difficulties because less of vocabularies. In facing the students like that, the teacher tried to find the solution. She facilitated them some dictionaries and asked them to share with another friends. It was useful, most of students finished their task easily. After finishing the first task, the teacher continued by giving them second task. Before continuing the next task, she also asked the students in practicing their pronunciation. She read one by one the word and it was followed by the students.

Commented [A126]: Dedication

Commented [A127]: Facilitator

Commented [A128]: Facilitator

Commented [A129]: Facilitator

Commented [A130]: Personal model

The second task including a list questions related to the movie. The teacher would prepare five questions, and the students must write that questions. She read the questions twice, so the students must pay attention to their teacher. After reading the question, the students tried ti finish it. As a teacher, she always took the score of her students in every meeting. It was applied to engage the students motivation in learning. I think as an observer, it a good way in making the students motivated in learning. I really appreciated with her style in teaching. She also tried to make a humour for students if she saw the students cindition were bored. All students were laughing with her humour. She always had a way in

Commented [A131]: Facilitator

Commented [A132]: Self check

making her students happy. For example, when there were some students showed uninterested in learning, so she offered a game which can occur the students attention back.

Commented [A133]: Entertaining

After finishing two tasks given from their teacher, they must collect their work to the teacher, because the teacher would take the students score in the end of meeting. This teacher had the own way in taking score of her students. The more she took the score of her students, the more she knows the students skill and capability. It was one of an interested way for me as an observer and also teacher to be applied. She also never forced the students to study. It can be showed, when there was one students sitting without doing anything. He was busy with himself. And she saw that students, she come near to the student and sit beside him. During another students doing their task, she only sit beside that student. It took several time and the student started to ask the teacher. Obviously, the student was shy in asking his teacher about his problem in louder voice and the teacher could understand about her students problem. She could read the face of her student. She was really care to her students. She felt happy when she could give solution to her student.

Commented [A134]: Assessment technique

In the end of class, she reviewed the lesson of the day and made sure all the students understood with the lesson of the day. She said, at least the students could pick the knowledge even only a little bit knowledge or maybe just a new vocabulary. It would be useful for them and her as a teacher. She wash satisfied when she could transfer her knowledge to her students.

Commented [A135]: Sensitive to the students needs

Commented [A136]: Commitment

**Meeting : Second Meeting**

**Day/Date : Wednesday, April 12<sup>th</sup>, 2018**

**Time : 12.30 am – 13.45 am**

**Class : VIII.I**

**Topic : Kind of text**

The teacher came to the classroom by saying Assalamu'alaikum wr.wb, she also always smiled to her students. At the first session, the teacher checked the attendance list of her students. She never forgot to ask the students condition. She is very friendly and humble. According to the students statement, this teacher is very kindly. She prepared the material at the night, so she had good preparation before teaching. After checking the attendance list, she started the lesson. Before starting the new material, she made sure her students understand about the previous material. She reviewed the previous material and asked her students comprehension. In teaching, she combined between bahasa and English. She spoke in English first and translate it into bahasa. If the sentences were simple and easy, she didn't need to translate, because the students could understand.

Commented [A137]: Generosity

Commented [A138]: Being disposed

Commented [A139]: Commitment

At the second meeting the material would be teach by the teacher was function text. She tried to modify her material in order her students were interested in learning. In this session, she used authentic material, she used the television in the classroom and turned it on. All the students showed their enthusiasm in learning. They were really excited studying English. She asked them to pay attention to the television and watched what the people doing there. "what someone say" was the topic of the lesson today. The students must write what the first actor say in that movie. She also managed the time for each activity given. She has good time management for every single activity, so the students also were dicipline in doing each activity given from their teacher.

Commented [A140]: Creativity

Commented [A141]: Time management (discipline)

At the first activity the students must watch the movie from the television. In this session, the teacher serached program which appropriate to the students. So she showed cartoon movie to them. Almost students felt happy and interested in watching the movie. After watching, the students made a list what someone say. In doing this activity, the students must translate what the people say in English because the movie spoke in bahasa. The challenges that students face was translation. But they didn't need to be worry, because their teacher always came to them and helped them if they found difficulties in doing their task. During the first activity, there were some students didn't know the English of

Commented [A142]: Facilitator

Commented [A143]: Facilitator



some words and asked their teacher. She helped her students but didn't give the answer directly, she gave the clue first related to that words. After finishing the first activity, the teacher continued the second activity by giving them a list of questions related to the movie. She read the questions twice and they must write the question accurately. She said, this method can engage the students attention and also it can train their listening skill. The teacher always try to find the task which can over all the skill in English. It was like two exercises that she gave to her students. It covered writing and listening in one task. The second task consisted five questions, and after reading they have to answer question directly. She gave 15 minutes to students in doing the second task. All students were active in doing their task. Some of them looked busy with their task and most of them looked busy in asking their teachers about the second activity. The teacher looked patient and always smiled in facing her students. She looked kindly in helping the students difficulties.

Commented [A144]: Facilitator

Commented [A145]:

Commented [A146]: the capabilities in teaching which is compatible to the circumstances

Commented [A147]: Time management (discipline)

Commented [A148]: Generosity

In this meeting the students must check their own work. The regulation in this assessment was honesty. They must be honest in checking their task. The reason of the teacher use this system was to see the students honesty. It would be useful for their mental and attitude, in order they studied about honesty and integrity. Two activities were done for this meeting. In the end of meeting, she made the conclusion about the material taught. This step was very important to be explained in order the students more understood about the lesson and difficult to be forgot. She also asked the students feeling about her style during teaching. She did that as a self reflection for her to enlarge her quality in teaching.

Commented [A149]: Assessment

Commented [A150]: Dedication

Commented [A151]: Self reflection

**Meeting : Third Meeting**

**Day/Date : Monday, Nov 17<sup>th</sup>, 2018**

**Time : 09.00 am – 10.15 am**

**Class : VIII.V**

**Topic : Tenses (Present Tense and Simple Past)**

The students were ready in the classroom but their teacher didn't come yet. She was late in five minutes. She walked in a hurry and came to the classroom by greeting. She also said sorry to her students because coming late. She really appreciated the time. As usual, she took the attendance list of her students. And then it was followed by reviewing the previous lesson last week. In reviewing the lesson, she asked her students comprehension whether they still remember the lesson or not. After reviewing, it was continued by starting the new lesson. The topic of that day was tenses. Firstly, she explained two tenses, they were simple present tense and past tense. Before explaining, she asked her students whether they still remember about tenses or not. She asked one of them to come forward and write on the whiteboard the example of present tense. If there was mistake the teacher corrected it. The students also were quiet understand about it, because it was the review lesson from the previous semester. The teacher didn't find difficulties in explaining it. She only need to remain them in order they could apply the tenses in daily life. She explained the material in fifteen minutes, after that she gave them some activities. First activity, the students alternately must make a sentence and came forward to write their answer in the white board. All students were enthusias in doing this activity, moreover some of them wanted to do it twice. The first activity was done. She continued the second activity by giving them group task. Every group must present their project about present tense in front of the class. Each group consisted with 4 students. They had 20 minutes in preparing their project. 20 minutes left, the students must present their project in front of the class. They had different project with another. The teacher was happy in looking her students were active in doing their project. The first group present their project about description of tourism object. The second group present their project in conversation. They talk about their daily life. And it also happened to another group.

The second activity was done, the teacher told her reason why she gave that project to her students.

Commented [A152]: Time management (discipline)

Commented [A153]: Formal authority

Commented [A154]: Personal model

Commented [A155]: Facilitator

Commented [A156]: Delegator

Commented [A157]: Delegator

Commented [A158]: Generosity

“it will engage your knowledge and creativity in learning. It also will create good coordination and relationship with your friends. Beside that, this activity will present a fun climate in the classroom” (the teacher took serious in telling her reasons about the project given to her students).

After telling her reason, the teacher closed the lesson by reviewing the material and made sure the students understood about it.

As an observer, I got a lesson in teaching. As a teacher, we don't need to force our way to the students. We give them freedom in learning. When giving an activity or task, gave them a freedom in deciding what they want to do as long as they still want to learn and active in the classroom. Beside that, every activity should have a morality message in doing it.

Commented [A159]: Commitment (dedication)

**Meeting : Fourth Meeting**  
**Day/Date : Wednesday, November 10<sup>th</sup>, 2018**  
**Time : 09.00 am– 10.15 am**  
**Class : VIII.V**  
**Topic : Reading (Genre of text (Recount))**

The teacher came to the classroom by greeting and said good morning to the students. She also asked the condition of her students. Before starting the lesson, as usual the students recited a holy Qur'an with one surah. It was a must for them before starting the lesson. After that, the teacher started the class by taking the attendance list of her students. She never forget in reviewing the previous lesson. In this session, the teacher would give the text to her students. It was given for students to practice their reading skill. In giving the text, the teacher brought her own LCD as facilitation for students in reading a text. Actually the school has the facilitation, but it was limited for the teacher, that's way she brought it from home. The school also has printed books but they were not enough for each student in the classroom. After preparing the text for reading, the teacher ask her students to read each paragraph first, after that she would read the text for them. This activity didn't only practice their reading but also it would help their skill in pronouncing the words accurately. She started to read the text, and asked them to follow her. They would repeat after her. To make effective in reading, she divided the students into group. Each group had the opportunity in reading. She also made a competition for them. Which group could read the text accurately and compact, they would get the highest score. This is one way in making them motivated in reading.

Commented [A160]: Facilitator

Commented [A161]: Facilitator

Commented [A162]: Encouraging and stimulating (motivation)

The reading session was finished. The teacher asked her students about the meaning of the text. Before translating the text, she asked them to mention difficult words from the text and help them in pronouncing it. After finishing the reading session, they must translate the sentences from the text. Each student had job in translating the text. One student got one sentence from the text. It was running well. All students looked serious in translating the sentences.

Commented [A163]: Personal model

In the middle of lesson, the students looked getting bored and underpressure in learning, so the teacher postponed all the activity and asked the students to be relax. She also found a way in making them happy. She played a music for them. It was success. All the students looked happy and relax. The faun

climate in the classroom was back. They looked full of spirit to continue the lesson.

Commented [A164]: Impressive style

This teacher always had an impressive way in engaging the students attention. She also could read the situation of the students, whether they were happy or getting bored.

Commented [A165]: Sensitive to the students needs

In the end of lesson, the teacher review the material of meeting like usual. She also made sure, her students didn't get nothing before leaving the classroom. She also asked her students comment about her style in teaching whether they like or not. She did like that at an evaluation for herself. She closed the meeting by greeting and always occurs them warmly.

Commented [A166]: Commitment (dedication)

Commented [A167]: Self reflection

Commented [A168]: Generosity

**Meeting : Fifth Meeting**

**Day/Date : Wednesday, November 10<sup>th</sup>, 2018**

**Time : 09.00 am – 10.15 am**

**Class : VIII.V**

**Topic : Language Function (Asking and giving information)**

The teacher came to the classroom by saying Assalamu'alaikum wr.wb and accosted her students kindly. When the teacher came, the chairman and his friends gave solutation to their teacher. It was a sign that they were ready to learn. They also recited one surah from holy Qur'an before studying. It was a compulsery for them before starting the lesson. After that, the teacher started the class by taking the attendance list of her students. She didn't forget in reviewing the previous lesson. At the first session, teacher explained about asking and giving information. She told the students some statement could be used in asking information, expression used in starting the conversations, and expressions used in respond to the statement. In explaining those expressions, she gave them copies of paper containing expressions used in asking and giving information. She prepared it at home before coming to the school. She always gave them facilitation during teaching and learning were running. After explaining, she asked the students to make a pair and made a dialogue about the lesson given. She gave them certain time in finishing dialogue. When they finished it, each group must practice it in front of the class. As usual, the teacher took their score. She believed that, taking score every day could motivate them in studying.

In the end of teaching, she asked her students comment about her style in teaching whether they like or not. She did like that as an evaluation for herself. It was used for improving her quality as an English taecher, and surely for the students need and want. She closed the class by reviewing the material of that day and always asked the students comprehension. She also built a good relationship with her students. She did that to make the students felt comfort and close with their teacher. The students themself very respected to their teacher.

Commented [A169]: Facilitator

Commented [A170]: Facilitator

Commented [A171]: Facilitator

Commented [A172]: Being organized and disposed

Commented [A173]: Time management

Commented [A174]: Assessment technique

Commented [A175]: Self reflection

Commented [A176]: High responsive to the students utilities

Commented [A177]: Generosity

**Meeting : Sixth Meeting**

**Day/Date : Wednesday, November 10<sup>th</sup>, 2018**

**Time : 10.40 am – 12.00 am**

**Class : VIII.V**

**Topic : Grammar (Past Continuous)**

The teacher come to the classroom by saying Assalamu'alaikum wr.wb and accosted her students kindly. When the teacher came, the chairman and his friends gave solutation to their teacher. It was a sign that they were ready to learn. They also recited one surah from the Holy Qur'an before studying. It was compulsery for them before starting the lesson. After that, the teacher started the class by taking the attendance list of her students. She didn't forget in reviewing the previous lesson.

Commented [A178]: Generosity

First session started by explaining them the new lesson about tenses. She focused on past continous. She explained the function and time used in past continous. She also gave some examples of it. She didn't only gave the example but also she taught them the application in our daily life. The explanation of her was clearly. Almost students looked serious and understood with her explanation.

Commented [A179]: Facilitator style

Commented [A180]: Personal model

After explaining the lesson, she gave them activity in the classroom. she mentioned some statements in bahasa and asked them to translate them into English in past continous form.

Commented [A181]: Facilitator

As usual, after finishing this activity, she would take the score of the sudents. In the end of teaching, she asked her students comment about her style in teaching whether they like or not. She did like that as an evaluation for herself. It was used for improving her quality as an English teacher and surely for the students need and want. She closed the class by reviewing the material of that day and always asked the students comprehension.

Commented [A182]: Self reflection

| No. | Sub category                              | Extract  |
|-----|---|--|
| 1.  | Great Loyalty and Commitment              | <ul style="list-style-type: none"> <li>- Before starting our lesson, i want tp ask you. Do you still remember our lesson last meeting? Apakah kalian masih ingat dengan materi kita minggu lalu</li> <li>- I will review our material last week (she reviewed the lesson last week)</li> <li>- Before closing our meeting today, i will review our lesson today. She asked them to make sure the students understanding</li> <li>- Before closing our meeting today, i will review our lesson today. She asked them to make sure the students understanding</li> <li>- I will review our material last week</li> </ul>   |
| 2.  | High responsive to the students utilities | <ul style="list-style-type: none"> <li>- T: do you need some helping? Apakah kalian butuh bantuan ibu?</li> <li>- When the students looked bored in doing the second activity, the teacher tried to make humour in making them laughed. It was done to make the students happy and getting back their spirit in learning.</li> <li>- After searching the movie, teacher decide to play pada zaman dahulu. The content of this cartoon is legend. It was suitable to the lesson today.</li> <li>- She came to the students help their difficulties, but she didn't give te answer, she gave them the clue first</li> <li>- During the class, the teacher was curious to one of her students. She only sit and didn't doing anything. She came to the students and sit beside her, after few minutes, the students started to ask her teacher</li> <li>- After finding the solution to her student, she was really happy</li> <li>- In doing the second activity the students looked tired and getting bored. Some of them looked sleepy. The teacher awared that, she tired to</li> </ul> |



|    |   |   |
|----|---|---|
|    |   | <p>find the solution</p> <ul style="list-style-type: none"> <li>- Iya betul sekali, tepuk tangan dengan teman kalian.</li> <li>- Bisajiliat teksnya? Yang duduk dibagian belakang sudah jelas?</li> <li>- One of the students grumbled and some of them looked didn't like in doing translating. The teacher awared that</li> </ul>   |
| 3. | The capabilities in teaching which is compatible is the circumstances | <ul style="list-style-type: none"> <li>- Ibu akan cari film kartun dan memberi kalian tugas untuk mencari contoh noun, verb, adjective and color</li> <li>- The students looked enthusiastic in watching the movie</li> <li>-</li> </ul>  |
| 4. | Time management   | <ul style="list-style-type: none"> <li>- Time is over</li> <li>- I'm sorry for coming late</li> <li>- Ok, time is almost over</li> <li>- Ok, we still have 5 minutes</li> <li>- Ok class, time is over <b>107</b></li> <li>- Must present their project in front of the class</li> <li>- So i'll give you fifteen minutes to discuss with your pair and making the dialogue</li> </ul>  |
| 5. | Generosity  | <ul style="list-style-type: none"> <li>- How are you today? (while smile she accosted her students)</li> <li>- She always give complimentary to her students, when they were success in answering the questions</li> <li>- Do you understand about my explanation, apa kalian mengerti dengan penjelasan ibu nak</li> <li>- Thankyou for helping me and see you next meeting</li> <li>- Good afternoon class (asscorted them kindly)</li> <li>- By the way have you got your lunch?</li> <li>- Thankyou for the information</li> <li>- Yang mana nak</li> <li>- Most welcome honey</li> <li>- Which one dear, yang mana nak</li> <li>- She was also patient in handling the students like that</li> <li>- Honey, tolong hentikan</li> </ul> |

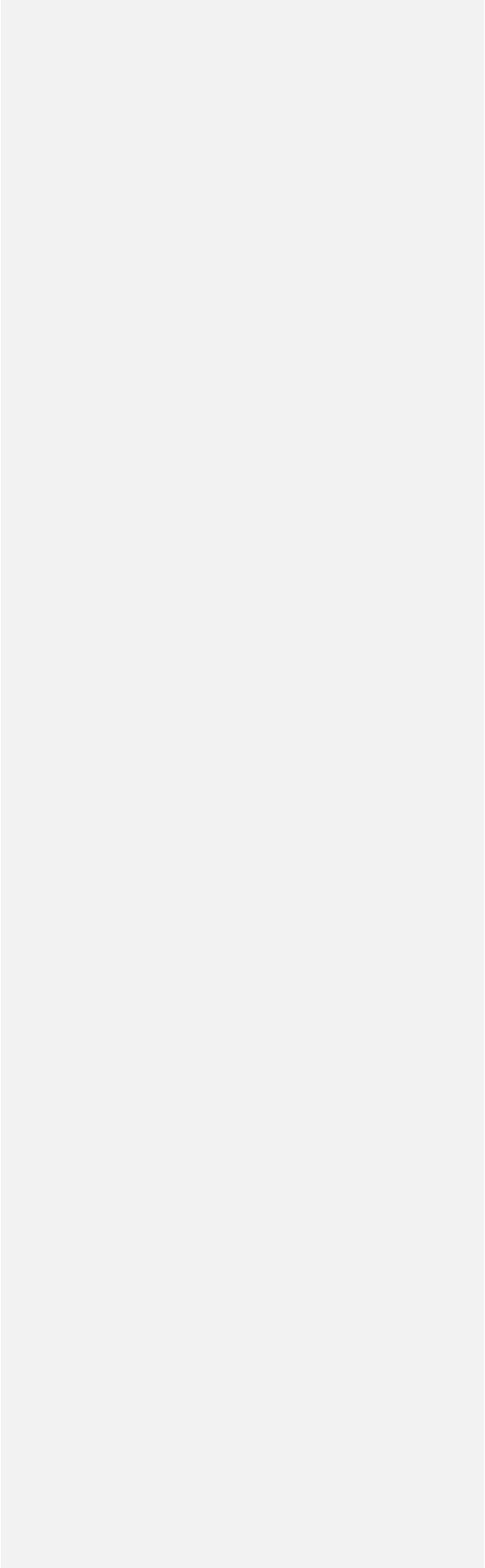
|    |                              |  |
|----|------------------------------|--|
|    |                              | <ul style="list-style-type: none"> <li>- Kurangi 2 poin nak. Ngerti mi nak caranya</li> <li>- Tolong jangan bertengkar nak. Sebaiknya satu di antara kalian pindah tempat duduk untuk menghindari pertengkaran kembali. (in handling this situation, she looked patient and calm)</li> <li>- Apa kalian mengerti dengan penjelasan ibu nak?</li> <li>- Sudah jelas teksnya nak</li> <li>- Sudah tidak ada masalah nak</li> <li>- She also built a good relationship with her students. She did that to make the students felt comfort and close with their teacher. The students themself very respected to their teacher.</li> <li>- I'm good dear, thank you for asking</li> <li>- Ada yang bisa nak</li> <li>- Thank you for helping me and see you next meeting</li> </ul> |
| 6. | Organized and being prepared | <ul style="list-style-type: none"> <li>- Sebelum memulai pelajaran please prepare your note book and also pen. Tolong kalian siapkan pulpen dan buku catatan kalian</li> <li>- Mam has prepared reading material for all of you, i will show you by using LCD</li> <li>- I'll give some copies of related to this material that i have prepared from home</li> </ul>   |
| 7. | Creativity and entertaining  | <ul style="list-style-type: none"> <li>- Pantas teriak nak, kenyangmi pale (she talked while smiled to her students) she tried to one the class by creating a fun climate in the classroom.</li> <li>- The teacher also modify the lesson and combining her explanation by using English and bahasa</li> </ul>   |
| 8. | High motivation              | <ul style="list-style-type: none"> <li>- T : Ok time is over, you have to collect your tasks. I'll take your score after finishing the task. Ibu akan ambil nilai kalian setelah menyelesaikan tugas</li> <li>- Ss : selalu ga diambil nilai bu. (their</li> </ul>   |

|    |                 |  |
|----|-----------------|--|
|    |                 | <p>sentence was assembled in buginise language)</p> <ul style="list-style-type: none"> <li>- Iye nak.</li> <li>- They were motivated because it was a kind of competition</li> </ul>   |
| 9. | Self reflection | <ul style="list-style-type: none"> <li>- Ok we still have 5 minutes, before istirahat, ibu minta kesediaan kalian untuk menuliskan pendapat kalian tentang gaya ibu dalam mengajar</li> <li>- Kalian harus jujur dan tidak perlu takut mengungkapkan perasaan kalian. Ibu hanya ingin tahu komentar kalian mengenai ibu</li> </ul> |

**b. Teaching style of the effective English teacher**

| No. | Sub category          | Category          | Extract   |
|-----|-----------------------|-------------------|---|
| 1.  | Instructional Planing | Facilitator       | <ul style="list-style-type: none"> <li>- T : ibu sudah siapkan materi reading untuk kalian. Ibu akan memperlihatkan teksnya dengan menggunakan LCD. Mam has prepared reading material for all of you, i will show you by using LCD.</li> <li>- i'll give you some copies of related to this material that i have prepared from home</li> </ul>  |
| 2.  | Teaching methods      | 1. Personal Model | <ul style="list-style-type: none"> <li>- T : Sebelum kita melangkah ke aktivitas kedua, i want you practice your pronunciation. Repeat after me yah.</li> <li>- T : Repeat after me yah, saiin</li> <li>- Ss : saiin</li> <li>- T : For make it clear i will read twice, please pay attention to the pronunciation. Ibu akan bacakan dan kalian perhatikan bagaimana cara penyebutannya. (she read the text louder but slowly.</li> </ul> |

|  |  |                     |  |
|--|--|---------------------|--|
|  |  | <p>2. Delegator</p> | <p>She also read the text with the good pronunciation)</p> <ul style="list-style-type: none"> <li>- T : Ada beberapa contoh kalimat atau ekspresi yang bisa digunakan dalam sebuah percakapan. Misalnya ketika kita tidak tahu alamat sebuah rumah, maka untuk bertanya kalimat yang bisa kita gunakan adalah excuse me, could you tell me how to get this address?</li> <li>- Nah sekarang kita lanjut ke aktivitas selanjutnya, after explaining present tense, mam mau kalian menentukan kelompok kalian sendiri dan membuat sebuah project. Project itu bisa berbentuk cerita tentang kehidupan sehari-hari, artis favorit kalian ataupun deskripsikan tempat favourite kalian. Terserah, ibu memberikan kebebasan. Yang penting masih berhubungan dengan pelajaran kita hari ini. Do you understand?</li> <li>- Ss : iye mam, understand</li> </ul> |
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|  |  | <p>3. Impressive Style</p> | <ul style="list-style-type: none"> <li>- T : after making the project, setiap kelompok akan mempresentasikan tugasnya di depan kelas. Setiap member dari kelompok kalian harus berbicara. Get my point?<br/>Ss : yes mam</li> <li>- T : Ok close your eyes and feel what you listen. Tutup mata kalian dan resapi apa yang kalian dengar.</li> <li>- (Teacher played the music to her student. The students looked enjoying the music. In five minutes later, the teacher stopped playing and asked the students feeling). It was success in gaining the students spirit</li> <li>- T : kalau begitu hentikan seluruh kegiatan kalian dan silahkan mendengarkan musik ini. Tapi setelah musik berhenti kalian janji akan bersemangat lagi yah</li> <li>- Ss : promise mam</li> <li>- (The spirit of students looked back, they were happy because</li> </ul> |
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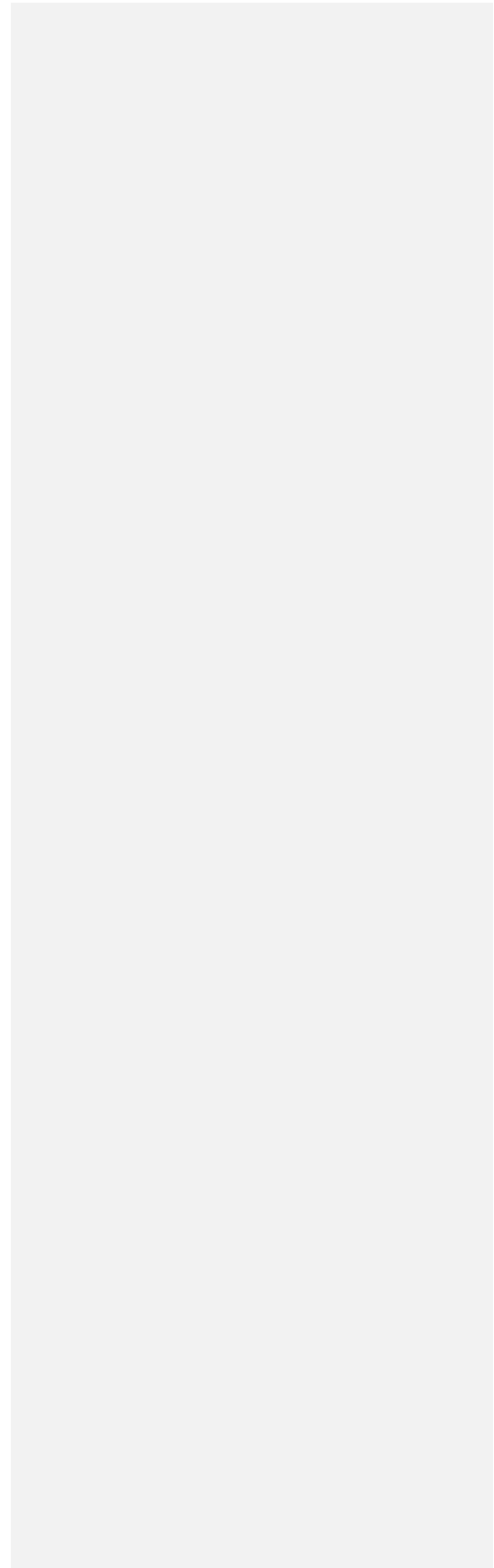
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|    |                       |               | <p>their teacher played a music for them. After the music stopping, they looked fresh and doing their task again).</p>  |
| 3. | Teaching Environment  | - Facilitator | <ul style="list-style-type: none"> <li>- T: nah setelah ibu baca, ibu mau bagi kalian dalam 2 kelompok. Kelompok yang duduk bagian kiri akan baca paragraf pertama. Kelompok yang duduk bagian kanan akan baca paragraf kedua. Harus kompak nak yah. Kelompok yang bagus cara bacanya, kemudian kompak maka kelompok itulah yang akan menang.</li> <li>- T : make a pair and translate the next. Setelah membaca, kalian tentukan pasangan kalian dan translate text tersebut ke dalam bahasa Indonesia.</li> <li>- T : if there is no question, i want you to make a pair and make dialogue related to this lesson.</li> </ul> |
| 4. | Evaluation techniques | - Self-check  | <ul style="list-style-type: none"> <li>- T : i'll take your score after finishing the task. Ibu akan ambil nilai kalian setelah menyelesaikan</li> </ul>  |

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|    |                      |               | <p>tugas. Untuk kali ini ibu mau kalian check sendiri tugas kalian yah, tapi harus jujur. Setiap nomor dapat 10 point, ada 10 nomor jadi kalau benar semua dapat seratus.</p> <ul style="list-style-type: none"> <li>- Ss : Kalau jawabannya kurang lengkap mam,</li> <li>- T : kurangi 2 poin nak. Ngerti mi nak caranya (in doing assessment, the teacher asked them to check their chairmate. So they switched the task with their chairmate and did assessment.</li> <li>- T : ok students, tolong angkat pekerjaan kalian dan tukar dengan teman sebangku kalian. Dan silahkan periksa hasil pekerjaan temannya. (the students did what their teacher requested).</li> </ul> |
| 5. | Classroom Management | - Facilitator | <ul style="list-style-type: none"> <li>- T : jadi hari ini kita akan bahas tentang part of speech. Ada yang tahu yang mana saja yang termasuk part of speech? (some students answered directly)<br/>Adi : Adverb,</li> </ul>  |



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|  |  |  | <p>preposition mam</p> <ul style="list-style-type: none"> <li>- T : Berarti kalian sudah paham yah dengan part of speech. Kalian sudah bisa sebutkan yang mana saja termasuk part of speech. Nah sekarang, ibu akan explain more about part of speech. Part of speech can be divided into seven. They are noun, adjective, preposition, conjunction and interjunction.</li> <li>- T : if you understand, i will give you task. I will show you tv program, and by watching the program from TV you have to make a list about part of speech. Do you get the point?</li> <li>Ss : bisa lebih pelan carata ngomong mam?</li> <li>T : Ok maksud ibu, ibu akan cari film kartun dan memberi kalian tugas untuk mencari contoh noun, verb, adjective and color.</li> <li>Ss : oh understand mam.</li> <li>- T : The second activity still related</li> </ul> |
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|  |  |  | <p>to the movie, i want you give five question related to the movie. Tugas kedua kalian masih berhubungan dengan acara TV. Ibu akan bacakan kelima pertanyaan ini, dan setiap pertanyaan akan saya bacakan dua kali. Kalian tulis kelima pertanyaan itu dan jawab sesuai dengan film yang telah kalian tonton. Do you understand</p> <ul style="list-style-type: none"> <li>- Jadi hari ini kita akan bahas simple present and past tense. Sebenarnya ini materi ulangan yah. Semester lalu kita juga sudah belajar tentang simple present dan simple past, tapi ibu akan permantap hari ini. Ada yang masih ingat apa itu simple present ?</li> <li>- T : oh kalau begitu ibu masih punya buku, tolong di ambil nak. Kebetulan teks yang akan dibaca ada dibuku itu.</li> <li>- T : jadi hari ini kita akan bahas tentang asking and giving information. So is there anyone can</li> </ul> |
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|  |  |  | <p>give me example of asking and giving information? Atau kalian sudah tahu dengan arti dari asking and giving information?</p> <p>Asking kira-kira in Indonesia apa nak?</p> <ul style="list-style-type: none"><li>- T : jadi hari ini kita akan bahas past continuous tense. Sebenarnya ini materi ulangan yah. Semester lalu kita juga sudah belajar tentang past continuous, tapi ibu akan permantap hari ini. Ada yang masih ingat apa itu past continuous?</li><li>- T : Jadi past continuous itu adalah kegiatan yang sementara berlangsung dimasa lampau. (the students still looked confused). Maksudnya, kegiatan yang sedang kita lakukan pada saat tertentu diwaktu lampau. Bisa juga 2 atau lebih kegiatan yang sedang berlangsung di satu waktu.</li></ul> |
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## Documentation







## CURRICULUM VITAE



Mawadda Amir was born in Lumbaja, Enrekang on 22<sup>th</sup> January 1996 for the marriage of her parents Amir Syarifuddin and Hafsah. She is the third child from five siblings. She have two sisters and two brothers. The first child is Rahmawati Amir Amd.keb, she is midwife in one of clinic in Maros.

The second child is Nurhikma Amir, she is students in Muhammadiyah University of Makassar. The fourth child is Muhammad Addin Amir, he is students in Islamic University of Makassar and the last child is Afdhal Haq, he is students in SMKN 1 Enrekang.

She is started her study at SDN 149 Lumbaja and graduated in (2003-2008), then she continued her study at Rahmatul Asri Islamic Boarding School and graduated in (2008-2011). After graduated from Islamic Boarding School she continued her study in Senior High School 1 Alla and graduated in (2011-2014). And then she continued her study in Muhammadiyah University of Makassar.