PENELITIAN DOSEN STAIN PAREPARE

Penelitian Kompetitif Individu

DEFINING THE WAYS OF TEACHING OF SUCCESSFUL EFL TEACHERS VIEWED FROM THEIR TEACHING STYLES AND METHOD

(A Case Study On Teachers Of English In Parepare)

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L A M P I R A N

CHAPTER I

INTRODUCTION

A. Background

The legendary proverb "Don't give your students fish, but teach them how to fish" is perhaps true in language teaching setting. But how should we go about teaching them the language proficiency so that they become more interested in the language? Also how do we maintain their interest in language learning when English is not seen as important for their immediate needs other than to pass examination?.

All forms of language teaching could be greatly improved if we had a better understanding of the language learner and of the language learning process itself. What is happening to learners in language classes? Why is it that some are successful and others fail?. [1]

In an era when English is greatly increasing in importance, excelent EFL teachers are needed to help achieve the national education curriculum goal. But who are the excellent EFL teachers?

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[1] Naiman, N. et al.. *The Good Language Learner.* Multilingual Matters Ltd. 1995. Page 1

The suggestion that the "good language teachers" might be doing something special or different that we could all learn from. Good language teachers have, of course, an intuitive understanding of language learning.[2] Successful language teachers are often committed to monitoring their own performance quite consciously; they often want to understand the language system. Using teaching strategies that are compatible with student learning styles. should not be the sole approach to classroom instruction. Good language teachers should always need to build on the teaching styles and strategies that they currently use and to experiment with new other teaching methods.

This is a research, then which illustrates well researchers' contributions and observation about the way of teaching of successful EFL teachers, their teaching styles and strategies, their attitudes towards the language they are teaching, the way of them in socialize with their students, what are their successes and failures, what is the characteristics of successful EFL teachers and also attempts to address key problems for successful EFL teachers. Above all, by this phenomena the researcher conducted a research entitled; *" Defining The Ways of Teaching of Successful EFL Teachers Viewed From Their Teaching Styles And Methods (A Case Study on English Teachers In Parepare). "*

[2] Naiman, N. et al.. *The Good Language Learner.* Multilingual Matters Ltd. 1995. Page xii

B. Research Focus

It is obvious from the previous discussion that the major problem is successful EFL teachers and their ways of teaching viewed from their teaching styles and methods. This ways of teaching is the main concern of this research, and hence it is the core of the whole discussion.

Realizing the problem, a number of related research focus related to the affecting factors on the teachers' ways of teaching in engaging students in learning English are raised in the following.

1. The attitudes of the successful EFL teachers show to the language they are teaching.
2. The teaching styles and methods of the successful EFL teachers consciously develops and employs.

C. Objective of the Research

The objectives of this research are to give descriptive account of:

1. Presenting information about the attitudes do the successful EFL teachers show to the language they are teaching.
2. Investigating the teaching styles and methods often used by the successful EFL teacher.

D. The Significance of The Research

It is expected the finding of this research will be useful as a basis of further investigation. Researcher also hopes this study will be useful not only for researchers, but also for teachers and the decision makers in education.

Certain parts of this study are frankly technical and are intended for readers interested in research on teaching and, more specifically, in research on second language teaching. But the rest, we hope, will be accessible and useful to teachers, student teachers, teacher trainers, and administrators interested in the topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the previous related studies and pertinent ideas to the topic of this research, and resume.

A. Previous Related Studies

1. Researches Related to Teaching Strategy

"Teaching English as a Foreign Language: Giving More Insights into its Perennial Factors." reported that EFL teacher may choose their own way of teaching but they all lead to the same terminal that is bringing their students to the stage in which the students will be able to use the language well.[3]

"The Effective English Language Teacher from the Perspectives of Turkish Preparatory School Students." Results show that an effective teacher is a friendly, young, enthusiastic, creative, and humorous person whose gender is not important. Also, students expect the teacher to be a native speaker of Turkish, but fluent in English, someone who likes to play educational games, and who teaches grammar

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[3] Rasyid. *Teaching English as a Foreign Language: Giving More Insights Into its Perennial Factors.* Paper presentation at English Seminar. 2001. Page 6

effectively by using real life situations to explain language items. Also, students claim that an effective English language teacher has correct pronunciation.[4]

2. Researches Related to Teacher's Performance

"The Relationship Between Iranian EFL Teachers' sense of Self-Efficacy and Their Pedagogical Success in Language Institutes" reported that there is a significant relationship between teachers'success and their self-efficacy, their teaching experience and age.[5]

"What do we know about learning and teaching second languages : implication for teaching" concluded that teachers and teacher educators have to understand the ways in which teachers' practical theories develop and consequently the types of behaviours teachers would wish to exhibit if they are to continue to develop professionally as teachers.[6]

A number of researches which have been presented before mainly focus their results and findings on the perception of respondents or participants by applying a survey research as their research methodology. The researchers put their beliefs on the students or teachers perceptions about the characteristics of successful English

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[4] Arikan, A., Taser, D., & Sarac-Suzer, H.Sezgi. 2008. The Effective English Language Teacher from the Perspectives of Turkish Preparatory School Students. *Education and Science 2008, Vol. 33, No. 150.* (http://egitimvebilim.ted.org.tr/index.php/EB/article/download/629/99, Accessed on January 22nd 2013).

[5] Afsaneh G. at al. 2011. *"The Relationship Between Iranian EFL Teachers' sense of Self-Efficacy and Their Pedagogical Success in Language Institutes"* The Asian EFL Journal. Volume 13. Issue 21. *(www/http. The Asian EFL Journal. Acessed on June 21, 2011)*

[6] Francis M. 2011. *what do we know about learning and teaching second languages : implication for teaching.* The Asian EFL Journal. *(http//www. Asian-efl-Journal.com. accessed on December 26, 2011)*

language teachers without trying to investigate those perceptions by finding out the kinds of successful English language teachers from the real life situations which is based on the students' perception. Those researches also employed quantitative methods to gain research data that is a survey research. It is different from this research which applied qualitative method to gain data and information from the respondents. The kinds of research that would be explored by the researcher here are the real life situation from successful English language teachers in their classroom. It is to make sure that the kinds of sucessful English language teachers not only can be concluded from students' perception but also can be further investigated from a real life observation based on the students' perception.

B. Some Pertinent Ideas to The Topic

1. EFL Teachers

By definition, an EFL Teachers is a person who has obtain a teaching qualification for the English language in a teacher education institution , and whose training has been recognised by the award of an appropriate teaching sertificate, and by decree he is officially appointed to teach English as a foreign language in accordance with his teaching sertificate.[7]

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[7] Rasyid. *Teaching English as a Foreign Language: Giving More Insights Into its Perennial Factors.* Paper presentation at English Seminar. 2001. Page 1

When discussing EFL teacher populations, it is again useful to distinguish between natural language and foreign language settings. In a natural setting, EFL teachers are usually native speakers or near native speakers of the language and can cope with various decision making steps that deal with language use; on the other hand, in the foreign language setting, teachers are typically non-native speakers who have never spent time in an English speaking country and therefore may find it much harder to make decisions of a native like-nature.

Successful EFL teachers have respect for their students, taking time and effort to prepare classes and mark assignments. They should not just throw a talk together 5 min before the teaching starts or skim through an essay that has taken a student many hours and much effort to complete. Successful EFL teachers have a sense of humor and are able to use this effectively in their teaching. Humor, both planned and spontaneous, is an excellent additive to many learning environments. The positive atmosphere created through the use of humor increases motivation, keeps the learner's attention and can reduce stress in both the learner and lecturer. Comedy can be achieved in a variety of ways, including funny pictures, humorous anecdotes and punchy jokes. More laughs are raised, however, if the witticisms are appropriate to the subject being taught – random jokes used out of context can be worse than none at all.

Successful EFL teachers provide a supportive, trusting and non- threatening environment in which the student positively enjoys learning. They take into account how much the audience already knows about the subject being taught and structure

their teaching accordingly. There is little point, for example, in attempting to teach medical students the detailed microscopic features of chronic hepatitis if they have never been taught the basic principles of inflammation. Successful EFL teachers actively engage their students in the learning process. They make their students want to learn by making their teaching interesting and relevant and putting it into context. Bad Successful EFL teachers, in contrast, make material relevant by telling students that if they don't learn, they will fail the exam.

Experience as a Successful EFL teacher is needed because they teach everyday and meet with other people with other activities. All people around the teacher must have any perception about us, starting from the way they teach and how they consort with the people around them. That is why every teacher needs to evaluate herself and do self reflective.

Based on the description above the researcher can conclude that giving a Successful EFL teacher is an art, akin to a stage performance in which the teacher is the protagonist and holds the audience's attention to the end. Some of the skills involved in giving a Successful EFL teachers stem from the teacher's personality, but others can undoubtedly be practiced and learnt. While some teachers can be delivered as stand-alone teaching events, in most situations they form part of a course, which means that good lecturers must also understand the broader theories of good teaching.

2. Teaching Styles And Method

a. Teaching Strategies

A teaching strategy here refers to a choice that the teacher makes while teaching or using the second language that affects teaching, as distinct therefore from discourse moves or communication strategies, both of which aim at language use.

> A variety of techniques in your lessons will at least partially ensure that you will "reach" a maximum number of students. So you will choose a mixture of group work and individual work, of visual and auditory techniques, of easy and difficult exercises.[8]

Performance in teaching is examined in relation to effectiveness of course delivery, quality of course content, effectiveness in developing and managing instruction, effectiveness in mentoring students, effectiveness of academic advising, and using research and original creative work and service to enhance teaching

The initial challenge for novice lecturers is to acquire the basic classroom skills needed to present and navigate their lessons. Teaching from this perspective is an act of performance, and for a lecturer to be able to carry herself through the lesson, she has to have a repertoire of techniques and routines at her fingertips. These include routines and procedure for such things as:

1) Opening the lesson
2) Introducing and explaining tasks
3) Setting up learning arrangements

[8] Brown Douglas H. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. A Pearson Education Company. 2001. Page 60

4) Checking students' understanding

5) Guiding student practice

6) Monitoring students' language use

7) Making transitions from one task to another

8) Ending the lesson

What we normally mean by the term teach*er training* refers to instruction in basic classroom skills such as these, often linked to a specific teaching context. Training involves the development of a repertoire of teaching skills, acquired through observing experienced lecturers and often through practice teaching in a controlled setting using activities such as micro-teaching or peer teaching. Good teaching from a training perspective is viewed as the mastery of a set of skills or competencies. Experiencing teaching in a variety of different situations, with different kinds of learners and teaching different kinds of content, is how a repertoire of basic teaching skills is acquired. Over time, experience is said to lead to the development of routines that enable these kinds of skills to be performed fluently, automatically, and with less conscious thought and attention, enabling the lecturer's attention to focus on other dimensions of the lesson.

b. Teaching Method

A teaching method refers to an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills which persist regardless of teaching methods or content area. Everyone has a teaching style, but

each person's is as unique as a signature. Each signature appears to be influenced by both nature and nature; it is a biological and developmental set of characteristics.

> Your teaching style is another considerationin the development of your proffessional expertise. Teaching style will almost always be consistent with your personality style, which can vary greatly from individual to individual.[9]

As teachers accumulate experience and knowledge there is thus a move toward a degree of flexibility in teaching and the development of what is sometimes called "improvisational teaching." Thus, research reviewed by Borg and others hence describes some of the following characteristics of expert lecturers:

1) They have a wide repertoire of routines and strategies that they can call upon.
2) They are willing to depart from established procedures and use their own solutions and are more willing to improvise.
3) They learn to automate the routines associated with managing the class; this skill leaves them free to focus on content.
4) They improvise more than novice lecturers – they make greater use of interactive decision making as a source of their improvisational performance.
5) They have more carefully developed schemata of teaching on which to base their practical classroom decisions.

[9] Brown Douglas H. Page 201

6) They pay more attention to language issues than novice lecturers (who worry more about classroom management).
7) They are able to anticipate problems and have procedures available to deal with them.
8) They carry out needed phases more efficiently, spending less time on them.
9) They relate things that happen to the bigger picture, seeing them not in the context of a particular lesson.
10) They distinguish between significant and unimportant issues that arise.

Learning to teach from the perspective of skill development can be thought of as the mastery of specific teaching competencies, at the same time these reflect complex levels of thinking and decision making, and it is these cognitive processes that also need to be the focus of teacher training. From the perspective of teacher's cognition, teaching is not simply the application of knowledge and of learned skills. It is viewed as a much more complex cognitively driven process affected by the classroom context, the teacher's general and specific instructional goals, the teacher's beliefs and values, the learners' motivations and reactions to the lesson, and the teacher's management of critical moments during a lesson.

Knowing the school, the possibilities of the classroom space, the students, their neighborhoods, the resources, the curriculum and policy, the supervising teacher– these are all critical elements that affect what teachers can do, and how they negotiate and construct identity moment to moment. Teaching in a school thus

involves understanding the specific values, norms of practice, and patterns of social participation of that school. This will include understanding such things as the role of the prescribed curricula, the school culture, the routines of the classroom, and the school's procedures for lesson planning, and learning how to interact with students, school authorities, and colleagues. Learning to teach involves becoming socialized into a professional culture with its own goals, shared values, and norms of conduct.

C. Resume

The key points of previous review literature can be sum up as in the following:

1. When discussing EFL teacher populations, it is again useful to distinguish between natural language and foreign language settings. In a natural setting, teachers are usually native speakers or near native speakers of the language and can cope with various decision making steps that deal with language use; on the other hand, in the foreign language setting, teachers are typically non-native speakers who have never spent time in an English speaking country and therefore may find it much harder to make decisions of a native like-nature. The students' population is the other significant factor in the classroom. They are put into situations in which they must share responsibilities, make decisions, evaluate their own progress, develop individual preferences, and so on.

2. A teaching method refers to an individual's natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. Everyone has a teachiing style, but each person's is as unique as a signature. Each signature appears to be influenced by both nature and nature; it is a biological and developmental set of characteristics.
3. Because teaching mehod and teaching strategies seem to be linked, it is important to create ESL courses that incorporate style and strategy training. Often teachers who become aware of their teaching-style preferences do not develop a parallel awareness of the strategies that they use naturally to assist them in teaching the new language.
4. Using teaching strategies that are compatible with student learning styles should not be the sole approach to classroom instruction. Students need to build on the learning styles and strategies that they currently use and to experiment with new methods. They need to learn how to compensate for their style and strategy weaknesses in order to broaden the scope of their approaches to learning. Suggested methods for accomplishing this goal include: Auditory/Individual, Visual learners, and Kinesthetic/tactile

CHAPTER III

METHOD OF RESEARCH

In this chapter, the research discusses the research method, research sites and respondents, research instrument, procedure of collecting data, technique of data analisysis.

A. Research Method and Design

The research design which the researcher takes is qualitative – descriptive by applying case study approach.

Qualitative method is a research procedure to obtain description data including utterances, and behaviours that can be observed by people or subject themselves. The qualitative approach uses the method of subjective assessment of opinions, behaviour and attitudes.[10] Research in such a situation is a function of the researcher's impressions and insights. Usually, this approach uses techniques like indepth interviews, focus group interviews, and projective techniques. This kind of research do not involve statistic formula in it's data analysis and the data gathere from interview and observation are poured into field notes containing verbal description of phenomena under the study.[11] At this point, the researcher tends to observe data and familiarize with the data about the ways of teaching of successful

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[10] ---------- *Research Methodology*. 2009. Page 5

[11] Atmowardoyo H. *Research Methods For Language And Literature Studies*. Badan Penerbit UNM. 2010. Page 10

EFL teacher viewed from their teaching style and strategy and moving deeper and deeper into understanding the data naturally.

Descriptive research consists of surveys and fact-finding enquiries of different types. The main objective of descriptive research is describing the state of affairs as it prevails at the time of study. The main goal of descriptive research is to describe systematically the existing phenomena under the study and the phenomena observe in descriptive research are already available through the use of research instruments such as test , questionnaire, interviewor even observation.[12] At this point, the researcher in this research projects use for descriptive studies in which the researcher attempts to examine systematically the available and existing phenomena in the field of research, He has to only report what is happening or what has happened.

This study also applies case study as a means to obtain deeper understanding of something and phenomena in a particular study and context. Case study is an in-depth investigation of an individual, group, situation, or program.

Three types of case studies:

1. Intrinsic—understand a particular individual or situation; used to explore some little known phenomenon by studying it in depth.
2. Instrumental—study a case to draw "broader" conclusions

[12] Atmowardoyo H. *Research Methods For Language And Literature Studies*. Badan Penerbit UNM. 2010. Page 23

3. Multiple/collective—studies multiple cases at the same time as a part of an overall Study.[13]

At this point, generally the researcher uses case study in choosing the object to be studied in order to gain understanding of the ways of teaching of successful EFL teachers viewed from their teaching styles and strategies.

B. Research Sites And Respondents

The sites of this research are SMP Negeri 1 Parepare, SMP Negeri 2 Parepare, and SMA Negeri 2 Parepare . SMP Negeri 1 Parepare, SMP Negeri 2 Parepare, and SMA Negeri 2 Parepare are included as the four of the best and the most favourite state junior and high schools in Parepare. The four schools were chosen purposively because beside those schools are four of the most favourite state junior and high schools in Parepare, it is also known, based on the researchers' pre-observation, that all the students from those schools were successfully pass the final examination on English subject, and were known for their achievement on several English championship whether local or national level. SMP Negeri 1 Parepare is located in Jalan Karaeng Burane No. Parepare and SMP Negeri 2 Parepare is located in Jalan Lahalede No. Parepare, and SMA Negeri 2 Parepare is located in jalan Jenderal Sudirman Parepare. Meanwhile, the respondents of this research are the students from each school to obtain information about the teachers that are being observed in this research.

[13] Banister S. *Research In Education. Course Packet*. 2009. Page 37

C. Research Subjects

The purpose of a case study research is to investigate the phenomena which are happened in the field. Therefore, as this research is included as case study so this research aims to investigate the phenomena of the way of teaching of successful EFL teachers viewed from their teaching styles and method that existed in Parepare. Before selecting the research subject, the researcher interviews the students to find out their perception and opinion about their English teachers. The researcher spreads out a paper as written interview form that the respondent used to write down their teacher's name which they think included as successful EFL teachers viewed from their teaching method and strategies followed by their reasons. This process is done to cover more respondents' opinion rather than have an interview session. Then the researcher observes the English teachers from the three schools whether they represent two categories as the research subject in this research, the categories are in the following:

1. The subjects have been certified as professional educator from the government.
2. The subjects are chose by most of the students as the successful EFL teachers after completing the evaluative interview process in a written form with the students.

In other words, the researcher concludes the selected subject after completing observation and document examination to make sure the subject of this research. At

last, the most important one is the selected subject agrees to be the research subject of this research in order to gain a valid data about the subject.

Mean while, in the reality the researcher collected the data on the research site, the researcher found that the data from the subject in SMA Negeri 1 nearly the same with the data from the subject in SMA Negeri 2 so in this case the researcher thought and decide that only one data that the researcher would be analyze because of the similarity.

D. Research Instrument

In collecting the data, the researcher divides the research instrument into two main categories, they are:

1. Primary Instrument
   a) The researcher. The researcher his self is the key instrument. The researcher plays an important role in this research because he acts as the observer and the interviewer of this research in order to collect valid data. Then the obtained data analyze by using systematic technique which has been determined.
   b) Tentative interview protocol is needed in order to help the researcher to formulate his interview questions later. This guidance is contained the outline of the interview topics that may necessary to be asked to the respondents later. In spite of this tentative interview protocol is the basic outline as the researcher guidelines to conduct the interview session while the research is conducted, the researcher will develop new interview questions if necessary.
2. Secondary Instrument

The secondary instruments in this research are video camera as video and photo capture and recorder (Canon EOS 600D), hand phone or smart phone (Blackberry Curve, Smart frend), field notes and every tool that may help the process of conducting this research. Particularly, it will be helpful while the researcher is doing the observation in the classroom.

E. Technique of Data Analysis

There are several procedures that the researcher will apply in order to collect the systematic and valid data, the brief explanation is presented below:

1. Direct Observation

In this research, the researcher collects the data by using direct observation. The data is collected by doing observation for the teaching and learning process in the classroom settings. The researcher observes the class for 90 minutes for each meeting; there are 2 meetings every week for every class.

Informal conversation during the observation is included in this study to provide additional information. These informal conversations are on-going process in which the researcher asks the teacher questions as opportunities arise.

The researcher also provides field notes to help the researcher codes every kinds of phenomena which is happened while the observation is held. Field notes are provided wherever the researcher's doing the observation. The researcher takes notes during the observation in the class and sits in the corner of the classroom without disturbing the teaching and learning process. Field notes is a type of qualitative

research materials gathered, recorded, and compiled (usually on site) during the course of a study.[14] Furthermore field notes contain two basic types of information, they are:

a) Descriptive information that directly records what the observer has specifically seen or heard on-site through the course of the study and
b) Reflective information that captures the researcher's personal reactions to observations, the researcher's experiences, and the researcher's thoughts during an observation session.[15]

2. Interview

Interview is an intended interaction in which one person is trying to obtain information from another. Interviews allow researchers to obtain important data that they cannot acquire only from observation, moreover pairing observation and interviewing provides a valuable way to gather complementary data. Interviews can explore and probe participants' responses to gather more in-depth data about their experiences and feelings. They can examine attitudes, interests, feelings, concerns, and values more easily than they can through observation.[16]

In this research, the researcher interviews the teachers, the students and several respondents that may know the subject in particular. In conducting the

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[14] Gay et. al. *Educational Research.: Competencies For Analysis And Applications*. Pearson Education Ltd. 2006. Page 414

[15] Gay et. al. Page 414

[16] Gay et. al. *Educational Research.: Competencies For Analysis And Applications*. Pearson Education Ltd. 2006. Page 418

interview, the researcher applies semi-structured interview by combining both the unstructured and structured interview approaches.[17]

In this research, there are four kinds of interviews that the researcher uses namely, evaluative interview, open interview, focus interview, and selective interview. Evaluative interview purposes to find the candidates to be the research subject. In consequence this kind of interview is given to the students. Open interview conducts after evaluative interview. This interview is given to the selected candidates to search for more information about their backgrounds, experiences, and opinions in teaching English. Focus interview is purposed to gather important information regarding to the focus of the research. This interview is carried out to find the main data about important events experienced by the selected subject including the experience that they ever had in order to develop their ability in teaching. Selective interview is purposed to complete and confirm information which is derived from the focus interview. In conducting the four interviews the researcher uses English and Indonesian according to the respondent which is being interviewed.

3. Document Examination

Document examination is also one of data sources which can be in form of written or visual that can contribute to the understanding of what is happening in the classroom or in the research site where the research is conducted.

[17] Gay et. al. Page 419

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings of the research and discussion of the findings. The findings are arranged in line with the problem statements outlined in introduction part. In the discussion section, arguments and further interpretation of the findings are given.

A. Findings

This research was conducted in Parepare, a medium city of South Sulawesi Indonesia. The study itself was conducted in four schools that are known as favorite schools in town. The four schools are SMP Negeri 1 Parepare, SMP Negeri 2 Parepare and SMA Negeri 2 Parepare. After completing written interview as evaluative interview to the students in each schools to find out the research subject based on students perception, the researcher chose one English teacher from SMP Negeri 1 Parepare, one English teacher from SMP Negeri 2 and, one English Teacher from SMA Negeri 2 Parepare. All of the English teachers are female. In this research the four research subject will be given pseudonym. Mrs. Ika will be the pseudonym of the first research subject, Mrs. Rina will be the pseudonym of the second research subject, and Mrs. Iga will be the pseudonym of the third research subject. The findings focused on describing the attitudes of the successful EFL teachers show to the language they are teaching, and the teaching styles and strategies of the successful EFL teachers conciously develops and employs. The description divided into two

main parts that are being the research questions of this research which followed by several categories.

1. Successful EFL Teachers Attitude to The Language They are Teaching

Every teacher may have an attitude and concept about English, because subjectively they have an idea for it. To find out the teachers attitude and concept of English, the researcher started from arranging the interview guide, and doing observation. The researcher did a persuasive approach with the subject to familiarize the relation so that the researcher could get a useful data. Observation and interviews to be the data collection techniques that considered were suitable for answering this question, especially semi-structured interviews. Before conducting the interview procedure, the researcher made an agreement to meet with the teachers. After the specified time has been agreed, at the time the subjects chosed the school as our meeting point. The Researcher was then met with the subjects later searched the room as a place to conduct the interview. We had to move where as some places less conducive and finally find a classroom that is considered representative for the interview process. Researcher open a conversation with a discussion about the condition of the school, students and some of their experiences. It was done to further make the condition does not become stiff interviews and more relaxed. After talking approximately forty-five minutes, researcher began to focus to the content of the interview to find out her concept of the language they are teaching by asking the question.

Toward the question about what is her attitude to the language she is teaching,here is Mrs. Ika's response to the question.

Awal ketertarikan saya terhadap bahasa Inggris, setelah tamat SMA waktu itu sy tidak langsung melanjutkan kuliah, saya ikut kursus Bahasa Inggris atas anjuran orang tua saya saat itu guna mengantisipasi kalau ada lowongan kerja yang membutuhkan keterampilan bahasa Inggris sebagai persyaratan utama. (Bu Ika sebagai informan pertama. Interview pada tanggal 10 November 2014).	*I bigan interest to the English subject, after graduating from senior high school, I didn't continue my study to the university, I entered to the English course as recommended from my parents on purpose that to anticipate the job opportunity that need English proficiency as the main procedure. Translation*

Based on her answer to the interview, Mrs. Ika has a positive atitude towards English and took an English course preparing her self to the job vacancy that English become the main prerequirement as her parent's recommended and also probably has a good capability because she intersted to the English matter long time before becoming a teacher, then continue her study to the university registered as the sudents of English departement.

The next answer from Mrs. Rina shows that she also shared the same experience with Mrs. Ika where she almost had the same experience about her attitude to the English paradigm. Here is her response to the question.

Saya mulai belajar bahasa Inggris pertama kali di sekolah menengah tingkat pertama dan mulai saat itu saya tertarik mempelajarinya mungkin karena salah satu alasannnya karena bahasa inggris sebagai bahasa	*I started to study English in the first time on junior high school and from that time I was really interest to study it, maybe one of the reason because English as the international used as the*

pergaulan Internasional. (Bu. Rina, sebagai informan ke dua, Interview pada tanggal 16 November, 2014).	*international communication tools. translation*

Mrs. Rina stated that she started to interest in English when she was in the first year of junior high school. Her motivation to learn English was started by her understanding that English is important language to mastery because of it's position as international language use in communicating by people in the whole world.

Differently Mrs. Iga realized that she was interested and become really good English user when she and her family put English as their second language in their daily communication at. The following extract is her responses to the question.

Ibu dan bapak saya adalah guru bahasa Inggris, sejak kecil saya sudah diajari bahasa inggris oleh mereka, kami sering berbahasa Inggris bersama dirumah kami. (Bu. Iga, informan ketiga, Interview pada tanggal 19 November 2014).	*My father and my mother are English teacher, from childhood I had conducted in Enlish from them, sometimes we use English in our home communication everyday. Translate*

From the preceding extract, Mrs. Iga explains the reason that made her interest to english matter that flows naturally because of her parents as the English teacher and empahasize the English language as tehir everyday language in home communication.

From those explanations about the teacher development, it can be concluded that the three research subjects share similarities in improving themselves. It can be shown in the table 4.1.

Table 4.1. Teacher Attitude towards English

Teacher Attitudes		
1st Research Subject	2nd Research Subject	3rd Research Subject
- Inspired by Parent's Recommended - Joined an english course - Continues her study to the graduate program - Has Positive attitude towards English subject since started learning English	- Inspired by her opinion that English as an International language - Joined several teacher trainings - Continues her study to the graduate program - Has positive attitude towards English since started learning English in junior high school	- Inspired by her Family background - Continues her study to the graduate program - Has positive attitude towards English subject since started learning in childhood

2. Successful EFL Teachers Teaching Styles and Method

a. Teacher Qualities in Teaching

In teaching and learning process every teacher has a different kind of activities inside the classroom. They employ different kind of activities based on the lesson plan and their own creativity. When Mrs. Ika, was asked about how her teaching style and method that she used in teaching was, she answered it by the following answer.

> In threating the students in my classroom, I always put them as the proactive subjects and as a teacher I just give them the details information about what should they do in this today classroom process, of course I do not forget to facilitate them with the material first after that I let them to find out the answer of the question availabe on their work paper. (Mrs. Ika, First Research Subject, Interviewed on November 10th 2014)

As her answer through the question about her teaching style and method, she said that she emphasized her teaching on the students as the centre of the learning process, she creates the material by integrating between the material on available on the text book and the material that the students may find out on all around the environment.

Based on her students' responses to the interview about her teacher, it can be shown that Mrs. Ika liked to train her students by giving them assignment to practice their English. Furthermore the researcher rearranged the question into different sentence but the same meaning in the selective interview. The researcher changed the question about teaching style and method into the question about how she taught English as a foreign language and what kind of aspects that she emphasized in

teaching English as a foreign language. Here is the response of the first research subject.

Aspek yang saya ajarkan bahasa Inggris sebagai bahasa asing, terutama sekali yang empat-empatnya itu harus paham lagi. Mana kita bisa bicara kalau tidak bisa dengar, mana kita bisa menulis kalau kita tidak bisa membaca. Semua saya yakin saling terlibat. (Mrs. Ika, First Research Subject, Interviewed on November 10th 2014)	*The aspects of English as a foreign language that I deliver to the student are especially those four aspects. We cannot convey any word orally if we cannot listen. Moreover, we cannot write anything if we cannot read. I believe that all of those aspects are integrated.* Translation.

From her explanation on the previous extract, her answer was not really different with her previous answer on the focus interview although this extract was taken from the selective interview one. Mrs. Ika still focused her activity in the classroom to teach about the four language skills, they are listening, speaking, reading, and writing. It showed that her activity in the classroom will focus on them by using the form of integrated skills.

Mrs. Rina had a different point of view through this question. When she was asked how was her teaching style that she used in teaching. She answered it by the following answer.

> Hhmmmm..... I like the teaching style using discussion as the strategy to stimulate the students to produce the language it self because I think the key successful of teaching English is the students be able to integrate all aspects of language skills and language sub skills, such as; speaking, writing, reading, listening, vocabulary, grammar and pronunciation. that's why I accommodate the students to get participate in speaking activity actively by discussion. In discussion classroom I have to choose the up to date or recently happen theme because I believe the students will be able to express their idea perfectly bacause they have schemata already abaout the issue that thay are going to

> speak out. (Mrs. Rina, Second Research Subject, Interviewed on November 16th 2014)

Mrs. Rina stated that she focused her teaching on the speaking skill because according to her the key of successful English teaching is the students are able to use the language skills and language sub-skills in producing the language so that was why she accommodated the students to participate in speaking activity by using discussion. She chose discussion because indiscussion the students can maximize their potential in speaking and can practice their speaking ability without feeling shame to others so they can practice.

The following extract deals with her teaching method that she used in teaching. She still emphasized her teaching on speaking. The researcher ever talked to Mrs. Rina about her reason to emphasize her teaching on speaking. She explained that learning a foreign language means we should use the language, so the language should be practiced orally. Speaking the language is one of the best ways to use the language.

> I think still dealing with discussion, discussion still have a connection with communicate language teaching that's involves speaking activities, it's just like teaching style and method of communicative language teaching emphasize in speaking cability to achieve their speaking competencies. (Mrs. Ika, Second Research Subject, Interviewed on novemberber 16th 2014)

The method that Mrs. Rina used in teaching was still connected to her views about the teaching of English as a foreign language. Therefore, she used communicative language teaching as her approach in teaching. She tried to achieve the students speaking ability. Mrs. Rina also added that she tried to create closer

circumstances between teacher and students in order to make the students actively involved on the teaching and learning process. It could be happened if the teacher created activities which make the class fun.

Kita mencoba pendekatan ke siswa supaya dia bisa lebih suka bahasa Inggris, bisa lebih aktif. Kita bisa dekat ke siswa dengan memberinya perhatian khusus apabila mereka tidak mengerti, atau kita mungkin bisa menciptakan suasana yang fun. (Mrs. Rina, Second Research Subject, Interviewed on November 16th 2014)	*I try to create an approach to make them like English, speak English, and can be more active. I get close to the students by giving special attention if they do not understand, or we might be able to create a fun atmosphere.* Translation.

While Mrs. Iga as the third research subject shared different experience based on the way she taught in the classroom. The following extract shows her answer briefly.

> I always come on time when the bell rang so I directly come to the class. But actually my class is on the third level. So I need time to go upstairs. But I say to my students I give you five minutes additional if you come late. But later after that you cannot enter to the class. You can enter to my class with your reason why you come late. If you speak Indonesia you cannot enter but if you speak in English okay you enter the class. (Mrs. Iga, Third Research Subject, Interviewed on November 19th 2014)

Based on the preceding extract, Mrs. Iga categorized herself as a discipline teacher because she is punctual and she really cares about the students' lateness. She even gave special treatment for the late students to encourage them to be discipline students. If this interview was triangulated to the researcher observation with Mrs. Iga's daily activities in the school, the observation shows that Mrs. Iga is really a punctual teacher. Eventhough her classroom was not on the first floor but she always

come to the classroom on time. Mrs. Iga has a class on the second and third floor because she teaches the first and the second grade.

Saya sudah sampaikan, bahwa bahasa Inggris itu bukanlah pelajaran yang mudah, tapi yang penting kalian mau belajar. Paling efektif belajar dari lagu, tapi yang pernah saya ceritakan, Alhamdulillah saya pernah keluar negeri. Saya tidak hanya bercerita tentang cerita khayalan dari buku, saya ceritakan langsung dengan mereka, itu yang membuat mereka sangat tertarik sekali kalau saya menerangkan tentang itu. (Mrs. Iga, Third Research Subject, Interviewed on November 19th 2014)	*I have informed them that English is not an easy subject, but the most important thing is you want to study. The most effective one is learning from song, but the one that I ever told you, it's thankful that I ever went abroad. Not only I can tell them a story from the book, but also I can tell them directly. That's make them very interested if I tell them about my experience there.* Translation.

Mrs. Iga reminded the students that even though English seemed to be a difficult subject but if they wanted to study hard they will be master the lesson. She also emphasized that the students have to become independent learners to make them learn English better. She usually told the students about inspiring story from the Western culture. The table 4.2. shows the qualities of after summarizing the data from the entire research subjects in teaching.

Table 4.2. Teacher Qualities in Teaching

Teacher Qualities in Teaching		
1st Research Subject	2nd Research Subject	3rd Research Subject
- Emphasizes her teaching on integrated skill approach. - Still believes that	- Teaches with integrated skill approach but emphasizes her	- Try to improve the students discipline - Encourage the students to become an

Grammar knowledge is important for the students	teaching on speaking. - Use communicative teaching	independent learner. - Teach the students using integrated skill.

b. Language Used by the Teachers

The language that the Successful EFL language teachers used in teaching is really important because it is the part of their instruction. The instruction itself can be verbal or nonverbal but here, the investigation focuses on the verbal language that the teachers used in teaching whether they use English as the target language or Indonesian as the first language of the students or both languages are used as the language instruction which uses by the teachers.

Through this phenomenon the researcher asked all the teachers as the research subjects on the selective interview process about when they should use English and when they should use Indonesian in the classroom. The following extract displays Mrs. Ika's answer toward the question.

Pada saat kita memberikan contoh, kita bagusnya pakai bahasa Inggris. Pada saat penjelasan yang lebih detail yang kira-kira mereka kelihatannya bingung, maka kita perlu gunakan bahasa Indonesia. Kadang-kadang, saya bercerita dengan menggunakan bahasa Inggris untuk melatih listening mereka. Kalau yang tertawa paham, yang diam bingung. Maka saya berusaha translate. (Mrs. Ika, First Research Subject, Interviewed on November 10th 2014)	*When we are giving examples, it is better to use English. When explain in detail that will create any confusing things for the students. So we need to use Indonesian. Sometimes, I tell a story using English to train the students' listening. If they are laughing means they understand, the silent one means they are confuse. Then I try to translate it*. Translation.

On the preceding extract, Mrs. Ika stated that she used English when she was giving examples to her students. When she was explaining something or material which was quite difficult or confusing to the students, she will use Indonesian. On some occasion like when she told a story she will use English to train the listening of the students. She also used this technique when she wanted to know how far her students understanding on English. When she found out that her students looks confuse she will translate the story into Indonesian.

The following extract shows the response of Mrs. Rina about the language used in the classroom as a teacher of English as a foreign language.

Saya menggunakan bahasa Inggris tapi mana kala saya merasa sesi ini perlu penekanan saya biasanya mix dengan bahasa Indonesia biasa saya clarify dalam bahasa Indonesia. (Mrs. Rina, Second Research Subject, Interviewed November, 16th 2014)	*I teach them using English in classroom but when I think that I need to give an extra stressing to some point of the material, I prefer to mix it using Indonesian. When I use English, sometimes I want to make it clear and clarify them by using Indonesian.* Translation.

Mrs. Rina used bilingual way on her teaching, but mostly she used English rather than Indonesian. She will use Indonesian if she wanted to give extra stressing or specific information in some point of the material. When she used Indonesian she mixed it with English. The other time, she used Indonesian when she wanted to clarify and make the material that she gave to the students clear. She felt afraid when she did not clarify the material by using Indonesian the students would not get anything from her class. Therefore to make sure that the students already got clear information about the material, she switched her language to Indonesian.

The following extract shows Mrs. Iga responses toward the question about what kinds of language that she uses on her teaching.

Saya menggunakan bahasa Indonesia saat anak-anak sudah telihat bingung. Kalau saya menerangkan tentang Tenses, sangat jarang saya menggunakan bahasa Inggris, karena saya mengajarkan ilmunya. Kecuali kalau saya mengajarkan vocabularies, reading atau speaking dan listening, not mostly but I use English. (Mrs. Iga, Third Research Subject, Interviewed on November 19th 2014)	*I use Indonesia when my students look confused. Even though actually, most of them are already understand my explanation. If I explain about Tenses, I rarely use English because I explain about the knowledge. It is different if I explain about vocabularies, reading or speaking and listening, I use English although not at all.* Translation.

Mrs. Iga explained that she will switch into Indonesian when she saw her students started to be confused. She will use English to teach the students in terms of vocabulary, speaking, listening and reading, but when she was teaching about the knowledge of the language or the grammar she will use Indonesian. She used the pattern because she was going to teach about the rules of the language or the structure of the language. There are many rules or structures that she will explain and she was afraid if she used English the students will not be easy to understand about her explanation.

Deals with the language used by the teacher, Mrs. Ika compared to Mrs. Rina and Mrs. Iga used English mostly on her teaching based on the students' interview results and the researcher observation on her classroom. This situation appeared probably because she emphasized her teaching on speaking skill therefore she should give a lot of example for her students in terms of pronouncing the words.

Table 4.3. shows the brief summary about language used by the teachers in the classroom.

Table 4.3. Language Used by The Teachers

Language Used by the Teachers		
1st Research Subject	2nd Research Subject	3rd Research Subject
- English and Indonesian - Using English while giving example and telling a story - Using Indonesian while explaining detailed information - Using Indonesian when the students look confused and does not understand about the explanation	- English and Indonesian - Using English mostly in the classroom - Using English and Indonesian when she wants to give an extra stressing to some specific point - Using Indonesian to clear and clarify the students understanding	- English and Indonesian - Using Indonesian when the students look confused - Using English in teaching the students about vocabulary, listening, speaking, and reading. - Using Indonesian when teaching about grammar/rules in English

c. Teachers and Students Evaluation

A successful EFL teacher should have a time to evaluate the students. That is why the researcher also asked this category which applied by the successful EFL English language teachers. The following extract was the response of Mrs. Ika about how she evaluated her students and how many kinds of evaluation that she did to know her students ability in English.

Kalau di SMP 1 sini, kita bisa 5 kali dalam 1 semester. Jadi ulangan harian pertama, kemudian mid test, kemudian UH 2, UH 3 dan terakhir Semester. (Mrs. Ika, First Research Subject, Interviewed on November 10th 2014)	*In SMP 1, we can give 5 tests in one semester. So there are daily test one, then mid test, daily test two, daily test three and the last is the semester test.* Translation.

The extract shows that in Mrs. Ika's school, there were 5 tests in one semester. Three tests after finished the topic and material that the student should achieve, one for the mid-test, and one for the semester test. Conducting those tests were the formal ways to evaluate her students besides evaluating her students understanding in every meeting.

The following extract was the answer of Mrs. Rina about how she evaluated her students and how many kinds of evaluation that she did to know her students ability in English.

> I have two kinds of evaluation in my teaching. One for my students for the point of successfully done, and also the weaknesses in my teaching. So I make some kinds of post teaching reflection what has done well and what has done well and what hasn't done well. So that's for myself as a teacher, for my reflection for my evaluation. (Mrs. Rina, Second Research Subject, Interviewed on Novemberber 16th 2014)

Mrs. Rina stated that she had two kinds of evaluation in her teaching. The first evaluation was addressed for her students and the second evaluation was for herself as a teacher. For the students' evaluation she will evaluate what material that had been successfully done. For her teaching evaluation, Mrs. Rina evaluated her weaknesses on her teaching so she made some kinds of post teaching reflection. The post teaching reflection deals with what has done well and what has not done well on

her teaching. It was useful as an evaluation and a reflection for her teaching in the future.

The following extract is Mrs. Iga's direct answer about how she evaluated her students and how many kinds of evaluation that she did to know her students ability in English.

> After I teach the students in the class I still think in the class that how many students can understand what I mean and to make it. I sometimes directly come to them. After that I back to the teacher room and then I always think hard for that how to make them understand what I mean and if they are very busy in the class not talking about the subject. I always think about what theory I should make to keep them quiet, to make them listen to me. But sometimes I always do evaluation how to make them understand. If it is yeah good enough so next I repeat again. If I don't think the students understand what I mean so the next meeting I repeat again with the different method (Mrs. Iga, Third Research Subject, Interviewed on November 19th 2014)

Mrs. Iga usually evaluated herself every time she taught whether she did the evaluation before teaching, whilst teaching, or after teaching. While she was teaching she tried to be aware with the students' progress in the classroom especially who sat at the back. Finishing her classes she evaluated what kind of activity that worked well and which one was not really effective. If one activity worked well, she will use it again in other classes but if it was not worked well, she will not use it again. Talking about the material that she explained in the classroom, she will evaluate whether the students understand it or not. If they had not understood yet, she will repeat it in the next meeting with a different method.

Dealing with the students' evaluation the following extract shows how often Mrs. Iga evaluated her students.

Evaluasi umum, sekolah memang ada ketentuan. Tapi setiap masuk belajar, saya pasti evaluasi dengan cara menanyakan materi tentang pertemuan sebelumnya. (Mrs. Iga, Third Research Subject, Interviewed on November 19th 2014)	*General evaluation, the school has its own rules, but every time I teach I always evaluate my students. I evaluate them about the material from the previous meeting.* Translation.

Based on Mrs. Iga's explanation, she evaluated the student progress every time she taught in the classroom. The evaluation itself was in the form of asking the students about the material from the previous meeting. There were several evaluations which were included into general evaluation which was conducted and was scheduled by the school.

In case of the evaluation held by the teacher, all the research subjects showed similarities in evaluating the students' progress. Besides having the formal evaluation like regular test after the materials were finished, mid-test, and semester test, all the research subjects also evaluated the students' progress when they taught the students in the classroom.

Table 4.4. displays about the brief summary about the teachers and students evaluation category.

Table 4.4. Teachers and Students Evaluation

Teachers and Students Evaluation		
1st Research Subject	2nd Research Subject	3rd Research Subject
- Evaluating herself after teaching - Regularly evaluating	- Evaluating and doing reflection after teaching	- Evaluating herself after teaching - Regularly evaluating

the students' progress	- Regularly evaluating the students' progress	the students' progress

B. Discussion

This part will discuss and explore more about the ways of teaching of successful EFL teachers viewed from their teaching styles and method in Parepare. As the purpose of this research, this part will be divided into two main parts. The first part will discuss about the successful EFL teachers attitude to the language they are teaching. The second part will discuss about the successful EFL teachers teaching styles and methods. The discussions about the three research subjects will be explained thoroughly.

1. Successful EFL Teachers Attitude to The Language They Are Teaching.

The three research subjects have positive attitudes toward English since they were students. The first and the second research subject have already impressed by English since they started to learn it. Though she started late to show positive attitude on English subject, the third research subject realized it when she studied in senior high school.

Interestingly, the three research subjects were inspired by their teachers that make them interested in English and become English teachers. Based on the findings, all the research subjects have their own experience with their teachers which encourage their spirit to learn English. The first research subject has a positive

experience toward English when she learned it in the junior high school. Similarly, the third research subject also has the same experience with her English teacher in senior high school. The second research subject interested to become a teacher after being inspired by her elementary school teacher..

Meanwhile, the families of all the research subjects have important roles that make them chose English teacher as their career. The first and the third research subject come from teachers' family. They admitted that their families give a lot of encouragement to their life. Even though the first research subject does not come from teachers' family, but she admitted that her parents especially her mother is the one who encourage her motivation to chose English education study program as her major in university.

2. Successful EFL Teachers Teaching Styles and Methods.

This research has find out some characteristics of the successful EFL Teachers teaching styles and methods which are explored by using case study approach. Those characteristics are categorized into three main parts in terms of their qualities in teaching, their language used as instructional language teaching, and teachers and students evaluation.

a. Teacher Qualities in Teaching

The teachers qualities in teaching are also share similarities, they use the form of integrated skills in teaching although each of the research subjects has their own views on specific skills that they have to be emphasized. Mrs. Rina and Mrs. Iga believes that speaking skills is the most important skills that she has to give to the

students while Mrs. Ika focuses her teaching on encouraging the students to become an independent learner and improving their discipline.

Their qualities in teaching are they teach the four language skills and some language elements in form of integrated skills. It is generally beliefs that the four language skills (listening, speaking, reading and writing) and some language elements of English (vocabulary, pronunciation and grammar) should be teach in the form of integrated skills because the skills and the elements connect each other

b. Language Used by The Teachers

The researcher finds out in this research is they use both English and Indonesian in their classroom. It is happened because as a country who speaks English as a foreign language, only some of the students in the classroom which can understand English clearly. Some of them learn English from elementary school and some of them learn English from junior high school, even some of them take an extra class outside school. This situation creates a different ability in understanding English, something which is probably different for students in a country which speaks English as a second or first language.

Deals with the language used by the teachers, Mrs. Lisa compared to Mrs. Arina and Mrs. Indah uses English mostly on her teaching based on the students' interview results and the researcher observation on her classroom. This situation appears probably because she emphasizes her teaching on speaking skill therefore she should give a lot of example for her students in terms of pronouncing the words.

c. Teachers and Students Evaluation

Effective English language teachers evaluate the students understanding on the lesson either directly or indirectly. The three research subjects in this research shows that they try to evaluate their students understanding on the material that have been taught in the classroom. The teachers even conduct evaluation whether incidentally and indirectly.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion of the study and the suggestion proposed based on the findings.

A. Conclusions

Based on the findings and discussions in the preceding chapter, the researcher would like to draw the following conclusions:

1. The three research subjects have positive attitudes toward English since they were students. The second and the third research subject have already impressed by English since they started to learn it. Though she started late to show positive attitude on English subject, the first research subject realized it when she studied in senior high school.
2. The three research subjects qualities in teaching are they teach the four language skills and some language elements in form of integrated skills. It is generally beliefs that the four language skills (listening, speaking, reading and writing) and some language elements of English (vocabulary, pronunciation and grammar) should be teach in the form of integrated skills because the skills and the elements connect each other.

   Deals with the language used by the teachers, the three research subjects use English mostly on their teaching. This situation appears because they

emphasize their teaching on speaking skill therefore they should give a lot of example for their students in terms of pronouncing the words.

The three research subjects evaluated the student progress every time they taught in the classroom. The evaluation itself was in the form of asking the students about the material from the previous meeting. There were several evaluations which were included into general evaluation which was conducted and was scheduled by the school.

B. Suggestions

Referring to the research findings in describing the ways of teaching of successful EFL teachers viewed from their teaching styles and methodeffective English language teachers' characteristics and backgrounds, the researcher would like to state some suggestions:

1. To teachers, they need to consider their professional, pedagogical, social and personality competence. Especially for the English teacher, they need to consider their ways of teaching considering their teaching startegies and teaching method.
2. It is suggested to the further researcher to explore more about the strategies and method of the teacher to their teaching performance in the classroom, and investigate the EFL teachers' method and approach that they use to teach the four language skills (listening, speaking, reading and writing) and the language elements.

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