

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, researcher describes the findings of data collection. Those are the description of the school profile, English teachers profile and the result of observation and interview. Moreover, researcher provides a detail discussion concerning to the findings.

A. The School Profile of SMP Progresif Bumi Sholawat Sidoarjo

SMP Progresif Bumi Sholawat is located precisely in Jl. Kyai Dasuki No. 1 Lebo Sidoarjo. The school is in the middle of quiet residential areas, thus it is conducive to the learning process.⁵⁶

SMP Progresif Bumi Sholawat is an International Islamic Boarding School. The school focuses on integrated Islamic education which emphasizes the development of integrated human development and well-balanced intellectually, physically, spiritually, morally, emotionally, and socially based on Islamic values.⁵⁷ Building important values such as sincerity, honesty, trust, independence, excellence and responsibility to students is as the priority in the school.

⁵⁶ <http://sekolahprogresif.sch.id/>

⁵⁷ Anwar, *Result of an interview with the Chief of School Curriculum at SMP Progresif Bumi Sholawat Sidoarjo*, on Thursday, May 8, 2014, at 10.25 a.m., in the library room.

SMP Progresif Bumi Sholawat provides a variety of teaching methods and curriculum that is relevant and challenging.⁵⁸ Educational programs are run to give every student the opportunity to be the best in all aspects of life. School encourages and trains students to think critically, creatively, and ethically, as well as leads learners achieve their highest potential. Teaching and learning activities are designed to lead learners to advance in academic achievement and activities. Students learn to manage their time, develop confidence and become independent learners through the guidance of a qualified teacher.

In academic year 2013-2014, SMP Progresif Bumi Sholawat has forty qualified teachers who teach sixteen classes.⁵⁹ Those classes are divided into seven classes for class VII, six classes for VIII class, and three classes for IX class. Interestingly, the names of classes in the school are taken from the name of Islamic scientists in the world. It is a great thing because nowadays, Muslims people are not familiar with those names.

Moreover, mastery of Arabic and English and information technology skills is a guarantee of the educational process at SMP Progresif Bumi Sholawat.⁶⁰ The alumni are able to communicate through spoken and written Arabic and English fluently.

⁵⁸ Anwar, *Result of an interview with the Chief of School Curriculum at SMP Progresif Bumi Sholawat Sidoarjo*, on Thursday, May 8, 2014, at 10.25 a.m., in the library room.

⁵⁹ Suherman, *Result of an interview with the chief of Language Program at SMP Progresif Bumi Sholawat Sidoarjo*, on Thursday, May 8, 2014, at 09.00 a.m., in the library room.

⁶⁰ Sandy, *Result of an interview with an English teacher at SMP Progresif Bumi Sholawat Sidoarjo*, on Monday, May 12, 2014, at 10.50 a.m., in the classroom.

SMP Progresif Bumi Sholawat Sidoarjo has three main standards of the students.⁶¹ It is first in achievement which focuses on the students' mastery learning, excellent characters which focus on eight MUHAMMAD characters (Musamih, Umana', Harish, Adib, Mufakkir, Muhaqqiq, Ashil, Duror), and excellent skill which focuses on the skills of leadership and communication.

Moreover, focusing on the English mastery program, school has a standard of the students.⁶² First in achievement is high TOEFL score. Students have to reach score of TOEFL PBT minimally 450. Therefore, school provides a TOEFL program which is held twice a week and it is obligated for all students. Moreover, in excellent skills, students have to be able to communicate with English actively through spoken and written term. That is why school has conversation class program which is held on Friday. It is included as independent subject (Muatan Lokal). So, it is also an obligation for all students. Intensive English is also the school program which has to be followed by students. It is held on Monday up to Friday after the school finish. In addition, for extracurricular program, the school has English Public Speaking which is the favorite extracurricular for the students.

Students of SMP Progresif Bumi Sholawat have reached many English achievements.⁶³ For example is the first winner of English speech contest in

⁶¹ http://sekolahprogresif.sch.id/?page_id=110

⁶² http://sekolahprogresif.sch.id/?page_id=110

⁶³ Suherman, *Result of an interview with the chief of Language Program at SMP Progresif Bumi Sholawat Sidoarjo*, on Thursday, May 8, 2014, at 09.00 a.m., in the library room.

SMAMDA (SMA Muhammadiyah 2 Sidoarjo) Jatim FEST, the second runner up of English Speech Contest (ESCHIMO) around Surabaya, Sidoarjo, Jombang dan Mojokerto in MBI Amanatul Ummah Pacet-Mojokerto, and the semi finalist of Jatim English Speech Contest of English Day in UIN Sunan Ampel Surabaya.

B. The English Teachers' Profile

There are five English teachers at SMP Progresif Bumi Sholawat Sidoarjo.⁶⁴ Generally, the English teachers in the school are below thirty-age or categorized as novice teacher.⁶⁵ But, their ability in teaching English cannot be doubted. The detail profile of the English teachers is described below:

a. Teacher A

Teacher A is a favorite English teacher at SMP Progresif Bumi Sholawat Sidoarjo. The teacher was born in Gresik on May 26, 1984. The teacher has a good ability in telling jokes in classroom teaching. The teacher is graduated from English Education Department of University of Surabaya (UNESA). In addition, teacher A is not only as the English teacher but also as the Coordinator of language program at SMP Progresif Bumi Sholawat Sidoarjo.

b. Teacher B

The English teacher at SMP Progresif Bumi Sholawat Sidoarjo who really cares with students is Teacher B. The teacher is success in building

⁶⁴ http://sekolahprogresif.sch.id/?page_id=1072

⁶⁵ Mita, *Result of an interview with an English teacher at SMP Progresif Bumi Sholawat Sidoarjo*, on Tuesday, May 13, 2014, at 10.55 a.m., in the classroom.

very good rapport with students. The teacher was around twenty seven years old now. The teacher is graduated from Faculty of Humanities, Airlangga University (UNAIR) Surabaya. The teacher is not graduated from education department, but the teacher could teach English in class smoothly.

c. Teacher C

The third English teacher is teacher C who is the most favorite English teachers for the students at SMP Progresif Bumi Sholawat Sidoarjo. Teacher C has a great ability in pronouncing English which makes the students very excited in learning English. Teacher C graduated from English Education Department of University of Surabaya (UNESA). Teacher C is about twenty seven years old by October 19 this year.

d. Teacher D

Teacher D is the oldest English teacher at SMP Progresif Bumi Sholawat Sidoarjo. Teacher D was born on November 13, 1979 in Surabaya. The same with teacher C, teacher D is graduated from English Education Department of University of Surabaya (UNESA). Teacher D is a well prepared teacher. Before comes to the classroom, the teacher has prepared the material well. But then, sometimes the students feel that the teacher is too serious in English language teaching process.

e. Teacher E

Teacher E comes from Panjunan Gg. II No. 215 Bulu Sidokare Sidoarjo. The teacher is around twenty nine years old by January 25 this

year. Teacher E finished his study of English Education Department in STKIP Sidoarjo. The teacher is a teacher with high humor sense and also caring to students. In classroom teaching, the teacher is always easy going which makes students feel free to learn English. Students are very happy when they are treated with such kind of activity, because they can elaborate the English lesson as they like.

C. The Result of Observation and Interview

This is the result of observation and interview to the English teachers at SMP Progresif Bumi Sholawat Sidoarjo. Here, the writer provides information about the practical strategies used by the English teachers to maximize enthusiasm in teaching and the English teachers' enthusiasm in teaching. The further information will be directly discussed in this session.

a. The Practical Strategies Used by the English Teachers to Maximize Enthusiasm in Teaching

1) Preparing journals or articles as additional English lesson material

An additional material of English lesson is needed for both the teacher and students. Mostly, the students at SMP Progresif Bumi Sholawat have already advanced the English lesson material, especially about grammar. They will feel bored if they learn grammar again all the time in classroom. Therefore, a teacher needs to prepare a journal or article to be discussed in class. The journal or article should be about the newest thing in the world.

Table 4.1
The First Strategy Implementation

Name of Teachers	Preparing journals or articles as additional English lesson material	
	Yes	No
Teacher A	√	-
Teacher B	-	√
Teacher C	-	√
Teacher D	√	-
Teacher E	-	√

Preparing journals or articles as additional English lesson material is one of the strategies from Teacher A and D in keeping the students' interest in learning English. According to Teacher A, it is not an easy thing because teacher has to do many new things. It is in order to catch the students' attention and make them always feel curios about English. Using this strategy, students are very enthusiast to learn English.⁶⁶ When the students feel enthusiast in learning English, the teacher will automatically have high enthusiasm too in teaching.

In addition, teacher D argued that a good teacher gives other sources of English lesson, not only the materials based on the book or curriculum but also the other materials which deal with English in the

⁶⁶ *Result of classroom teaching observation at SMP Progresif Bumi Sholawat Sidoarjo, on Thursday, May 8, 2014, at 09.00 a.m..*

real life. In conclusion, always preparing the new and different material for students is a good strategy in teaching could maximize both the teacher and the students' enthusiasm in learning English.

2) Designing an interesting and different activities in classroom

One of the big responsibilities for the teachers in teaching is designing the activities for students in class. And the students' activities in class will decide how high the students' enthusiasm in learning English. Thus, an interesting activity must be designed for the students in class.

Table 4.2
The Second Strategy Implementation

Name of Teachers	Designing interesting and different activities in classroom	
	Yes	No
Teacher A	√	-
Teacher B	√	-
Teacher C	-	√
Teacher D	√	-
Teacher E	-	√

There are three teachers who used this practical strategy. They are teacher A, B, and D. Teacher A designs an interesting activity by always preparing journal or article which is about the newest and real

life issues in the world. It has been explained in the first practical strategies.

Moreover, teacher B designs an interesting activity by preparing different activities for each class meeting. Interesting activities means different. The students will feel interest if they get different things for each class meeting. It is in order to make the students not bored but have high spirit in the English learning process. Therefore, it is a big task for the teacher in teaching to create many activities for the students.

Differently, teacher D designs an interesting activity by giving challenge assignments for the students. Those three ways in designing activities can make an interesting activity for the students.

In conclusion, when the students have already felt very interest in doing the activities in class, they have had a high enthusiasm in learning English. It is because of the teacher's enthusiasm in teaching which can be seen from designing the interesting activity.

3) Controlling the self emotional

Self emotional control is something crucial to be concerned by the people, especially an English teacher. It can bring a great impact on the students' learning acceptance. The atmosphere of classroom learning process probably depends on how the teacher conducts the class activity. Mostly, when the teachers' feeling is good, he or she will conduct the

class activity very well and the students can receive the lesson joyful. On the other hand, it will be terrible if the teachers have problems and they cannot control their self emotional. The students do not feel comfort with the atmosphere condition in class because the teacher looked less smile and spirit. It is as if the teacher's soul is not in class. Therefore, teachers have to control their emotional condition very well before teaching.

Table 4.3
The Third Strategy Implementation

Name of Teachers	Controlling the self emotional	
	Yes	No
Teacher A	-	√
Teacher B	√	-
Teacher C	√	-
Teacher D	-	√
Teacher E	-	√

Forgetting the personal problems when teaching is not an easy thing, but it should be done by the teachers. As teacher B and C do, they always try to be all out when they have already in class. The soul and mind have to be focused in class too. There is no other problem in their mind except the problem about students. But then, teacher A, D, and E

be genuineness in class. They always show their real personal condition to the students. If they feel good, they say it to the students. When they are in bad feeling, they also say it honestly to the students. They are not act as if they have no problems, but they try to be honest to their self and also to the students.

In short, when the teachers can control their self emotional, it is hoped that they will deliver the lesson material well. The important thing is in order to make the students receive the lesson material well too. Then, it means that both the students and the teachers are enthusiast in classroom learning teaching process.

4) Being a little bit hyperbole

Being hyperbole is such as making sweeping gestures, varying the vocal and changing the facial expression unusually. It can be said that the act is out of the box. The hyperbole act is mostly received as humor by the students.⁶⁷ They assume that hyperbole teachers are they are who have a big spirit in class. Thus, the students will be high spirit too in learning because seeing the teachers' spirit. Furthermore, a high spirit in teaching or in learning directly showed a high enthusiasm too.

⁶⁷ *Result of classroom observation at SMP Progresif Bumi Sholawat Sidoarjo, on Tuesday, May 6, 2014, at 09.00 a.m..*

Table 4.4
The Fourth Strategy Implementation

Name of Teachers	Being a little bit hyperbole	
	Yes	No
Teacher A	-	√
Teacher B	√	-
Teacher C	√	-
Teacher D	-	√
Teacher E	-	√

According to teacher B, a bit of hyperbole is probably the key to success in teaching English. It is especially in teaching English for young learners. In addition, for teacher C, teaching Junior High School students with a bit of hyperbole act is also a good thing. It is in order to make the students feel enjoy and always give their fully attention to the teacher.

To conclude, being a little bit hyperbole is a good strategy in maximizing the enthusiasm of both the teacher and also the students. But then, not all the teachers can act hyperbole because it is really hard, especially for a teacher who is too serious in teaching. Even though it is not an easy thing, every teacher has to try to be a little bit hyperbole in classroom learning and teaching process.

5) Giving special thought to the end of class meeting

Ending of classroom learning process is as important as the beginning. In the beginning, teacher can grasp the students' attention by showing some interesting slides or pictures about the lesson. And for the ending, a teacher should make an impressive thing. It can be done in many variation ways.

Table 4.5
The Fifth Strategy Implementation

Name of Teachers	Giving special thought to the end of class meeting	
	Yes	No
Teacher A	-	√
Teacher B	-	√
Teacher C	√	-
Teacher D	-	√
Teacher E	-	√

One of the five English teachers at SMP Progresif Bumi Sholawat Sidoarjo who is teacher C usually gives a motivational phrase to the students in the end of class meeting. Sometime the teacher gives quotation which conveys the essential theme on that day. In addition, giving the students a strong sense of having achieved something

worthwhile or useful by the end of a session is also done by the teacher in the ending of class.

There are many effective ways for the teachers to end and motivate the students. But then, just a few teachers use that strategy. From five English teachers in the school, there is only a teacher who does it, teacher C. The other teachers argued that the students have already attracted to the activities designed by the teachers. Hence, the students do not need to be given a special thought which is for motivating them in learning.

In conclusion, ending the class meeting with a motivational thought such as “there is no shortcut to success” is something good. It is in order to motivate the students to always learn wherever they are, in the class or in the boarding school.

6) Improving the style of presentation

The teacher’s presentation style is also an important thing in teaching. Students always know what topic will be covered in the beginning of class session, but they do not always know how the topic will be handled by the teacher in class. Therefore, a good teacher should always tries to improve and change her or his presentation style in order to make the class more alive. In addition, students will be fully involved in the learning process.

Table 4.6
The Sixth Strategy Implementation

Name of Teachers	Improving the style of presentation	
	Yes	No
Teacher A	-	√
Teacher B	√	-
Teacher C	√	-
Teacher D	-	√
Teacher E	√	-

Enthusiasm of the teacher will be directly increased when the students give their passion in learning. Thus, the teacher always tries to prepare or design the best material for students. When the students accept it enthusiastically, the teacher will be more enthusiasts too.

The teachers at SMP Progressif Bumi Sholawat Sidoarjo always get training of the effective way in teaching for twice a week. One of the topics of training is about how to present the lesson materials in class. Hence, it is a very good thing especially for the English teachers. Furthermore, the English teachers mostly improve their teaching presentation style in class. They rarely change their style in presenting the lesson materials.

7) Telling a much humor which related to the lesson material as a story

Humor is something favorite for students. It is a good stress release because it may get the students' mind refreshed. Telling humor will be more effective if it is related to the lesson material, to education, or to life. When the students seem bored and sleepy, the teacher starts telling humor. It is to get the students awake and kill their bored. Telling humor can be done rarely in the whole class teaching and learning process. But then, it must be mixed up with the lesson materials. After having humor, the teacher can continue the lesson more refreshed and focused.

Table 4.7
The Seventh Strategy Implementation

Name of Teachers	Telling a much humor which related to the lesson material as a story	
	Yes	No
Teacher A	√	-
Teacher B	√	-
Teacher C	√	-
Teacher D	√	-
Teacher E	√	-

The English teachers at SMP Progressif Bumi Sholawat Sidoarjo mostly have high sense of humor. But then, the students argued that teacher A, B, and E have the higher sense of humor than teacher C and D. Teacher A tells humor about the general life which is mostly not related with the lesson material. Teacher B and E always tell humor which related to the lesson material.

In short, telling humor can increase the enthusiasm of the teachers and also the students.⁶⁸ By telling humor, students can feel more relax in the class learning process. Finally, when the students have already enthusiast in learning English, teacher will be more enthusiast again in preparing and delivering the lesson in classroom.

b. The English Teachers' Enthusiasm in Teaching

Based on the three times observation in the English teachers' classroom teaching process, the writer obtained the data of teacher enthusiasm which are eyes contact, facial expression, gestures, body movements, vocal delivery, and energy level. The detail information is described beneath.

⁶⁸ *Result of classroom observation at SMP Progresif Bumi Sholawat Sidoarjo, on Thursday, May 8, 2014, at 10.25 a.m., in the library room.*

1) Eyes Contact

Table 4.8
The Eyes Contact of English Teachers in Teaching

Eyes Contact	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Looked dull or bored, Seldom opened eyes wide					
Appeared interested, Some changes to lighting up, Shining opening wide	√			√	√
Characteriz ed as dancing, Snapping, Shining, Lighting up frequently opening wide, Eyebrows raised		√	√		

Based on the table, it can be seen that two of the English teachers who are Teacher B and C have a very good eyes contact.

Meanwhile, teacher A, D, and E have a good eyes contact too, but they are not as good as the other two teachers.

Teacher A did some changes to lighting up, shining, and opening wide. When teacher A opened the class and greeted the students, the eyes was lighting up. And then, when giving the assignments which were analyzing the components of advertisement and making an advertisement, the eyes looked so excited. It was wide opened. Thus, the writer noticed that the eye contact appeared interested, but the opening eyes wide are showed rarely. The writer cannot see it frequently did by the teacher A.

Teacher B's eyes contact appeared shining with the raised of eyebrows. The eyes danced becoming open widely and little bit close. When teacher B opened the class and greeted the students, his eyes was lighting up. And then, when teacher B would play a video which was about tutorial of designing announcement by corel draw program, the eyes looked so excited. It was wide opened. Moreover, the writer noticed that teacher B opened the eyes wide frequently.

The eyes contact of teacher C appeared shining with the raised of eyebrows. The eyes changed frequently. When teacher C opened the class and greeted the students, the eyes was lighting up. And then, when playing a video of a news report, the eyes looked very excited. It was wide opened. Moreover, the writer noted that teacher C had a good eyes

contact with the students. It is because the eyes were varied, sometimes using raised eyebrow and sometimes not. In addition, teacher C also looked at the students' eyes one by one when speaking in front of the class.

Teacher D's eyes contact is appeared interested because it changed to lighting up, shining, and opening wide. When teacher D opened the class and greeted the students, the eyes was lighting up. And then, when conducting a debate session, the eyes contact to the student who gave an idea looked very excited. It was wide opened and sometimes raised her eyebrows too. But then, teacher D showed the eyes wide opened just in the first session of debate. The writer cannot see it frequently did by the teacher D in a whole debate session.

Teacher E opened the class and greeted the students with lighting up eyes. As other teachers, the eyes did some changes: lighting up, shining, and opening wide. And then, when conducting a debate session, the eyes contact to the student who gave an idea looked very excited. It was wide opened and sometimes raised her eyebrows too. But then, teacher D showed his wide opening eyes just in the first session of debate. The writer cannot see it frequently did in a whole classroom session.

Overall, based on the data obtained, the writer concludes that the English teachers' eyes contact at SMP Progresif Bumi Sholawat

Sidoarjo is categorized as the high and medium level of enthusiast.

There is no eyes contact which showed a low enthusiast in teaching.

Moreover, eyes contact is essential to communication that goes on in the learning environment, as well as elsewhere. Establishing eye contact is an attending behavior. It gets the learner's attention. It is not staring. It means looking directly at your learners and not over their heads, or at the ceiling, floor or other objects. Wide-opened eyes not only focus the learner's attention but they also convey meaning, attitudes and feeling tones. By establishing eye contact with the learners, the teacher not only focuses attention on himself or herself but on the content of the delivery.

2) Facial Expression

Table 4.9
The Facial Expression of English Teachers in Teaching

Facial Expression	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Appeared deadpan, Doesn't denote feeling or frowned most of the time, Little smiling or one-second lips					

upturned, Lips closed					
Agreeable, Smiled frequently and longer plus at a regular rate, Looked pleased, happy, sad when obviously called for				√	
Appeared vibrant, Demonstrati ve, Showed surprise, Awe, Sadness, Joy, Thoughtfuln ess, Excitement, Total smile, mouth opened wide, Quick and sudden changes in expression	√	√	√		√

Based on the table, it can be seen that four of the English teachers who are Teacher A, B, C and E have a very good facial

expression. Meanwhile, there is only a teacher who does not show the same good as the other teachers. Teacher D shows a good facial expression, but it is in the medium level.

Teacher A's facial expression is appeared energetic. In a part of teaching, teacher A promised a prize for a student who has the best advertisement. In that moment, the writer noticed that teacher A showed surprise and joyful expression. Giving a wide smile and expression of a challenge, the excitement of teacher A was transferred to the students.

The facial expression of teacher B is appeared joyful. Teacher B smiled to the students when opened the class. She also showed an angry expression when got the students' complaint about the task. Moreover, the writer noticed that teacher B varied her facial expression. Sometimes showing surprise, interesting, awe, sadness, or even angry. The facial expression is changed quickly and sudden.

The facial expression of teacher C is always appeared joyful. It is because teacher C is a little bit hyperbole people. Therefore, whatever teacher C did in class is always attracting the students' interest. Teacher C smiled to the students when opened the class. Like an artist, teacher C could varied the expression rapidly depends on the topic which is talking about in the class. The writer noticed that teacher C varied the facial expression became excitement, interest, joyful, and also sad.

Teacher D's facial expression was variation. It looked pleased and happy in the class. Sometimes, teacher D also showed the condition which was not relaxes. Teacher D was agreeable and liked to smile. Moreover, the writer concluded that teacher D expressed the feeling in the class well, but it does not changed frequently.

The facial expression of teacher E is also always appeared joyful. It is because teacher E is a humorist people. Therefore, whatever teacher E did in class is always getting the students' attention. Teacher E smiled to the students when opened the class. The facial expression varied rapidly depends on the topic which is talking about in the class. The writer noticed that teacher E changed the facial expression became excitement, interest, joyful, and also sad.

Facial expressions include smiles, frowns, wincing, grimaces, squinting, or wrinkling one's forehead or nose. Facial expressions may be used consciously to emphasize or reinforce verbal points, or may be used quite unconsciously or subconsciously. The important objective for the teacher is to integrate facial expressions into vocal delivery so that facial expressions are congruent with verbal messages. Facial expressions are used not only to focus learner attention, but also to convey messages as well as emotion, to emphasize and illustrate verbal messages, and to communicate meaning.

In short, the English teachers' facial expression are mostly showing high enthusiastic in teaching. It is probably because of the teachers are as young generation, thus they have full power and expression in teaching.

3) Gestures

Table 4.10
The Gestures of English Teachers in Teaching

Gestures	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Seldom moved arms out or outstretched toward person or object, Never used sweeping movements, Kept arms at side or folded across body, Appeared rigid.					
Often pointed with hand and using total arms, Occasionally used		√		√	√

sweeping motion using body, head, arms, hands, and face, Steady pace of gesturing is maintained					
Quick and demonstrative movements of body, head, arms, hands, and face, Sweeping motions, Clapping hands, Head nodding rapidly	√		√		

Based on the table, it can be seen that two of the English teachers who are Teacher A and C have a very gestures. Meanwhile, teacher B, D, and E showed their gestures not as good as the other two teachers.

Teacher A's gestures were observed by the writer through the use of hand, head, and arms movements. In the teaching process, teacher A liked to hold the marker in his hand and brought it everywhere in

class. When talked to give little explanation to the students, teacher A always played the marker which was in hand. Moreover, teacher A suddenly pointed the student with the marker too. Moreover, the writer noticed that teacher A liked to use the hand rapidly rather than the head and arms.

Teacher B often pointed with hand rather than using total arms. Sweeping motion using body, head, and hands is always used by teacher B. For example, during the teaching and learning process when refusing the students' desire to play the video of designing announcement using corel draw program, teacher B used her hand to sign that she did not agree about the students' idea. Moreover, teacher B's gestures seemed to be maintained.

Teacher C had quick and demonstrative movements of body, head, arms, hands, and face. It can be denied because everyone has already realized that she liked to do a hyperbole act. For example, when she gave an example of delivering a news, she acted totally liked a real news reporter. She spoke very clear, good control of vocal intonation, and the interest thing was her expression. Therefore, sweeping motions, clapping hands, head nodding rapidly was done by her in teaching process.

Teacher D's gestures can be observed through the way she used her hand, head, and arms. During the teaching process, she often pointed

with hand rather than using total arms. She occasionally used sweeping motion using body, head, and hands. For example, when chosen a student to state his argument, she used her hands to point the students. And moreover, she also showed her agree or disagree expression using her head teacher D's gestures seemed to be maintained.

Sweeping motions, clapping hands and head nodding were done by teacher E rapidly in the teaching observation process. He demonstrated quick movements of body, head, arms, and hands. The class activity was just watching the students' performance. Meanwhile, the teacher demonstrated some gestures while watching the students' report the news in front of the class.

Moreover, individuals have unique gestural styles and in part they reflect cultural values and upbringing. Gestures included body movements of the hands, arms, or head that accompany verbal messages (frequent demonstrative movements of the body, head, arms, hands, and face). They are used to express an idea or emotion, or to reinforce and emphasize verbal communication. In addition, gestures assist in controlling participation by signaling, pointing, shaping, describing, or controlling things in the environment. The teacher's task is to translate ideas or content into gestures that convey meaning and, at the same time, inspire the learners.

In short, the English teachers' gestures are generally showing enthusiastic in teaching. They like to do many things using their body gestures, such as head, hand, and arms frequently.

4) Body Movements

Table 4.11
The Body Movements of English Teachers in Teaching

Body Movements	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Seldom moved from one spot or movement mainly from a sitting position to a standing position					
Moved freely, Slowly and steadily	√	√		√	√
Large body movements, Swung around, Walked rapidly, Changed pace, Unpredictable, Energetic			√		

Based on the table, it can be seen that mostly the English teachers deliver a high body movements. Teachers A, B, D and E have very good body movements. Meanwhile, teacher C showed their body movements minimally.

Teacher A was a teacher who likes the students to do a group work. It can be seen from the class activity on that day, students were work in group to analyze the components of advertisement. While the students discussed on their own group, the teacher walked around the class checking the students' work. It was noticed by the writer that teacher A moved his position freely around the class.

Teacher B moved freely in the class. She seemed to be much closed with students. When the students watched the video of designing announcement using corel draw program, the teacher was not sat on her chair. But then, the teacher walked around the class and sometimes came to the students' row and sat with them. The writer noted that she changed her position wherever she could be closed to the students.

Teacher C had large body movements in class. She liked to walked and swung around the class rapidly. Again, it is because of a hyperbole factor within her. Thus, the teacher cannot stay calm on her chair or position, but liked to do many things unpredictable. The teacher was very energetic.

Teacher D moved freely in the class. But, the writer noticed that she seemed too serious in class. When the students watched the video of debate example, the teacher was not sat on her chair. But then, the teacher stood in the back of the class. Moreover, the teacher changed her position wherever she could be assisted the students.

The same as teacher B, teacher E moved freely in the class. When a student presented his or her result of making announcement, he moved her position gathered with other students as the audience. He always came to a different group of students to have a sit with them. The writer noted that the teacher changed her position rarely in the class.

Moreover, body movements refer to general body motion and include both instructional motions and personal motions. Using audio-visual materials, turning a page in a book, writing on the chalkboard or on a flipchart, or adjusting class notes are examples of instructional motions.

They are as integral a part of teaching as are verbal components because they communicate meanings that are essential in learning. Although instructional motions are integral parts of teaching sequences, they may be performed consciously to structure, sequence, illustrate, and support verbal communication, or they may be performed quite unconsciously as a cumulative repertoire of non-verbal behaviors. Personal motions are movements that are not used directly to aid in the

learning process. They include both personal mannerisms, such as adjusting one's person or clothing or fidgeting with personal or instructional items, and personal pace, such as entering and moving about the instructional setting. Personal mannerisms generally occur at the unconscious level and may be distracting to the learning process. These should be diagnosed and eliminated if possible. Personal pace, however, can be an effective element in motivating learning. Personal pace may be used to illustrate verbal concepts, maintain attention, and encourage, and control participation. The key to effective use of body movements in delivery is vitality peppered with reserve. Too much movement can be exhausting to the learner.

Finally, the English teachers' body movements are delivered very well. It means that the teacher enthusiastic in teaching. They like to do many things by moving their body freely.

5) Vocal Delivery

Table 4.12
The Vocal Delivery of English Teachers in Teaching

Vocal Delivery	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Monotone voice, Minimum vocal inflection, Little					

variations in speech, Drones on and on, Poor articulation					
Pleasant variations of pitch, Volume and speed, Good articulation	√				√
Great and sudden changes from rapid excited speech to a whisper, many changes in tone, Pitch		√	√	√	

Based on the table, it can be seen that three of five English teachers deliver the lesson material in class using a high vocal. Teachers B, D and C have the higher vocal volume than teacher A and E.

Teacher A delivered some variations of pitch in teaching. It was included in the volume and speed of his speaking. The teacher varied the volume of speaking rise and fall. The speed was also different, sometimes speak quickly and sometimes speak slowly with a good articulation or clear pronunciation.

Teacher B delivered the lesson material and gave instruction clearly in the class. The vocal volume and intonation was variation. She spoke loudly when she gave instruction. In delivering lesson material she often changed the vocal volume. The teacher liked to speak steadily but sometimes she also spoke like whispering to the students. The writer noted that she did many changes in tone, pitch, and volume.

Teacher C delivered the lesson material and gave instruction very clear in the class. The vocal volume and intonation was variation. The teacher spoke loudly when she gave instruction. In delivering lesson material she often changes the vocal volume. the teacher liked to speak steadily but sometimes spoke like whispering to the students. The writer noted that she had a very good vocal control which was dealing with tone, pitch, and volume.

Teacher D delivered the lesson material and gave instruction clearly in the class. The vocal volume and intonation was variation. The teacher spoke loudly when giving instruction. In delivering lesson material the teacher often changed the vocal volume. the teacher liked to speak steadily but sometimes spoke like whispering to the students. The writer noted that the teacher did many changes in tone, pitch, and volume.

Teacher E conducted the class activity in the second meeting very well. The teacher gave instruction very clear in the class. The vocal

volume and intonation was still loud. In giving comments on students' performance, the teacher spoke clearly and sometimes changed his vocal volume. The style in speaking which was included the variation of vocal volume made the students really gave their attention to the teacher. Therefore, writer noted that the teacher always delivered a good vocal control which was dealing with tone, pitch, and volume.

Moreover, vocal delivery refers to the pitch, pace, cadence, volume, articulation, and tone of verbal presentation. Extensive use and variations in these variables contribute both to the understanding of content and to maintaining attention, stimulating interest, and encouraging participation. Vocal delivery can also communicate a sense of excitement for content.

In short, the English teachers' vocal deliveries are generally showing an enthusiastic in teaching. They mostly vary the pitch, volume, and intonation rapidly. Interestingly, the three woman teachers have the higher level of vocal delivery rather than the man teachers. It is probably because of gender.

6) Energy Level

Table 4.13
The Energy Level of English Teachers in Teaching

Energy Level	Teacher A	Teacher B	Teacher C	Teacher D	Teacher E
Lethargic, Appeared inactive, Dull or sluggish					
Some variations from high to low in appearing energetic, Demonstrative but mostly an even level is maintained				√	√
Exuberant, Maintained high degree of energy, Highly demonstrative, Great and sudden changes in voice, Pitch, Eye, Head arm and body movements	√	√	√		

Based on the table, it can be seen that three of five English teachers have the maximum total energy level in teaching. Teachers A, B and C have the higher energy level than teacher D and E.

Teacher A's energy level in teaching was maximal and exuberant. It was proved by the way the teacher maintained high degree of energy and vitality, the teacher showed highly demonstrative, and the way the teacher varied his voice, eye contact, facial expression, hand and body movements.

Teacher B's energy level in teaching was exuberant. It was proved by the way the teacher maintained high variation of the voice, eyes, hand, and body movements. Furthermore, the writer concluded that teacher B's enthusiasm level was high or it can be said maximal.

Energy level of teacher C in teaching was exuberant. It was proved by the way the teacher maintained the facial expression, voice, eyes contact, gestures, and body movements. Furthermore, the writer concluded that teacher C's enthusiasm level was the highest than other English teachers in the school. The important thing is being hyperbole can impact the teacher enthusiasm totally maximal.

Teacher D's energy level in teaching was appearing energetic. the teacher varied the energy of teaching from high to low. The teacher also maintained her vocal and body movements. But then, the teacher was less expressive. the teacher could not change her facial expression

quickly. Moreover, the writer concluded that the teacher's enthusiasm level was still high or maximal. But, it can be maximized more again.

Teacher E energy level in the time of teaching was still exuberant. The teacher could maintain the facial expression, voice, eyes contact, gestures, and body movements in the class. Furthermore, the writer concluded that teacher E's enthusiasm was still the highest level than other English teachers in the school.

Moreover, energy level refers to the overall level of mobility variations in voice, and degree of animation or amount of dynamism. One group of researchers tested retention in students after experiencing presentations from static speakers and "dynamic" speakers. Static speakers read from a manuscript, used no gestures, had no direct eye contact, and kept vocal inflection to a minimum. Dynamic speakers delivered presentations from memory, with extensive use of gesturing, eye contact, vocal inflection and animation. The mean score of the students who heard the dynamic speaker was significantly higher than those who heard the static speaker. The implications of the study are that energy level not only contributes to attention, but to retention. Energy level, of course, will vary from individual to Individual and with environments; however, it should be experimented with to ensure optimum results.

In short, the English teachers' energy level is generally indicates the high or maximum enthusiasm in teaching. They show and vary their eyes contact, facial expression, gestures, body movements, and vocal delivery well.