

**Teachers' Strategies in Using Teaching and Learning Resources
to Facilitate Students' English Language Learning:
A Focus in West Sumatran Primary Schools, Indonesia**

by

Adzanil Prima Septy

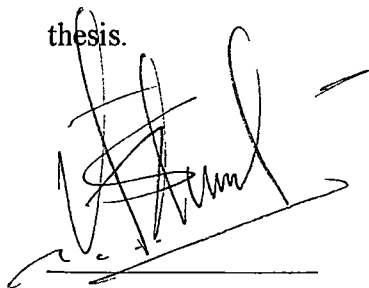
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DECLARATION

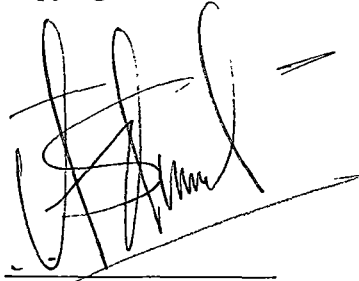
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ABSTRACT

This study examined Indonesian teachers' strategies for using English teaching and learning resources in the context of English as a foreign language—an elective subject—as taught in West Sumatran primary schools. The strategies reflected the important role of teachers in facilitating young students' English language learning. This study was considered against a background of critical concerns about teachers' competence, applicability of current teaching methods, and appropriateness of materials used for teaching English, which were central to debates in the context of the 1994 national curriculum system.

To identify teachers' strategies, teachers' views on issues of socio-culture, curriculum, and their teaching experience were examined in relation to the ways in which they managed their classrooms. Their students' participation in classroom activities was also examined in relation to the effectiveness of the teachers' strategies. Examining these resource-use strategies could suggest a more comprehensive framework for understanding teachers' decision making, which incorporates contextual factors as well as traditional curriculum and teaching practices. It could also enhance primary school English programs.

Study data were based on a questionnaire, interviews and classroom observation sessions, collected over two school terms from March to November 2001, in private and public primary schools in the city of Padang and surrounding cities in West Sumatra province, Indonesia. Of the 147 teachers who responded to the questionnaire, 14 also participated in a number of interviews and classroom observations.

The study results indicated that teachers' strategies in teaching English and their use of teaching and learning resources to facilitate students' English language learning reflected the significance of particular aspects of socio-culture, curriculum, and teachers' teaching experiences. The importance of socio-culture was indicated through the teachers' consideration of the students' backgrounds, the contextual background, and their own background. Several curriculum components were emphasised within their teaching. Teachers' teaching experiences were reflected in their application to their resource use of their knowledge of and familiarity with the aspects identified. These aspects were reflected in the ways in which teachers managed classroom teaching and learning activities, as indicated through certain types of teacher talk, classroom interaction, and classroom organisation.

The influence of these aspects was also indicated in students' responses to teachers' classroom management. Students' responses reflected their language development and acquisition process, their personalities in classroom interaction, and their learning strategies; and provided insights into how classroom activities and English teaching and learning resources were effectively managed.

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“The classroom is the world in micro size. Understanding the classroom could help us understand the world around us, and understanding the classrooms of other cultures could help us understand the world of the others with whom we share it and make the world a better, more peaceful place.”

TABLE OF CONTENTS

List of Tables	xiv
List of Figures	xviii
CHAPTER 1: INTRODUCTION	1
1.1 Background of the study	1
1.1.1 Teachers' strategies to assist students' learning of English	1
1.1.2 Context of and issues affecting ELT practice in Indonesian primary schools	4
1.1.3 Assumptions and several research findings	9
1.1.3.1 Assumptions	9
1.1.3.2 Research evidence	11
1.2 Aim of the study	14
1.3 Research question	15
1.4 Significance of the study	16
1.5 Definition of key terms	18
1.6 Organisation of the thesis	19
1.7 Conclusion	20
CHAPTER 2: LITERATURE REVIEW	21
2.1 Introduction	21
2.2 Perspectives on teachers' strategies in English language teaching (ELT)	21
2.3 Aspects affecting teachers' views of the classroom teaching process	23
2.3.1 Socio-cultural factors	24
2.3.1.1 Students' background	24
2.3.1.2 Teachers' background	27
2.3.1.3 Context of teaching	27
2.3.2 Curriculum	28
2.3.2.1 Approaches to curriculum	28

2.3.2.2 Components of curriculum	30
2.3.2.3 ELT curriculum in Indonesia	31
2.3.3 Teaching Experience	32
2.3.4 Summary	35
2.4 Classroom management	35
2.4.1 Teacher talk	36
2.4.1.1 Purposes of teacher talk	36
2.4.1.2 Types of teacher talk	37
2.4.2 Patterns of classroom interaction	39
2.4.3 Classroom organisation	42
2.4.3.1 Class-work activities	42
2.4.3.2 Group-work activities	43
2.4.3.3 Pair-work activities	44
2.4.4 Summary	44
2.5 Students' responses to teachers' classroom management	45
2.5.1 Personality	46
2.5.2 Students' learning strategies	49
2.5.3 Language development and acquisition	53
2.5.4 Summary	55
2.6 Conclusion	56
CHAPTER 3: METHODOLOGY	58
3.1 Introduction	58
3.2 Nature of the study	58
3.3 Data of the study	59
3.4 Setting of the study	60
3.5 Participants	61
3.6 Period of the study	65
3.7 Ethical issues	65
3.8 Pilot study	66
3.9 Procedure of data collection and analysis	68

3.9.1 Questionnaire	69
3.9.1.1 Questionnaire administration	69
3.9.1.2 Questionnaire data analysis	72
3.9.2 Interview	73
3.9.2.1 Interview sessions	73
3.9.2.2 Interview data analysis	76
3.9.3 Observation	76
3.9.3.1 Observation procedure	76
3.9.3.2 Observation sessions	80
3.9.3.3 Classroom observation data analysis	82
3.10 Validity and reliability issues	83
3.11 Conclusion	86
 CHAPTER 4: RESULTS OF THE QUESTIONNAIRE DATA ANALYSIS	 87
4.1 Introduction	87
4.2 English teaching and learning resources	88
4.2.1 Printed materials	88
4.2.2 Audio-visual materials	90
4.2.3 People around the school	92
4.2.4 Materials and artefacts	94
4.2.5 Work on arts and culture	96
4.3 Aspects reflected as significant in selection and use of resources	97
4.3.1 Aspects of socio-culture reflected as significant in teachers' resource use	98
4.3.1.1 Teachers' views on the significance of students' characteristics	98
4.3.1.2 Teachers' views on the significance of students' nature	100
4.3.1.3 Teachers' views on the significance of students' social background	102
4.3.1.4 Teachers' views on the significance of context of teaching	103
4.3.1.5 Teachers' views on the significance of social and cultural organisations	105

4.3.1.6 Teachers' views on the significance of social class and economic and political conditions	107
4.3.1.7 Teachers' views on the significance of institutional factors and technological development	109
4.3.1.8 Teachers' views on the significance of their personal thoughts and beliefs	111
4.3.1.9 Teachers' views on the significance of their personal characteristics	113
4.3.2 Components of curriculum reflected as significant in teachers' resource use	115
4.3.2.1 Teachers' views on the significance of orientation and objectives of ELT	115
4.3.2.2 Teachers' views on the significance of language skills and content	117
4.3.2.3 Teachers' views on the significance of teaching methods	119
4.3.2.4 Teachers' views on the significance of teaching activities	121
4.3.2.5 Teachers' views on the significance of teaching interaction	123
4.3.2.6 Teachers' views on the significance of timetable and evaluation	125
4.3.3 Teaching experiences reflected as significant in teachers' resource use	127
4.4 Conclusion	129
CHAPTER 5: RESULTS OF THE INTERVIEW DATA ANALYSIS	131
5.1 Introduction	131
5.2 English teaching and learning resources	132
5.2.1 Printed materials	133
5.2.2 Audio-visual materials	135
5.2.3 People around the school	136
5.2.4 Materials and artefacts	136
5.2.5 Work on arts and culture	138
5.3 Aspects reflected as significant in selection and use the resources	139
5.3.1 Aspects of socio-culture reflected as significant in teachers'	

resource use	139
5.3.1.1 Teachers' views on the significance of students' characteristics	141
5.3.1.2 Teachers' views on the significance of their students' nature	142
5.3.1.3 Teachers' views on the significance of students' social background	144
5.3.1.4 Teachers' views on the significance of context of teaching	145
5.3.1.5 Teachers' views on the significance of social and cultural organisation influence	146
5.3.1.6 Teachers' views on the significance of social class and economic and political conditions	147
5.3.1.7 Teachers' views on the significance of institutional factors and technological development	148
5.3.1.8 Teachers' views on the significance of their personal thoughts and beliefs	149
5.3.1.9 Teachers' views on the significance of their personal characteristics	150
5.3.2 Components of curriculum reflected as significant in teachers' resource use	152
5.3.2.1 Teachers' views on the significance of orientation and objectives of ELT	153
5.3.2.2 Teachers' views on the significance of language skills and content	155
5.3.2.3 Teachers' views on the significance of teaching methods	157
5.3.2.4 Teachers' views on the significance of teaching activities	158
5.3.2.5 Teachers' views on the significance of teaching interaction	160
5.3.2.6 Teachers' views on the significance of timetable and evaluation	162
5.3.3 Teaching experiences reflected as significant in teachers' resource use	164
5.3.3.1 Experience reflected in teachers' knowledge of their students	165
5.3.3.2 Experience reflected in teachers' knowledge of social- environmental aspects	166
5.3.3.3 Experience reflected in teachers' personal values	167

5.3.3.4 Experience reflected in teachers' knowledge of ELT curriculum	168
5.4 Conclusion	170
CHAPTER 6: RESULTS OF THE OBSERVATION DATA ANALYSIS	171
6.1 Introduction	171
6.2 Results of the adapted FIAC	171
6.3 Results of the observational field note analysis	176
6.3.1 Teachers' actions	177
6.3.1.1 Teachers' instructions or directions	179
6.3.1.2 Teachers' criticism/authority justification	180
6.3.1.3 Teachers' questions	181
6.3.1.4 Teachers' lectures	183
6.3.1.5 Teachers' praise or encouragement	184
6.3.2 Observation of classroom interaction	184
6.3.2.1 Observation of participant 1 (T1)	185
6.3.2.2 Observation of participant 2 (T2)	187
6.3.2.3 Observation of participant 3 (T3)	190
6.3.2.4 Observation of participant 4 (T4)	193
6.3.2.5 Observation of participant 5 (T5)	195
6.3.2.6 Observation of participant 6 (T6)	196
6.3.2.7 Observation of participant 7 (T7)	199
6.3.2.8 Observation of participant 8 (T8)	202
6.3.2.9 Observation of participant 9 (T9)	204
6.3.2.10 Observation of participant 10 (T10)	206
6.3.2.11 Observation of participant 11 (T11)	209
6.3.2.12 Observation of participant 12 (T12)	211
6.3.2.13 Observation of participant 13 (T13)	214
6.3.2.14 Observation of participant 14 (T14)	216
6.3.3 Students' responses	218
6.4 Conclusion	221

CHAPTER 7: DISCUSSION OF THE FINDINGS	224
7.1 Introduction	224
7.2 Aspects reflected in teachers' strategies when using resources	224
7.2.1 Socio-culture	225
7.2.2 Curriculum practices	233
7.2.3 Teachers' teaching experiences	237
7.2.4 Summary	240
7.3 Teachers' use of the English teaching resources in classroom activities	240
7.3.1 Teacher talk	241
7.3.2 Classroom interaction	245
7.3.3 Classroom organisation	247
7.3.4 Summary	252
7.4 Students' responses to the classroom activities	253
7.4.1 Language development and acquisition process	254
7.4.2 The learner's personality	255
7.4.3 Students' learning strategies	258
7.4.4 Summary	261
7.5 Reflection on teachers' strategies	262
7.6 Methodological perspective of the study: A post-study reflection	264
7.7 Conclusion	266
 CHAPTER 8: CONCLUSION	 268
8.1 Introduction	268
8.2 The research study and results	268
8.3 Implications of this study	274
8.4 Limitations of this study and recommendations for future research	276
 REFERENCES	 279
APPENDICES	289

LIST OF TABLES

CHAPTER 2

Table:

2.1 Socio-cultural aspects included in students' background	25
2.2 Priorities for each teacher according to their primary focus of concern	28
2.3 The extent to which teacher used plan	33
2.4 Characteristics of formal and systematic/analytic approach	34
2.5 Types of teacher talk	38
2.6 Lesson and resources presentation model	41
2.7 Dimensions of personality and L2 learning	47
2.8 Definition of learning strategies	49
2.9 Students' and teacher's perception of learning strategies	50
2.10 Characteristics of learning strategies	51
2.11 Chamot's elaboration of learning strategies	52
2.12 Operational principles in children's language development	54
2.13 Stages of L2 development	55

CHAPTER 3

Table:

3.1 Data of the study	60
3.2 Participants approached and responding in the questionnaire administration	62
3.3 The participants, based on gender	62
3.4 The participants' age groups, based on gender	62
3.5 The participants' educational background, based on gender	62
3.6 The respondents' length of service, based on gender	63
3.7 Demographic data of the teachers participating in the interview and observation sessions	64
3.8 Indicators and distribution of items in questionnaire	71
3.9. Strength and weaknesses of tape-recording and note-taking	76

3.10 Overall observation sessions	81
3.11 Teachers and grades focus in the observation sessions	82

CHAPTER 5

Table:

5.1 Summary of English teaching and learning resources used in the classroom	132
5.2 Summary of teachers' views about aspects of socio-culture reflected in the use of English teaching and learning resources	140
5.3 Summary of teachers' views about curriculum practices reflected in the use of English teaching and learning resources	152
5.4 Summary of teachers' views about their teaching experiences reflected in the use of English teaching and learning resources	164

CHAPTER 6

Table:

6.1 Results of the adapted FIAC identifying the teachers' use of the teaching resources and the students' responses in the classroom interaction	174
6.2 The teachers' actions to manage English teaching and learning resources in the observed classroom teaching and learning activities	178
6.3 Summary of the ways in which teachers gave instructions or directions in classroom activities	179
6.4 Summary of the ways in which teachers criticised or justified authority in classroom activities	181
6.5 Summary of the ways in which teachers asked questions in classroom activities	182
6.6 Summary of the ways in which teachers gave lectures or explanations in classroom activities	183
6.7 Summary of the ways in which teachers praised or encouraged students in classroom activities	184
6.8 Summary of observation of participant 1	187

6.9 Summary of observation of participant 2	189
6.10 Summary of observation of participant 3	192
6.11 Summary of observation of participant 4	194
6.12 Summary of observation of participant 5	196
6.13 Summary of observation of participant 6	199
6.14 Summary of observation of participant 7	201
6.15 Summary of observation of participant 8	204
6.16 Summary of observation of participant 9	206
6.17 Summary of observation of participant 10	208
6.18 Summary of observation of participant 11	211
6.19 Summary of observation of participant 12	213
6.20 Summary of observation of participant 13	216
6.21 Summary of observation of participant 14	217
6.22 The students' responses to the classroom activities	219

CHAPTER 7

Table:

7.1 Students' responses, which may be relevant to Chamot's strategies of learner's cognitive strategy	259
---	-----

APPENDIX C

Table:

1. The frequency and percentage of teachers' use of English teaching resources	309
2. The mean scores of teachers' responses to the use of resources	311
3. The frequency and percentage of the teachers' views regarding the significance of socio-cultural aspects when using English teaching resources	312
4. The mean scores of the teachers' views regarding the significance of socio-cultural aspects when using English teaching resources	314
5. The frequency and percentage of the teachers' views regarding the significance of curriculum when using English teaching resources	315

6. The mean scores of the teachers' views regarding the significance of curriculum when using English teaching resources	316
7. The frequency and percentage of the teachers' views on aspects reflecting their teaching experiences for using English teaching resources	317
8. The mean scores of the teachers' views on aspects reflecting their teaching experiences for using English teaching resources	317

LIST OF FIGURES

CHAPTER 3

Figure:

3.1 Mechanism of data collection and analysis of the study	68
--	----

CHAPTER 4

Figure:

4.1(a) Printed materials as resources	89
4.1(b) Printed materials as resources	89
4.2(a) Audio-visual materials as resources	91
4.2(b) Audio-visual materials as resources	91
4.3(a) People around the school as resources	93
4.3(b) People around the school as resources	93
4.4(a) Materials and artefacts as resources	95
4.4(b) Materials and artefacts as resources	95
4.5(a) Work on art and culture-based resources	96
4.5(b) Work on art and culture-based resources	97
4.6(a) Students' characteristics considered when using teaching resources	99
4.6(b) Students' characteristics considered when using teaching resources	99
4.7(a) Students' nature considered when using teaching resources	101
4.7(b) Students' nature considered when using teaching resources	101
4.8(a) Students' social background considered when using teaching resources	103
4.8(b) Students' social background considered when using teaching resources	103
4.9(a) Context of teaching considered when using teaching resources	104
4.9(b) Context of teaching considered when using teaching resources	104
4.10(a) Social and cultural organisations influence considered when using teaching resources	106
4.10(b) Social and cultural organisations influence considered when using teaching resources	106

4.11(a) Social class, economic, and politic condition considered when using teaching resources	108
4.11(b) Social class, economic, and politic condition considered when using teaching resources	108
4.12(a) Institutional factor and technological development considered when using teaching resources	110
4.12(b) Institutional factor and technological development considered when using teaching resources	110
4.13(a) Teacher's thoughts, beliefs, and preferences considered when using teaching resources	112
4.13(b) Teacher's thoughts, beliefs, and preferences considered when using teaching resources	112
4.14(a) Teacher characteristics considered when using teaching resources	114
4.14(b) Teacher characteristics considered when using teaching resources	114
4.15(a) Orientation and objectives considered when using teaching resources	116
4.15(b) Orientation and objectives considered when using teaching resources	116
4.16(a) Language skills and content considered when using teaching resources	118
4.16(b) Language skills and content considered when using teaching resources	118
4.17(a) Teaching methods considered when using teaching resources	120
4.17(b) Teaching methods considered when using teaching resources	120
4.18(a) Teaching activities considered when using teaching resources	122
4.18(b) Teaching activities considered when using teaching resources	122
4.19(a) Teaching interactions considered when using teaching resources	124
4.19(b) Teaching interactions considered when using teaching resources	124
4.20(a) Timetable and evaluation considered when using teaching resources	126
4.20(b) Timetable and evaluation considered when using teaching resources	126
4.21(a) Teaching experiences considered when using teaching resources	128
4.21(b) Teaching experiences considered when using teaching resources	128

CHAPTER 7

Figure:

7.1 Pattern of classroom interaction	246
7.2 Model of teacher-centred class-work activity	248
7.3 Model of teacher-centred group-work activity	250
7.4 Model of teacher-centred pair-work activity	251
7.5 Factors reflected in the Indonesian teachers' strategies for using English teaching and learning resources, to facilitate students' English language learning in West Sumatran primary schools	263

APPENDICES

Appendix A

Figure:

Interrelated aspects reflected in teachers' strategies	290
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CHAPTER 1

INTRODUCTION

1.1 Background of the study

1.1.1 Teachers' strategies to assist students' learning of English

Teachers' strategies for using English teaching and learning resources are considered one of the most important elements in the process of teaching and learning English. They relate to the primary role that teachers play, ensuring that learning English is enjoyable and curricula objectives are attainable. Through these roles, teachers demonstrate their thoughts and beliefs (Randi & Corno, 1997:196–7; Richards, 1998:49–50) by their use of specific approaches, methods, and techniques or procedures in managing classroom teaching and learning activities carried out to achieve particular objectives (Brown, 2000:113; Department of Education and Culture, 1981; Kauchak & Eggen, 1998:16; Richards, 1998:66–73; Stern, 1996:339). How teachers' thoughts and beliefs are reflected in their actions in classroom activities—the teachers' strategies—and whether the strategies are dependent upon contextual factors as well as curriculum and teaching practices, and also how the factors are significantly reflected in teachers' awareness and their decision making, have led this research.

In the context of teaching English as a foreign language, teachers' strategies are of special interest; the teachers' role in creating an enjoyable English language learning experience for young students in the classroom is very important. It is related to arguments that the core of teaching and learning success is dependent on teachers. As Brown (1994:120) suggested, English teaching and learning in a non-English speaking environment requires teachers with a special ability, especially to function with limited resources (physical resources such as printed materials, artefacts, audio-visual materials, and human or community resources and environment). Teachers should endeavour to obtain diverse English teaching and learning resources in order to create an enjoyable learning atmosphere in the classroom.

Another consideration for teachers which may also affect the approaches they undertake is the differences between the language acquisition process of children and adults. The difference can be viewed in terms of children's nature, which reflects age-related abilities and behaviours in language, as well as their special abilities in language learning and language acquisition (Bialystok & Hakuta, 1994:101; Brown, 1994:90; Bruner, 1983; Singleton, 1995:22). Consequently, teachers should use appropriate approaches or strategies to ensure that the various resources they use make learning English enjoyable and interesting for children.

There is considerable relevant evidence regarding the nature of children. First is children's ease of language acquisition. Bruner (1983)—whose constructivist theory in language learning is referred to describe the Language Acquisition Support System (LASS) to reflect the children's special capacity (Mason, 2003)—notes that children's special capacity for language acquisition and development is indicated by their active interaction in their social situation, so that they can make language more meaningful. The children's capacity is more than just their basic knowledge and structure of the language: Chomsky's Language Acquisition Device (LAD) only underlines that children have an innate capacity to develop competence in a language in a relatively short time (Chomsky, 1968).

Brown (1994:90) also noted that children make a tremendous subconscious effort in acquiring a second language and practise a good deal of cognitive and affective effort to internalise native and second languages. Supporting this special capacity requires specific skills and intuition on the part of teachers. Singleton (1995:22) also suggested that younger learners tend to do better in second language acquisition. Such views are a basis for educator's emphasis on the importance of learning English at an early age and for the inclusion of English teaching programs in primary education curricula.

Second, children like to experiment with language. The trial and error with which children experiment with language often produces various types of language which Selinker (1972) called interlanguage. Interlanguage indicates children's language errors in the process of learning, caused by a number of processes such as language transfer, overgeneralization, and communication strategy (Gass & Selinker,

1994:139–189; Selinker, 1972). Although interlanguage is a common part of children's language learning process, teachers may undertake certain strategies to avoid or minimise children's errors, and how teachers handle the strategy may affect the young learners' interest in and enthusiasm for learning the language.

Third, children use language more functionally in their social interaction than do adults. For example, in Halliday's view of functional language: a young child is able to master some elementary functions of language through interaction (Halliday, 1985), the functions of language as a means of social interaction should be optimised to make classroom atmosphere communicative and interactive. However, communicative and interactive classroom would be difficult to organise if teaching and learning activities were more focused on lecturing or giving instructions about language forms.

Fourth, children are more interested in factual resources in the language teaching and learning process. For example, when children are exposed to pictures of pet animals such as a cat, chicken, rabbit, dog, and the like, or wild animals such as a tiger, lion, or crocodile, they will immediately place the shapes and names of the animals in their memory. They will also enthusiastically mention the animals and imitate their sounds. However, when children are given abstract images of these animals, they find it difficult to illustrate what the animals are, how they look and what they sound like.

Specific teaching approaches, methods or procedures that suit children's language learning ability are necessary. In the context of English as a foreign language in Indonesian primary schools, teachers' ability to select and manage interesting classroom resources for students may affect their decisions on how teaching and learning activities should be conducted. Teachers need to have certain skills and intuitions to teach children a language (Brown, 1994): the success of students learning English reflects their teacher's success in managing the teaching and learning process (Merry, 1998).

Most English teachers in Indonesia are non-native speakers and have some in-county training background in teaching English. Teacher competence in regard to the appropriateness of teaching methods and materials, as well as curriculum problems,

are major concerns since the introduction of English in primary schools in the early 1990s (Huda, 1999; Nio, 1993; Kompas, 2002b; 2003). Despite this, how teachers cope with issues of competence, methodology, curriculum, society, and materials indicates a pattern that may lead to an understanding of the framework of teachers' decision making, especially in the use of English teaching and learning resources for young children.

In 1994 national curriculum system of primary schools in particular, it is stipulated that English be taught as an elective subject (Department of Education and Culture, 1993). This elective subject also includes in the competence-based curriculum, the teaching outline of which has been introduced and piloted since 2002 (Boediono, 2002; Department of National Education, 2001a). The introduction of this subject in primary schools may reflect how teachers view and implement teaching strategies including how they determine their teaching methods, approaches, and materials, and may reveal the typical strategies they employ to comply with the requirements. A study of this issue may provide alternative theoretical and practical insights into English language teaching (ELT) problems that typify the context of language teaching and learning. The study may also provide insights into students' involvement in learning activities and an understanding about how their language learning is in general (Lê, 1999).

1.1.2 Context of and issues affecting ELT practice in Indonesian primary schools

In 1989, the government of the Republic of Indonesia issued Act No. 2/1989: the National Education System (Government of the Republic of Indonesia, 1989; Tilaar, 1995). The Act was intended to adjust the educational system throughout the country to meet current needs of science and technology mastery, in order to achieve and accelerate national development objectives. To implement the national education system, as well as to achieve the developmental objectives, a curriculum originally known as the 1994 curriculum and related to the developmental objectives has also been developed.

An important aspect of the implementation of the new education system occurs in the curricula of basic education, integrating both primary and lower secondary

school programs into nine years of compulsory education as a continuum. The aim of the curricula of basic education is to provide students with the ability to read, write and be numerate; to instil primary knowledge and skills that will be useful for the students in line with their development levels (Department of Education and Culture, 1993). In particular, it provides students with basic abilities (such as the expansion of knowledge and improvement of skills) to develop their lives as individuals, members of society, and citizens, in line with globalisation and an era of high technology.

In relation to this integration, the curricula introduced English into primary schools as a local-content-based elective subject. English in primary schools is not included among the ten compulsory national subjects, however it is compulsory in lower secondary schools. The rationale is that primary schools lack sufficient resources, including qualified English teachers, to introduce this subject.

As it is designated a local content subject, English in primary schools should be relevant to local needs, as well as to short-term regional development objectives. According to Djojonegoro (Minister of Education when the 1994 curriculum was launched), local content subjects were intended to accommodate local needs in science, the arts and technology, as well as cultural development in accordance with regional conditions (Djojonegoro, 1993:15–19). An obligation of special local-based curricula is to be designed as a part of national curriculum development, in which its implementation is relevant to the regional situation, development needs, and policies.

An underpinning reason why this subject is elective is that the special teachers required are not always available: considerable time is required for teacher education institutes and universities to train enough special teachers of English to teach primary school students. Teachers of English in lower secondary schools are not easily transferred to teaching English in primary schools. As well, planning, budgeting and comprehensive studies are required to prepare English teachers to teach in primary schools (Kasbolah, 1992; Nio, 1993:25): the characteristics of young learners in primary schools require special teachers who have special abilities in teaching them (Brown, 1994:90–91).

Since English as a subject was formally implemented in Indonesia's education system, there have been several ELT curricula stipulated (that is, 1968, 1975, 1984,

1987, and 1994) (Huda, 1999:107; Nio, 1993:7–13). Each of them has certain approaches and emphases aimed at ELT practice in schools. However, the implementation of these curricula has led to problems for ELT (Nio, 1993:7–13), one being that ELT results are not yet satisfactory. For example, the 1994 curriculum introduced some flexibility for teachers to adjust in their teaching condition, but satisfactory student English mastery has not yet been achieved. Some believe that the ELT curricula are too rigid, which may lead to implementation difficulties in the classroom (Jazadi, 1999a, 1999b). A rigid curriculum does not encourage teachers to be creative (Huda, 1999:153–4). Compounding the curricula difficulties, there is concern about teacher competence. Although the recently piloted competence-based curriculum also specifies the introduction of English as an elective subject in primary schools, seeking mastery of 900 English vocabulary items and their use in functional grammar (Boediono, 2002; Department of National Education, 2001a), it is doubtful whether satisfactory results can be attained unless teachers have the appropriate ability to teach, materials to use, and methods to employ.

As the specific English in primary schools curriculum should be designed locally, the Regional Department of Education of West Sumatra, for instance, has issued a hastily prepared local-based curriculum of English in primary schools as a guide for teachers (Department of Education and Culture, Provincial Office of West Sumatra, 1999). This curriculum is supposed to be relevant to the local needs, abilities, characteristics, and availability of resources in West Sumatra. However, teachers' ability to implement the outlined local curriculum in their teaching practice is questionable, especially in selecting and using teaching and learning resources for younger learners. Similar concerns may be raised in relation to the competence-based curriculum.

Since the early 1990s, the introduction of English to Indonesian primary schools has invited debate and critical consideration among scholars, teachers and education officers, particularly regarding readiness and availability of specially trained teachers. The unavailability of specialised teachers for primary schools was also raised at the Teaching of English as a Foreign Language in Indonesia (TEFLIN) conferences in 1992 in Bandung and 1993 in Padang, along with the applicability of

current teaching methods, appropriateness of teaching and learning materials, and proficiency of teachers (Kasbolah, 1992; Mukhaiyar, 1993; Markus, 1993; Subhan, 1992).

Similarly, Nio (1993:24–7) referred to the unavailability of special teachers, materials and textbooks in the Indonesian province of West Sumatra. She suggested that the introduction of this subject should be delayed until at least 1997, until special teachers could be provided. In addition, debates on this issue also appeared in the community (Kompas, 1996a), even until recently (Kompas, 1999; 2001; 2002a; 2002b; 2003). This situation suggested to the governmental authority the need to prepare programs to provide primary school teachers with English language skills and teaching methodology through pre- and in-service teacher training programs at teacher training institutes and universities to prepare qualified English teachers.

The regional Department of Education of West Sumatra also undertook several in-service training programs between 1996 and 1998 (a crash program). Attended by a number of primary school teachers, the programs were aimed at qualifying and enabling classroom teachers to teach basic English expression to young students. Although the teachers may not have a special ELT pre-service training background, the training programs could be considered successful, at least providing the teachers with some experience in managing the ELT classroom and understanding how to use ELT materials and resources as well as providing encouragement and support in their teaching of English. Although their ELT competence is still of serious concern, their principals have assigned them to teach English and have even allocated a special budget. Several schools initiated recruitment of specially trained ELT teachers. However, there have been no evaluations or studies to ascertain the success or lack of success of ELT in this context to date, and further research would be useful.

In spite of the controversies, especially regarding questions about the qualifications of the teachers teaching English, enthusiasm and support for the introduction of the subject in primary schools is increasing, mainly from local schools and the community. For example, many public and private schools have competitively recruited English teachers, and even advertised the introduction of this subject to attract more students to enrol (Kompas, 1996b). Parents also consider whether a

school offers English as a subject before enrolling their children (Huda, 1999:99–106).

The Department of National Education supports this enthusiasm. In the preparation of the competence-based curriculum, the Department of National Education (formerly the Department of Education and Culture) specified more teaching hours for English at schools (Muhaimin, 2000). This indicates that English is seen as an important subject in the Indonesian primary education system.

The need for the introduction of English in primary schools has become more obvious in relation to the deregulation of developmental policies. The deregulation occurred as a result of the political reforms occurring after the fall of the New Order Administration in mid-1998 that centralised most developmental policies. It also included policies in the education sector (People's Consultative Assembly of the Republic of Indonesia, 2000; Government of the Republic of Indonesia, 1999; 2000). The aim of the increased autonomy is to accelerate provincial development in all sectors in order to meet the demands of globalisation.

In the educational sector in particular, provincial governments have wide autonomy to determine their educational policies in accordance with provincial characteristics, needs, and conditions. For example, to meet the needs, the provincial authority of education has outlined a local-based curriculum of English language teaching for primary schools to become a guideline for the introduction of English in primary schools in the region (Department of Education and Culture, Provincial Office of West Sumatra, 1999). Although the introduction of this subject in primary schools in West Sumatra has been piloted since 1996, this later issuance of the curriculum could provide a direction for the practices of ELT in primary schools in the province. However, as there have not yet been many attempts to examine ELT in primary schools, including teachers' implementation of curriculum during the introduction of English into West Sumatran primary schools, a study needs to be conducted.

1.1.3 Assumptions and several research findings

1.1.3.1 Assumptions

A number of assumptions underlie the introduction of English into primary schools in Indonesia. The first relates to attempts to attain excellence in mastering science and technology. It is believed that this goal can only be attained through quality of human resources.

Indonesia has entered its Second Long Term Development Plan (PJP II) since 1994/95 with the emphasis on human resource development (Tilaar, 1995; 1998:104). In this regard, English has been perceived as an instrument to develop the quality of human resources as well as to master science and technology advancement. It was indicated in the first Long Term Development Plan (PJP I) from 1967/68 to 1993/94 that agriculture, technologies, and industries could only be developed with appropriately qualified human resources (Huda, 1999:134).

The implementation of the Asian Free Trade Area (AFTA) has also put pressure on the government to accelerate the improvement of its human resources. It is believed that Indonesia would be an internationally competitive power through having qualified human resources (Department of National Education, 2001b; Tilaar, 1998:52–60). For these reasons, English has been considered as the key instrument to development of the quality of human resources, as well as to participation in the AFTA. This situation is based on an understanding of the role of English as a global language in the 21st century (Brown, 2000:192-3; Crystal, 1997).

The introduction of English at primary school level has also been justified by complaints that graduates of secondary schools and universities have limited English proficiency to compete in professional workforces. In fact, not many graduates have a good command of English (Kompas, 2002c).

The second assumption relates to student age, a significant factor in the introduction of English into primary schools. Research indicates that the younger a learner learns a foreign language, the more proficient the learner would be in producing the language (Murdibjono, 1995:174–5; Singleton, 1995:22). Bialystok and Hakuta (1994:99–101) have also claimed that younger learners are better at learning languages than adults, because their brains are specially organised to learn language.

Although there have been disagreements about this assumption (Huda, 1999:135; Marinova-Todd, Marshall, & Snow, 2000; Suyanto, 1997:166–70), the age factor is still considered significant in determining the success or lack of success of English language learning. Other factors that should also be taken into account in the introduction of English into primary schools are students' motivation, language aptitude, learning strategies, socioeconomic background, and, importantly, teacher quality. However, there is still a need to identify how these factors contribute to the language learning process.

The above assumption may also be supported by Indonesian children's frequent familiarity with languages other than their mother tongue (native language), suggesting that children would find it easy to learn English in primary schools (Septy, 2000). Indonesians are a multilingual community. There are more than 350 local languages identified nationwide as mother tongues of respective community groups, beside Indonesian language as a second and national language.

As well, being the most populous Muslim country, Indonesia's Muslim children have also been introduced to the Arabic language, also a language other than their mother tongue along with the Indonesian national language, from pre-school levels, in order that the children are able to read and accurately pronounce the verses of the Holy Al Qur'an as a part of their religious observances. For example, West Sumatran children, the native speakers of both *Minangkabau* language and Indonesian, have been familiar with the Arabic language. This suggests that children would be able to articulate English—a language system different from their mother tongue—as well. This phenomenon generates interest for further study, despite controversy in relation to the unsatisfactory results of students' English proficiency at secondary and university levels. The introduction of English at primary level should help students' English proficiency in general and facilitate the learning of English at intermediate and advanced levels in secondary and tertiary education.

The nature of children has also been considered a determining factor in the introduction of English in primary schools. Children naturally like to learn by having fun, fantasising, being creative and the like (Murdibjono, 1995:174). According to Sinaga (1997:174), who identified characteristics about how children learn, children

like playing and moving (in comparison to adults, who are reluctant to appear to behave like children). There is also a role for technological instruments—for instance, the use of multimedia computers and other interactive games—as an attractive encouragement for children to practice their English, as well as making the language easy for them to learn because they learn the language by playing. This has been recommended to teachers when teaching English to children (Septy, 1996b:26).

It appears, however, that teachers teaching English language have encountered some problems in selecting and using appropriate resources attractive to young learners. As well, the learning resources that are supposed to facilitate students' practice of this language are not always available. Therefore, how teachers employ strategies in the classroom teaching and learning process—especially in selecting and using suitable teaching and learning resources for students—needs to be identified.

As discussed earlier, the introduction of English in primary schools has not automatically improved students' English mastery; it has even created a number of problems. For example, teachers are considered the main factor, as they need to be prepared and professionally trained (Huda, 1999:152; Nio, 1993:21; Suyanto, 1997:170). Consequently, the success of ELT in primary schools would have relied much on the teachers, as teachers are the primary agents in facilitating students' English language learning (Harmer, 1991:235–6). For this reason, a focus on how teachers play their important role in introducing English to the young students at this education level would help identify the root problems of teaching of English in Indonesia.

1.1.3.2 Research evidence

Despite several studies in the area of English language teaching in Indonesian primary schools (Huda, 1999; Kusni, 2001; Lubis, 1996; Mursalim, 1997; Rachmajanti, 1999; Septy, 1996b), there are still questions requiring further comprehensive studies to link teachers' thoughts and actions in the classroom with students' learning outcomes, particularly in regard to using teaching and learning resources. Existing studies have not provided an understanding of the teachers' role in the use of teaching and learning resources, including non-teaching factors such as

socio-culture, and other teaching practice issues. The studies have led to further studies undertaken in different cultural contexts of ELT practices and local-based curriculum orientation.

In this study, significant results of some of the studies will be briefly highlighted. Some of these studies found ELT for primary schools was not successful, while others showed some successful ELT in primary school practices. For example, Lubis (1996), in her study in Jakarta, found that primary school teachers encountered difficulties using communicative methods in their English classrooms. According to her, the teachers could not make students become actively involved in classroom interaction. This study suggested further investigations of communicative teaching methods in primary schools.

Mursalim (1997) also found that primary school teachers in Malang, East Java, were successful in using available, commercially produced English textbooks as their predominant resources, although the teachers still encountered some difficulties in using those resources due to the unavailability of teachers' manuals to accompany them. In the classroom, as Mursalim indicated, the teachers mainly used a question-and-answer technique on grammatical points to make their classes work. Studies in different settings showed different results for ELT practice in primary schools in Indonesia, as compared with Lubis's study. The East Java teachers, considered rural teachers, were probably better at using resources to run classroom activities than Jakartan teachers, who as urban teachers were supposed to have complete facilities. In particular, this study raised questions about what factors may make rural teachers more successful in their teaching than urban teachers.

Huda (1999:99–106) classified a number of resources that teachers used in secondary classroom teaching and learning activities. According to him, 88% of teachers said that they used a tape recorder, 8% used radio, and 2% used video in their teaching. This suggests that further observational studies could investigate how teachers make use of available resources in classroom teaching and learning activities.

Teaching and learning resources that teachers can use to facilitate students' English language learning include sourcebooks or textbooks, audio visual-aids, dictionaries, composition books, literary texts, poetry collections, song books, works

on culture and civilization, flash cards, film loops, film strips and slides, pictures, videotapes and films, maps, and games (Stern, 1996:352). Marsh (2000:177–190) also suggests some resources, which may be applicable in the ELT context:

- (a) printed materials, e.g. textbooks, reference books, project kits, pamphlets and inexpensive materials, study prints and posters, simulation games, maps, globe map and models;
- (b) audio-visual materials, e.g. microcomputers, television, film, radio, slides and film strips, OHP;
- (c) resources available beyond the school, e.g. people (people in specific occupations, people now retired, groups, associations and organisations); and
- (d) materials and artefacts, e.g. newspapers, documents and reports, photographs, recordings, and miscellaneous personal items.

Several criteria are involved in establishing suitability of the resources, including the specific characteristics of students, especially younger students. Students may negatively react towards uninteresting materials or resources or materials difficult to use or to learn. Psychologically, they may be easily bored by something that does not catch their attention and interests. Since the materials and resources used have a major impact on teaching planning (Kauchak & Eggen, 1998:71), teachers should select accordingly and present them to the students in as interesting a manner as possible.

In terms of teaching methods, teachers' use of reading stories seemed to be effective, particularly in improving vocabulary and grammar use in classroom activities in primary schools. Murdibjono (1997:179–91) recommends the use of stories as the best way for teaching primary school students. However, how teachers make use of stories as teaching resources and develop interactive activities in the language classroom needs to be identified.

Similarly, Rachmajanti (1999) found that teachers using shared book technique when reading stories improved students' mastery of vocabulary and grammar. However, her study also raised questions: how do classroom activities work in reflecting the effectiveness of the technique? How is students' vocabulary and grammatical competence reflected in their ability to communicate in English in real

contexts? An exploration of the way in which teachers manage the English classroom, including how they create activities and, specifically, employ strategies in selecting and using teaching and learning resources which facilitate students practising vocabulary and grammar naturally in communication, could be suggested to reflect a model of classroom management in the context of teaching. Such a study could lead to an understanding of teachers' decision making that includes contextual factors and traditional practice issues.

In particular, in West Sumatra, studies in this area have not yet been intensively conducted. Septy's study, which proposed a model of teaching and learning activities in primary schools in West Sumatra, was limited to theoretical discussions of ELT in primary schools. The study suggested that an evaluation or further studies be undertaken to ascertain the effectiveness of this program and teachers' appraisal in the region (Septy, 1996b).

Kusni's study—which surveyed 19 classroom teachers who attended in-service training courses for the pilot project of English in primary schools organised by the Department of Education of West Sumatra during 1997/1998 and 1999/2000—reported teachers' incompetence in teaching English (Kusni, 2001:13–32). This study did not examine how English teachers especially recruited by schools which have introduced English into their school curriculum—not necessarily because of the pilot project trainings—manage their English classes. A study on how teachers prepare and manage their English class is needed to illustrate teachers' competence and strategies carried out in their English classroom.

1.2 Aim of the study

This study is primarily aimed at investigating teachers' strategies in selecting and using teaching and learning resources to facilitate students' English language learning at primary school levels, especially in primary schools in West Sumatra province, Indonesia. This study is based on the assumption that the teachers who are non-native speakers of English play an important role in facilitating students' English language learning through teaching and learning activities. By so doing, the teachers determine appropriate resources for the students' English language learning.

This study has three main objectives:

- (a) to identify how primary school teachers in West Sumatra view their strategies for selecting and using teaching and learning resources to facilitate their students' English language learning;
- (b) to investigate how primary school teachers in West Sumatra organise and make use of the resources for teaching and learning activities, and;
- (c) to investigate how students of primary schools in West Sumatra respond to their teachers' teaching strategies in relation to the use of resources in the classroom.

1.3 Research question

Based on the three main objectives of this study, one general and several specific research questions are formulated as follows.

General research question:

What strategies do primary school teachers in West Sumatra use in selecting and using teaching and learning resources to facilitate students' English language learning?

Specific research questions:

1. How do primary school teachers in West Sumatra view their strategies in selecting and using teaching and learning resources to facilitate students' English language learning?
 - (a) What socio-cultural aspects do the teachers consider important in their use of the English teaching and learning resources, and how are they reflected in the classroom teaching and learning activities?
 - (b) What aspects of the curriculum do the teachers consider important in their use of the English teaching and learning resources, and how are they reflected in the classroom teaching and learning activities?
 - (c) What are the teachers' views on their teaching experiences in relation to their strategies in the use of resources in classroom teaching and learning activities?
2. How do primary school teachers in West Sumatra organise and make use of English teaching resources for classroom teaching and learning activities?

3. How do primary school students respond to teachers' use of English teaching resources in the classroom?

1.4 Significance of the study

Several related issues are considered in this study. Among others relating to the appraisal of ELT in Indonesian primary schools are the development of local curriculum, teachers' professional development, and the development of the education system in the context of education reforms that are underway at the time of this study. In particular, in relation to the appraisal of English language teaching in primary schools, an intensive evaluation or study to ascertain the effectiveness of this program in the region needs to be undertaken in the West Sumatra province of Indonesia (Septy, 1996b; Septy, 2000).

This study may be of use to education authorities, teachers, principals, and parents when evaluating how to take teachers' roles and competence into account in policy making, economically, socially, culturally, and politically. This study can contribute to a more comprehensive understanding of the framework of teachers' decision making by delineating categories of socio-culture, curriculum practice, and experience factors.

This study may also have relevance to developing West Sumatran local primary school curriculum to suit regional needs and objectives according to current views about regional autonomy and the immediate impact of the AFTA. In terms of current regional autonomy, components of curriculum can be developed by considering the way teachers manage English teaching resources in the classroom activities especially in light of the hastily-prepared curriculum issued by the regional Department of Education of West Sumatra in 1999 as stipulated in decree No. 0098.08.LL.1999 (Department of Education and Culture, 1999).

As graduates of secondary schools and universities still have limited English proficiency, development of primary school curriculum will enhance the core English teaching system by considering teachers' voices. Therefore, this study would also accommodate the AFTA-preferred acceleration in the improvement of human resources.

Results of this study should also contribute to teachers' professional development; for example, the way teachers employ their teaching strategy may provide input for institutes and schools of education to improve teacher training programs. This study will make an immediate contribution, particularly to the improvement of teachers' professional preparation (Richards, 1998:610). Numerous programs can be designed from the updated information for pre- and in-service primary school teacher training to develop effective strategies in the use of English teaching and learning resources.

As well, this study can enrich understanding of the classroom teaching and learning process, illuminating more comprehensively the framework of teachers' decision making, including contextual factors and curriculum and teaching practice issues. The study illustrates various perspectives of teachers' use of resources, reflecting teachers' thoughts, beliefs and actions. For example, patterns of classroom interaction discussed in this study can provide insights into how teachers make use of resources in the classroom teaching and learning process. In particular, considering that Indonesian primary school classrooms usually comprise 35–40 students, this study may suggest some effective strategies for teachers managing large classes.

Last but not least, this study may be useful for Indonesian educational reform. As the issue of educational reform is taken into account (Churchill & Williamson, 1999:43–4; Tilaar, 1998:22–3), teachers' strategies may emphasise the important role of teachers as reformers of classroom policy, advising Indonesia's educational authority, and particularly, provincial authorities.

In short, this study is expected to make both theoretical and practical contributions to the area of English language teaching as a new and foreign language at primary school level in Indonesia generally and in West Sumatra specifically. Theoretically, the main finding of this study would contribute to a more comprehensive framework for understanding teachers' decision making that includes contextual factors, and curriculum and teaching practice issues. Practically, the findings of this study would be beneficial to the development and appraisal of the introduction of English as an elective subject in primary schools in West Sumatra. This study may also be of interest in a formative evaluative sense to regional decision

makers in ongoing project planning and program management of ELT for primary schools, and current Indonesian education reform in general.

1.5 Definition of key terms

Terms used in this study are explained as follows:

Teachers' strategies: Teachers' specific actions in managing classroom teaching and learning practices to ensure effectiveness of students' learning activities in regard to aspects of socio-culture, curriculum practice, and experience reflected in their views when undertaking their teaching (Brown, 2000:113; Randi & Corno, 1997:196–7; Richards, 1998:49–51; Todd, 1999).

Teaching and learning resources: Types of materials which primary school teachers select and use in their classroom English teaching and learning activities, and as categorised into printed materials, audio-visual materials, people around the school, materials and artefacts, and work on arts and culture (Marsh, 2000:177–190; Stern, 1996:352).

English in Primary Schools: An elective and local-content subject according to the current Indonesian curriculum system offered to younger learners in order to accommodate local needs and situations, as well as to accelerate the national objectives of development (Boediono, 2002; Department of Education and Culture, 1993; Department of National Education, 2001a; Huda, 1999).

ELT: English language teaching.

Teachers' Views: Descriptions of teachers' perspectives (qualitative and/or quantitative) on contextual and practical knowledge of aspects categorised into socio-cultural factors, curriculum practice, and experiences used to develop strategies for selecting and using teaching and learning resources in their teaching practice (Randi & Corno, 1997:196–7; Richards, 1998:49–73; Rios, 1996:1–22).

Classroom interaction management: Teachers' specific actions in classroom teaching and learning management to facilitate students' English language learning communicatively reflecting teacher talk, interaction patterns, classroom learning organisation, and teaching methods, techniques, or approaches (Forsyth, Jolliffe, &

Steven, 1995:28; Harmer, 1991:243–53; Huda, 1999:85; Kauchak & Eggen, 1998:16; Stern, 1996:278–348).

Students' responses: Feedback or student talk on teachers' classroom interactions and management of resources indicating students' active learning participation in the classroom, reflected by their personality, learning strategies, and language development and acquisition process (Brown, 2000:52–58; Ellis, 1994:472; Larsen-Freeman & Long, 1991:153–166; McDonough & McDonough, 1997:8–9).

1.6 Organisation of the thesis

Having described the background, purposes of the study and research questions, as well as the significance of the study in this chapter (Chapter 1), the following outline provides an overview of the remaining chapters in this thesis.

Chapter 2 reviews literature related to the problem and issues of language learning and the teaching process. It discusses factors related to teachers' strategies such as socio-culture, curriculum, and teaching experiences. The chapter also discusses classroom interaction and students' responses to the classroom teaching and learning process.

Chapter 3 presents the methodology used in this study. It describes the research approach and methodology used, and details the pilot study, data processing and analysis used in the study.

Chapter 4 reports on findings resulting from the questionnaire data analysis. It outlines which resources were used and how they were used in relation to the issues of socio-culture, curriculum practice, and teaching experiences that might reflect teachers' strategies in selecting and using English teaching and learning resources to facilitate students' English language learning. Results presented in this chapter relate to research question 1.

Chapter 5 reports on findings resulting from the interview data analysis. It elaborates the substances of the teachers' resource use and confirms the information initially obtained from the questionnaire results to identify which resources were used and how they were used in relation to the issues of socio-culture, curriculum practice, and teaching experiences. The results relate to research question 1.

Chapter 6 reports on findings resulting from the classroom observation data analysis. It presents these results applying both adapted Flanders Interaction Analysis Categories (FIAC) and paper-based classroom observation field notes as attempts to answer research question 2 and 3 of this study. It reflects how teachers managed and made use of resources and how students responded to it in classroom teaching and learning activities.

Chapter 7 discusses the findings in relation to the literature reviewed and the study objectives. The discussion is structured according to the study objectives. The discussion seeks a connection between teachers' views on socio-culture, curriculum practice, and teaching experience issues, and their actions in managing the classroom, teaching methods, as well as students' responses to classroom teaching and learning activities to determine success or lack of success in English classroom teaching and learning processes in Indonesian primary schools.

Chapter 8 presents conclusions by highlighting the issues and the important results of the study. It also describes the implications of this study, as well as limitations of this study and recommendations for future research.

1.7 Conclusion

This chapter has underlined the significance of this study by elaborating background, issues, and perspectives on teachers' strategies in the use of English teaching and learning resources in facilitating students' English language learning. In the background to this study, teachers' strategies in using resources to teach young learners, the context and issues of English language teaching in Indonesia, and some assumptions and several research findings on English in Indonesian primary schools have been portrayed. The results of this study may contribute to a more comprehensive framework for understanding teachers' decision making when selecting and using teaching and learning resources, as well as development and appraisal of the ongoing introduction of English as an elective subject and a foreign language in Indonesian primary schools. Research questions are formulated in relation to the aim of the study, and several key terms are defined.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to teachers' strategies that indicate their views on and actions when managing the classroom, as well as students' responses to classroom teaching and learning activities. Teachers' views are affected by aspects of socio-culture, curriculum practice, and teaching experiences that may impact on their teaching strategies. Teachers' actions relate to teaching methods regarding classroom teaching and learning activities. These are indicated through teacher talk, interaction patterns, and classroom organisation. Students' responses indicate the effectiveness of teachers' strategies. Students' responses are reflected in their personalities during classroom interactions, their learning strategies, and their language development and acquisition processes.

2.2 Perspectives on teachers' strategies in English language teaching (ELT)

The importance of teacher's strategies in English language teaching (ELT) relates to the measurement of students' success, which is in turn dependent upon the success of teachers in managing classroom teaching and learning activities (Merry, 1998; Stern, 1996:31) to ensure that students enjoy learning and attain the desired teaching objectives. As Kauchak and Eggen (1998:13–16) state, a (good) teacher would implement effective teaching strategies.

The teacher's strategy may be made up of approach, method, and technique or procedures, or a combination, to help learners reach objectives. These are specific activities that teachers choose to facilitate students' learning in the classroom (Department of Education and Culture, 1981; Kauchak & Eggen, 1998:16; Stern, 1996:339). Brown (2000:113) relates strategy to specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information. The strategy includes a plan of action resulting in or intending to accomplish a specific goal so that the strategy

reflects the teacher's specific plan of action to achieve teaching objectives.

The teacher's strategy, not only demonstrates the teacher's physical actions, but also reflects what the teacher thinks, believes, and knows about teaching and learning activities in the classroom that may influence their teaching practices when achieving desired teaching objectives. Teacher's thoughts, beliefs, and knowledge relate to their practical knowledge (Randi & Corno, 1997:196–7) and implicit theories including personal beliefs and philosophy (Richards, 1998:49–51). This kind of knowledge influences teacher's understanding of and perspectives on classroom practice (Richards, 1998:66–73). Teacher's specific actions in the classroom incorporate their perspectives and understanding of aspects of the teaching–learning processes.

A number of influences dictate how teachers conduct classroom teaching and learning processes. Todd (1999) lists 15 general components: (1) the nature of the area of teaching, (2) the rationale of the strategy, (3) the teachers' beliefs, attitudes or preferences, (4) the teachers' competence, proficiency or confidence, (5) the characteristics of the students, (6) the students' needs and preferences, (7) the students' level of proficiency or background knowledge, (8) the number of students, (9) the nature of the lesson/course, (10) the purpose/nature of the activity, (11) the need for variety, (12) the length of teaching time remaining, (13) the physical environment in the classroom, (14) the nature, procedures and rules of the institution, and (15) the prevailing culture where the lesson is taught.

Larsen-Freeman and Long (1991:179), Stern (1994:275–80), and Kauchak and Eggen (1998:70) designate some similar and some additional strategy components, such as social structure, socioeconomic structure, lifestyle, religions, occupation, ethnic and cultural groups, language background, economic and technological advancement, teaching methods, and political situation. These aspects can be grouped into the categories of socio-culture, curriculum, and teaching experience. How the teachers take these aspects into account in classroom teaching needs further study. Also required is identification of how these aspects are reflected in teachers' classroom teaching and learning management, and how students' involvement in classroom activities reflects their natures and backgrounds.

The issues of teachers' competence, applicability of current teaching methods, materials appropriateness, and curriculum problems (Huda, 1999, Jazadi, 1999b, Kasbolah, 1992, Nio, 1993), as well as the contexts in which English is taught as an elective subject in Indonesian primary schools, are increasingly of concern (Djojonegoro, 1993; Muhaimin, 2000); therefore, teachers' consideration of these aspects when undertaking their teaching needs to be examined, as does teachers' awareness of the effects of aspects of socio-culture, curriculum, and teaching experiences on classroom teaching. It is also important to devise training for special teachers of English in primary schools so that they can learn the appropriate use of teaching methods and materials for young learners. Through this study, a typical pattern of classroom interaction, classroom organisation, and teacher talk in Indonesian primary school classrooms is proposed. The results can contribute to a comprehensive framework of understanding teachers' decision making that includes contextual factors and traditional curriculum as well as teaching practical issues in the context of Indonesian primary schools.

2.3 Aspects affecting teachers' views of the classroom teaching process

Teachers' strategies relate to their specific approaches, methods, and techniques to ensure classroom teaching and learning activities are undertaken accordingly and achieve objectives (Brown, 2000; Department of Education and Culture, 1981; Kauchak & Eggen, 1998:16; Randi & Corno, 1997:196–7; Richards, 1998:66–73). In applying the strategies, teachers may reflect their thoughts and beliefs through their actions, as asserted through Todd's 15 aspects of language teaching and learning (Todd, 1999).

Aspects of teachers' views reflected in their strategies relate to issues of socio-culture, curriculum, and teaching experiences (Brady, 1999; Ellis, 1994; Huda, 1999; Kauchak & Eggen, 1998; Larsen-Freeman & Long, 1991; Nunan, 1995; Randi & Corno, 1997; Richards, 1998; Sinaga, 1997; Stern, 1994; Suryadi & Tilaar, 1994). These aspects are discussed in more detail in the following section.

2.3.1 Socio-cultural factors

According to Stern (1994:500), socio-cultural factors have a direct influence on teachers. These factors influence teachers' decisions when undertaking teaching, planning the classroom, in classroom interactions, and when evaluating learning, as well as in their use of English teaching and learning resources. For example, teachers may refer to when, where and in what circumstances the teaching takes place. This suggests that identifying teachers' views on socio-cultural factors will illustrate different ways in which teachers reflect upon their own practice.

Aspects of socio-culture that influence classroom teaching and learning processes that need elaboration include community structure, socioeconomic structure, way of life, religion, occupation, ethnic and cultural groups, language background, geography, economic and technological development, educational framework, and political situation (Kauchak & Eggen, 1998:70; Larsen-Freeman & Long, 1991:179; Stern, 1994:275–80). These aspects can be classified as students' background, teachers' background, and contextual background, and are discussed in the following sections.

2.3.1.1 Students' background

Aspects included in student background and described by Larsen-Freeman and Long (1991:179), Ellis (1994:28), Stern (1994:275–80), Kauchak and Eggen (1998:348), and Huda (1999:99–106) are summarised in Table 2.1. The aspects may be included in teachers' consideration of the classroom teaching and learning process. For example, Larsen-Freeman and Long (1991:179) indicated that there are four aspects of students' learning attitudes involved in the language classroom teaching and learning process: students' ethnicity, students' parental background, students' colleagues and students' learning situation. Students' ethnicity can be referred to as a student characteristic while students' parental background, colleagues and learning situation indicate their social background.

Table 2.1: Socio-cultural aspects included in student background

Socio-cultural aspects	Larsen-Freeman & Long (1991)	Kauchak & Eggen (1998)	Huda (1999)	Stern (1994)	Ellis (1994)
Ethnicity	√	√	-	-	-
Parents	√	√	√	-	-
Peers	√	-	-	-	-
Learning situation	√	-	-	-	-
Linguistic aspect	-	-	-	√	√
Physical disability	-	√	-	-	-
Socioeconomic status	-	√	-	-	-
Cultural background	-	√	-	-	-
Learning ability	-	√	-	-	-
Learning styles	-	√	-	-	-
Language proficiency	-	√	-	-	-

Stern (1994) and Ellis (1994) consider that students' linguistic background reflects student's characteristics. Stern (1994:275–80) claims that students' linguistic background is a significant aspect of the foreign language-learning context. Stern adds that linguistic background has a relationship to a learners' language learning: for example, linguistic similarity will make a target language easier to learn.

Similarly, Ellis (1994:28) believes that if the first language (L1) and the second language (L2) system are similar, it will indicate a positive language transfer, a process that makes it easier for students to produce the target language in the process of learning. In particular, language transfer means the use of the first language system in the second language context (Ellis, 1994:711; Gass & Selinker, 1994:333).

On the other hand, students' familiarity with languages other than their mother tongue also needs to be taken into account (Septy, 2000). For example, Indonesian children of West Sumatra who speak both *Minangkabau* language and Indonesian as their mother tongues and be familiar with Arabic language in their daily life could reflect their familiarity with different language systems as well as make them easy to learn English as a foreign language. They make use of their multilingual behaviours in learning English. The multilingualism is due to the recent development of information and technology.

Kauchack and Eggen (1998:11) describe the importance of students' physical disability and their socioeconomic status, in addition to ethnic and cultural background, learning ability and styles and language proficiency. According to their

research, the students' physical disability and their socioeconomic status contribute to today's classroom diversity. All these aspects may influence the language classroom.

Additionally, age level may also be related to the students' specific ability in the language acquisition process: the younger a learner is when learning a foreign language, the better she or he would master the language (Singleton, 1995:22). Despite some debate as to whether age was considered a major factor in determining success of second language learning (Marinova-Todd, Marshall, & Snow, 2000:9–34), the critical-period hypothesis, suggesting a biological timetable, assumes that the age factor may make learning a language easier (Brown, 2000:52–58).

Huda (1999:99–106) points out that parents' support and understanding is a determining factor in students' learning achievement; for example, parents' high expectations affects their children's learning success in English for educational and social purposes. As a part of students' background, this suggests that students' parental background and expectations should be considered by teachers when managing their teaching.

The nature of young students—exemplified by evidence that children like learning something new by playing and having fun, fantasising, being creative and the like (Murdibjono, 1995:174)—may also be considered by teachers when undertaking teaching and learning activities in classroom. When learning, children like playing and moving, while adults are reluctant to appear to behave in any way like children (Sinaga, 1997:174). Considering student's nature in order to make the language enjoyable and easy to learn may also reflect how teachers manage their teaching including the use of interactive resources. For example, using resources attractive to children, such as multimedia computers and other interactive games, may assist children to learn the language and to practice their English through play.

Students' nature may also be reflected in their learning strategies or preferences and personality, demonstrated through classroom teaching and learning activities, which may influence teachers' classroom practice. Chamot (in Wenden & Rubin, 1988) Oxford and Crookall (1988), Rubin and Thompson (1994) and Nunan (1995:170), for instance, note various strategies that language learners may make in their attempts to make their learning effective. The strategies are further explained in

section 2.5.2. Gass and Selinker (1994:260), Ellis (1994:517), and Brown (2000:142–156) outline several personality characteristics including introversion, extroversion, risk-taking, and others, which are considered important for teachers to reflect upon to ensure the success of the language teaching and learning process.

In short, students' background including students' characteristics, nature, and social background can contribute to the success of the classroom teaching and learning process. Teachers are advised to be aware of these factors as a source of powerful influences in the classroom context.

2.3.1.2 Teachers' background

Professional knowledge and personal characteristics are important components of teachers' background. Randi and Corno (1997:1196–7) and Richards (1998:49–73) outline several kinds of professional knowledge that teachers may use in managing their teaching, including knowledge of subject matter, curricular issues, methods of teaching, and teachers' implicit theories and personal philosophies. This knowledge may be formulated from information, values, expectations, theories and assumptions that teachers incorporate to establish their belief system about their classroom practices.

Teachers' personal characteristics include components such as age, length of teaching time, education and training experience, and knowledge of teaching methods (Huda, 1999:138; Kauchak & Eggen, 1998:13–15; Kosunen, 1994:247–57; Nunan, 1995:212; Sanches, 1994:181–95; Suryadi & Tilaar, 1994). In Indonesian multi-cultural and multilingual contexts, as well as in its educational situation in particular, aspects of teachers' linguistic and ethnic background, teaching rank, and salary may be strong influences on their teaching (Suryadi & Tilaar, 1994:118).

2.3.1.3 Context of teaching

Rios (1996:1–22) asserts that contextual factors are significant in teachers' decisions about teaching, as good and effective teachers are aware of the importance of these factors and their significance in effective teaching. The context of teaching consists of a number of components. For example, Stern (1994:277) designates the

existence of social organisation, and different groups in the community. According to Stern, such groups constitute social classes in society, occupational, ethnic, cultural, and religious groups. In addition, factors such as language background, historical setting and political situation, economic and technological development, and educational framework can also affect the contextual aspects, as they can influence how teachers teach (Messer, 2000:138–43; Stern, 1994:275–80).

Institutions can also be regarded as a significant aspect in the context of teaching. Institutions can form guidelines or policy which influence teachers in conducting their teaching. According to Kauchack and Eggen (1998:70), the role of state/district guidelines, school policy, and leadership of principals often determine what teachers teach their students. The physical environment in the room as well as the classroom rules and procedures can also be included in this aspect (Kauchak & Eggen, 1998:336–7).

2.3.2 Curriculum

2.3.2.1 Approaches to curriculum

Curriculum may have various meanings, such as what is taught inside or outside school, a set of subjects, teaching content, materials, and performance objectives, including everything planned in an education system (Marsh, 2000:65–67). The main purpose of curriculum is to assist teachers in planning as well as conducting their teaching. However, some teachers may regard curriculum differently in their teaching practice. Richards's study (1998:74), for instance, identifies a level of teacher concern about curriculum in their teaching: he indicates that most of the teachers in his study consider curriculum a second teaching priority (see Table 2.2).

Table 2.2: Priorities for each teacher according to their primary focus of concern
Source: Richards (1998:74)

Teachers	1 st priority	2 nd priority	3 rd priority
A	Teachers	Curriculum	Learners
B	Teachers and learners	–	Curriculum
C	Learners	Curriculum	Teachers
D	Curriculum	Teachers	Learners
E	Teachers	Curriculum	Learners

Although teachers' views about curriculum may differ in regard to how they manage the teaching and learning process to achieving the desired learning outcomes, curriculum is still regarded as an important component that may influence teaching. For example, teachers may emphasise certain components of the curriculum. This can be seen through observation of how experienced and less experienced teachers approach the curriculum in their teaching practice. For example, Candlin and McNamara (1989:149–50) and Brady, (1999:12–3) report that well-experienced teachers often emphasise the importance of goals and objectives as well as considering various other relevant factors in selecting content. On the other hand, Nunan (1995:212) differentiated experienced and less experienced teachers in terms of the amount of time taken to teach materials, the number of steps in the unit of work, and learner configuration in the classroom practice.

According to Nunan (1995:212), the amount of time taken by experienced teachers to teach materials is longer (e.g. 164 minutes) than that taken by inexperienced teachers (e.g. 98 minutes). Regarding configuration of learners (e.g. teacher-fronted small group, pair work, individual work), experienced teachers indicate that 64% to 70% of time is spent on teacher-fronted activities, while inexperienced teachers indicate that approximately 42% of time is spent on teacher-fronted activities.

Two surveys by Huda between 1989 and 1990, regarding ELT in secondary schools in eight provinces in Indonesia, identified that teachers often regarded structure drills as their best technique. Few of the teachers (29.7%) indicated that they adopted a combination of translation and audiolingual method, while 19.6% employed a communicative approach, and 5.4% responded that they used an audiolingual/structural approach. A combination of English and Indonesian was used by 75.5% of teachers and 4.8% spoke English when delivering the materials (Huda, 1999:97).

Brady (1999:12–3) notes that some teachers stress the need to clarify planning and change their teaching program every year. He suggests that teachers' cooperation with their colleagues is important with regard to selecting topics, using approaches

and using resources. This also includes a teaching program which is based on modules of approximately six days' duration. The modules are graded to be achieved by students of different levels, and a 'day book' lists tasks and timeline.

2.3.2.2 Components of curriculum

According to Powel and Solity (1990:28–9), curriculum includes not only what is taught, but also a body of knowledge representing values and beliefs. This implies that curriculum incorporates a number of components.

There are several components of curriculum on which teachers may focus in their teaching. For example, Nunan (1988:10–11) mentions four basic components of curriculum: (a) the goal, (b) the content, (c) the sequence of activities, and (d) the evaluation. Each of these components relates to the objective of instruction; the materials or resources; the teaching methods, approaches, techniques, or strategies; and the student's assessment respectively.

Kauchak and Eggen (1998:82) suggest four considerations for teachers undertaking task analysis within a unit lesson: (1) specifying terminal behaviour, (2) identifying prerequisite skills, (3) sequencing sub-skills, and (4) diagnosing the students. These basic components of the curriculum are further broken down into components that teachers can consider when designing the instruction: (a) unit title, (b) instructional goal, (c) performance objective, (d) rationale, (e) content, (f) learning activities, (g) assessment, and (h) materials and aids.

The role of these curriculum components are as follows:

- The unit title helps identify the relationship between the lesson and others in the unit.
- The instructional goal identifies the general lesson goal.
- The performance objective identifies specifically what students should learn.
- The rationale explains why the lesson is important.
- The content identifies and organises the major ideas/skills in a lesson.
- The learning activities describe learning experiences that will be useful to help students reach the objective/s.
- Assessment specifies how students' learning will be measured.

- The materials and aids identify the equipment and supplies that will be needed.
(Kauchak & Eggen, 1998:85–6).

Allocated time is also considered an important component of curriculum. The time may influence the effectiveness of teaching and the achievement of teaching goals. As Kauchak and Eggen (1998:111–5) suggest, effective teaching should include allocation of time for the priorities in the curriculum, including instructional time (time from a teachers' perspective), engaged time (time from a learner's perspective), and academic learning time.

Richards (1998:103–119) also mentions a number of components of curriculum as an instructional unit of a lesson: (a) the lesson goals, (b) opening, (c) structuring, (d) task types, (e) flow, and (f) development and pacing. These significant components should help teachers think through the lesson in advance to resolve problems and difficulties, and provide a structure for a lesson, a map to follow and a record of the teaching.

In sum, there are several components of curriculum: (a) initial information (i.e. unit title, rationale, pre-requisite skills); (b) instructional goal (i.e. terminal behaviour, performance objective, lesson goal); (c) content (i.e. materials, skill focus); (d) activities (i.e. learning activities, sequence of activities); (e) methods (i.e. aid or equipment, opening, structuring, task types, and flows, development and pacing); (f) time allocated; and (g) evaluation/assessment. Teachers took these components in to account to undertake their teaching to achieve desired teaching outcomes.

2.3.2.3 ELT curriculum in Indonesia

Since ELT was formally implemented in Indonesia, several curricula have been issued by the Department of National Education (formerly the Department of Education and Culture) for the Indonesian national education system. Curricula were issued in 1968, 1975, 1984, 1987, and 1994 (Huda, 1999:107; Nio, 1993:7–13). Each of these national curricula has a different approach to directing ELT practices. However, curriculum practice is a problematic aspect of ELT (Nio, 1993:7–13). Although the 1994 curriculum, for example, offers some flexibility for delivery

(Department of Education and Culture, 1994), curriculum practice still tends to lead teachers to follow rigidly every aspect stated in the curriculum (Jazadi, 1999a, 1999b). Whether or not this may have a negative impact on students' English proficiency, it still impacts upon teachers' creativity (Huda, 1999:153–4). The competence-based curriculum, the outline of which was introduced and has been piloted since 2002, may not be so prescriptive, but requires time to be enculturated into the system.

In particular, the competence-based curriculum requires specific curricula or syllabi designed at schools to ensure attainment of students' basic competence in English. It is related to the purpose of English as a local and elective subject for primary school students. The introduction of English is determined by the Provincial Department of Education referring to local needs, situation, and objectives, as well as the availability of facilities. Despite this as a general guideline, students are expected to master 900 English vocabulary items and use them within a functional grammatical structure. Attainment of this objective should enable students to: (1) understand short and simple spoken texts in the forms of conversations, narrations, and descriptions; (2) express simple conversations; (3) understand simple written texts in the forms of conversations, narrations, and descriptions; and (4) present simple information and ideas in written form, with a maximum of 100 vocabulary items (Boediono, 2002; Department of National Education, 2001a).

2.3.3 Teaching experience

Teaching experience is also a factor that influences teachers when undertaking teaching. It may be reflected in how effectively teachers manage a classroom or how teaching and learning objectives are achieved. Experienced and less experienced teachers often have different approaches to making use of curriculum, addressing various aspects of students' abilities, and utilizing their environmental situation. Variations in experience may also be reflected in personal professional values in managing the classroom.

To understand the impact of experience on teachers, a first consideration may be curriculum use. For example, Richards (1998:119) identifies that experienced teachers tend to use more of an improvisational mode in teaching, while less

experienced teachers cannot make improvements to the teaching plan and follow closely what is specified (see Table 2.3). In his observation, experienced teachers do not always follow rigidly what is planned, but use the plan as a process to guide decision making in teaching.

Table 2.3: The extent to which teachers used plan (Source: Richards, 1998:113)

Process followed	Less experienced teachers	Experienced teachers
Followed the plan closely	9	2
Followed the plan but added or dropped activities	3	2
Followed a brief outline and filled it out while teaching	4	9
Used the materials as the plan	—	3

How teachers make use of curriculum can also distinguish experienced from less experienced teachers in terms of application of curriculum components. As noted in 2.3.2.1, Candlin and McNamara (1989:149–50) and Brady (1999:12–13) exemplify that well-experienced teachers often emphasise the importance of goals and objectives in their teaching as well as considering various relevant factors when selecting content. Nunan (1995:212) indicates that experienced and less experienced teachers are differentiated by amount of time taken to teach materials, number of steps undertaken in a unit of work, and learner configuration in classroom practice (i.e. class work, group work, or pair work).

Knowledge of their students may also be applied differently by experienced and less experienced teachers. Kauchak and Eggen (1998:3) assert that an effective teacher combine the best human relations, knowledge intuition, judgment, knowledge of subject matter, and knowledge of how people learn. A reflection of teachers' teaching experience is how they integrate knowledge of their students' characteristics, nature, and societal background into their classroom decisions, for example, in their use of teaching and learning resources. This situation is illustrated in classroom social life, where teacher–student interaction, turn taking, and questions and feedback occur (Richards, 1991:16203). Teachers not only recognise the students personally and culturally, but are also able to integrate various aspects of the students' nature into

classroom social life development, teacher–student interactions, group and structure tasks, use of teaching resources, promotion of classroom interactions, providing opportunities for speaking, maintaining quality of input, becoming communicative, and through questions and feedback. Aspects of students’ personality, learning styles, and the like are also reflected in experienced teachers’ classroom interactions.

Teachers’ professional practice is another indicator reflecting the experience of teachers. Nunan (1988:54–57) uses two examples to distinguish initially how experienced teachers plan instruction. The first is the formal (intuitive) approach, where teachers think through possible content when planning their instruction. The second is the systematic (analytical) approach in which teachers assemble a few ideas together and then extend them. These formal and systematic approaches characterising experienced teachers are illustrated in Table 2.4

Table 2.4: Characteristics of formal and systematic/analytic approach (Nunan, 1988:54–57)

Formal approach	<p>Teachers:</p> <ul style="list-style-type: none"> (a) review one’s knowledge of the proposed subject, (b) ask other teachers and experts, (c) analyse similar courses elsewhere, (d) review textbooks aimed at students working at about the same level as theirs will be, (e) read more advanced books and articles on the subject, (f) review film, radio, TV, tapes, newspapers, or journals, etc. relating to the proposed subject, (g) ask prospective students what they’d like to see the course include, (h) discuss with students their existing conceptions of and attitude to, e.g. the key concepts of the subject matter, (i) choose books and other resources around which the course will be organised, (j) think of essential activities that students need to engage in as part of the course, (k) consider how student attainment on the course might most sensibly be assessed, (l) study an examination syllabus/question papers or/and examiners’ reports from previous year.
Systematic Approach	<p>Teachers set:</p> <ul style="list-style-type: none"> (a) objective, (b) task, and (c) concept and competency analysis

The personal values of experienced and less experienced teachers also differ. Teachers' personal values relate to both their teaching philosophy and their personal characteristics. Teaching philosophy includes aspects such as teachers' knowledge about their world and their academic experience. Personal characteristics reflect their age (i.e. seniority), gender, and the like, and the teachers' academic experiences may include length of teaching time, education and training experiences, and knowledge of teaching methods (Huda, 1999:138; Kauchak & Eggen, 1998:13–15; Kosunen, 1994:247–57; Nunan, 1995:212; Sanches, 1994:181–95).

Teaching experience does not just deal with aspects of curriculum or micro-teaching, students or the personal characteristics; aspects outside the classroom may need to be integrated. How teachers integrate social-cultural factors contributes to their experiences of teaching students. As agents of change, teachers must be aware of social and economic situations, and technology and scientific advances in order to upgrade students' competence through their teaching. This reflects teachers' professional expertise as agents for change, which Brown (1994:428–9) suggests is a characteristic of good language teachers.

2.3.4 Summary

A number of aspects are relevant to discussion of teachers' specific approaches and actions in teaching, which may assist understanding of how teachers use teaching and learning resources to facilitate students' English language learning. These aspects may indicate whether teachers are aware of certain factors which influence their teaching. These factors relate to which aspects the teachers particularly emphasise in a classroom situation they encounter, and reflect their decision-making processes. Overall, these aspects relate to socio-cultural issues, curriculum issues, and teaching experiences. In Appendix A, how these aspects interact to reflect the teachers' strategies is illustrated.

2.4 Classroom management

Teachers' strategies relate to specific approaches, methods, and techniques or procedures performed to reach some particular end in the teaching and learning

process in the classroom (Brown, 2000:113; Department of Education and Culture, 1981; Kauchak & Eggen, 1998:16; Stern, 1996:339). Teachers may use a number of methods to give instruction or address or talk to students, manage classroom interaction, and organise classroom activities. For example, teachers may produce adjustments by modifying language to facilitate communication (Ellis, 1994:726; Nunan, 2003; Pica & Doughty, 1988:42; Todd, 1999:28). Some kinds of interaction patterns such as I-R-E (initiate, response, and evaluation) may be reflected in the classroom interaction (Groundwater-Smith, Cusworth, & Dobbins, 1998:217; Verplaetse, 2000:221–240). Teachers can organise the classroom into group- or pair-work activities to ensure that the learning and interaction activities take place and are effective (Cazden, 1987; Gaies, 1985; Huda, 1999:85; Lim, 1987; Pica & Doughty, 1985).

Ways in which teachers conduct and manage classroom teaching and learning activities reflect their teaching methods and competence. How aspects of teacher talk, classroom interaction, and classroom organisation relate to teachers' classroom management will be elaborated in the following section.

2.4.1 Teacher talk

2.4.1.1 Purposes of teacher talk

In the context of classroom interaction and management, teacher talk may reflect two purposes; linguistic and non-linguistic. Linguistic purposes of teacher talk relate to a language feature called input, in which students may develop their language in the classroom context: students hear language expressed by teachers and learn it in the context of classroom language learning (Harmer, 1991:33). By receiving this input, students have an opportunity to practice language. According to Ellis (1994:26), second language acquisition will take place if learners have access to input in the second language (L2). By using the second language as a means of instruction, teachers expose the students to the second language (Gass & Selinker, 1994:333).

Teacher talk for non-linguistic purposes is a major means by which teachers convey information to learners and is one of the primary means of controlling learners' behaviours (Allwright & Bailey, 1991:139). Teachers use a variety of

language in managing as well as giving instructions to students, in an attempt to direct students' learning activities (Candlin & McNamara, 1989:149–50; Larsen-Freeman & Long, 1991:139–41; Nunan, 2003).

Teacher talk may occur in various contexts of classroom teaching and learning activities, but it may occur more in some small-scale classroom activities. Pica and Doughty (1988:53–4), for instance, illustrate that language modification occurs more during group-work activities than in teacher-fronted activity. This implies that to provide students with more opportunity for input (exposure), teaching should utilise some group-work activities.

Teacher talk may occur due to a number of instructional factors. For example, Nunan (1995:190) describes five factors that affect teacher talk (teachers' language modification): (a) nature of the activity, (b) teachers' perception of the role and functions of the native and target language, (c) teachers' perceptions of how the students learn, (d) students' perception of the role of the target and native language, and (e) the use of English by the teachers.

2.4.1.2 Types of teacher talk

Teacher talk can be indicated through some language features. Ellis (1994:26) explains that teachers' uses of high pitch or simple noun phrases and expansion in language expression are also examples of teacher talk. These methods are called formal and interactional characteristics of teacher talk respectively.

Nunan (1995:191) describes a number of ways in which teachers modify their speech. First, the rate of speech appears to be slower. Second, the pauses are possibly more frequent and longer. Third, pronunciation tends to be exaggerated and simplified. Fourth, vocabulary use is more basic. Fifth, degree of subordination is lower. Sixth, more declaratives and statements than questions are used. And seventh, teachers may self-repeat more frequently.

Pica and Doughty (1988:42) also illustrate such teacher talk when native speakers alter, adjust, or restructure their conversation by using confirmation check, clarification requests, comprehension checks (verifying the non-native speaker's comprehension of the input), and/or self- or other repetitions. Confirmation check and

clarification requests are used to seek clarification or confirmation of the non-native speaker's production. Comprehension checks verify the non-native speaker's comprehension of the input. Self- or other repetitions repeat, expand, or paraphrase the input or the non-native speaker's production.

Teacher talk has similarities to 'foreigner talk' or 'caretaker talk'. However, the latter are most likely determined by which speaker is expressing the language. Foreigner talk occurs if native speakers adjust or modify their language to non-native speakers or learners. Caretaker talk is the language adjustments of adults or older children to younger children (Ellis, 1994:703; Gass & Selinker, 1994:332).

Huda (1999:45–52) found several characteristics of teacher talk produced by several English teachers in secondary schools in Indonesia. According to him, teachers generally used interactional modification strategies to make the topic of interaction comprehensible. In addition, repetition was also found in teacher talk when teachers confirmed their request and checked students' comprehension of teachers' utterances.

Todd (1999:29) characterises the teacher talk into eight types, summarised in Table 2.5.

Table 2.5: Types of teacher talk (Source: Todd, 1999)

Classifications	Characteristics
Non-verbal adaptations	More frequent use and exaggerated way of gesture; More capital letters in writing
Para-verbal adaptations	Slower speech, and more frequent and longer pauses
Phonological adaptations	Frequently exaggerated articulation
Adaptations of vocabulary	The use of more frequent vocabulary (inconclusive because of difficulty of measuring the complexity of vocabulary)
Adaptations of syntax	Use of less complex language, reduced sentence complexity by less subordination and less marked language (e.g. more use of present tense) although it is grammatical
Discourse Adaptations	The use of prompting, prodding and expansions, frequent use of comprehension check questions
Response adaptations	A large number of repetitions (either self-repetition or repetition of others)
Conceptual adaptations	The use of more explicit and more logical explanation

Flanders (1970) suggested some basic categories to indicate classroom interaction through a number of interactional features included in teacher talk. In his Flanders Interaction Analysis Categories (FIAC), the basic categories consist of ten interactional features, including teacher talk, student talk, and silence period (Allwright & Bailey, 1991:202–3; Flanders, 1970; Stern, 1994:492). The ten interactional features are (1) accept feelings, (2) praises/encourages, (3) accepts/uses students' ideas, (4) asks questions, (5) lecturing, (6) gives directions, (7) criticise/justify authority, (8) students' responding, (9) students' initiating talk, and (10) period of pause or silence or confusion. Categories (1) to (7) are included in teacher talk in which (1), (2), (3), and (4) relate to teachers' indirect influence, and categories (5), (6), and (7) relate to teachers' direct influence in classroom interaction. Both categories (8) and (9) reflect student talk, and category (10) refers to silent periods in the classroom.

2.4.2 Patterns of classroom interaction

Patterns of classroom interaction may relate to consistent occurrence of certain behaviours in classroom instructions. For example, in two-way-traffic—the most common pattern of classroom interaction—everybody in the classroom gets their turn to talk: all in the classroom have an equal right and take turns. For example, teachers control students' activities by telling them something, asking them to do something, asking questions, etc., while students take their turns to talk, responding to the teachers' instruction or doing what the teacher asks them to do.

In spite of the two-way label, teachers may dominate most of the talk. Groundwater-Smith, Cusworth, and Dobbins (1998:217) noted that teachers spend two-thirds of the time talking. This is illustrated by the pattern I–R–E, meaning initiate, response, and evaluation. The teachers initiate the talk, mostly through questions, followed by students' responses, and afterward evaluation of the students' response or preparation of feedback occurs. One-way traffic may occur when teachers dominate classroom talk by addressing instructions while students only listen passively; for example, teachers may explain subject matter from the beginning of the

class to the end, without any interruption.

Other studies also reported particular patterns of classroom interactions (Forsyth, Jolliffe, & Steven, 1995; Kauchak & Eggen, 1998; Reid, Forrestal, & Cook, 1989). The patterns indicated stages employed in the classroom in accordance with classroom contexts, use of resources, and nature of activities. Reid, Forrestal, and Cook (1989:19–27), for instance, elaborated five steps in their model: (1) engagement, (2) exploration, (3) transformation, (4) presentation, and (5) reflection. Each of these steps places specific emphasis on the activities and the resources available, and are presented in Table 2.6.

Students' responses can be reflected in relation to how the engagement, exploration, transformation, presentation, and reflection are carried out by the teacher. This could suggest particular variations of the classroom interaction pattern in regard to the nature of classroom contexts, use of resources, and classroom activities.

Other studies have also identified patterns of classroom interaction. Forsyth, Jolliffe and Steven (1995:28) illustrate a teaching process in four stages. First, according to them, the teachers will pass on information. Then, examples or illustrations of the information and how it works will be shown and also explained. Next, experiences by working through examples of the information are given to the students. Finally, the students are placed in hands-on situations that require them to demonstrate their ability.

Kauchak and Eggen (1998:16) have outlined three basic steps that reflect the organisation of teaching and learning strategies. These steps are (a) defining a concept, (b) illustrating an abstract idea with specific examples, and (c) questioning to elicit student involvement.

Table 2.6: Lesson and resources presentation model adapted from Reid, Forrestal, and Cook (1989).

Stage	Description	Teachers' action
Engagement	The time when students acquire information and engage in an experience based on the input provided by teacher talk, reading stories, poetry, film, TV, radio, blackboard explanation, demonstration, excursions.	Encourages reflection, reviews progress so far, points to further directions, poses organising questions, encourages prediction and hypothesis, presents new content materials, links new materials with old, provides structured overviews, and demonstrates or models new skills.
Exploration	The stage where the students make an initial exploration of the new information, make tentative judgments, should encourage thinking aloud, focused not on language being used to communicate but on language being used as an instrument of learning.	Facilitates the development of group skills, provides time for students to make their own links with the information; may provide for individual writing, may provide direction through open-ended questions; monitors small group talk closely—does not contribute, reflects on information gained from monitoring student talk.
Transformation	The stage of the teachers' intervention toward students' understanding.	Intervenes and asks students to use/work with information to move towards a closer understanding of the activities e.g. clarification, ordering, reorganising, elaborating, practising or using the information; the teachers' role is to correct misconceptions, to provide additional information, to guide students in developing their learning, to reset short-term objectives. Recalls directions, sets activities, organises classroom appropriately, reviews constraint.
Presentation	The stage facilitating a sense of performance by valuing the work produced, ensuring products, organising classroom, encouraging response and feedback, encouraging the sharing of products, facilitating development of the presentation skills.	Provides a sense of performance by explicitly valuing the work produced, ensures products have been shaped to suit given audiences and purpose, organises classroom appropriately, encourages audience response and feedback, encourages sharing of products, facilitates development of the presentation skills, i.e. handwriting, layout and design, editing/proofreading, rehearsal, public speaking, oral reading, evaluates products of students in terms of goals.
Reflection	The review of product and outcomes, the process, the enthusiasm and disappointments for future planning.	Reviews product and outcomes of learning, reviews the learning process, shows enthusiasm and disappointment, encourages students to evaluate their own progress in terms of curriculum aims; organises the classroom appropriately for individual writing, small group talk, and whole class discussion; re-establishes links between this activity and whole curriculum; solicits student ideas on follow-up activities, future directions and extension work, and reflects upon all this for future planning.

2.4.3 Classroom organisation

Classroom teaching and learning activities can be organised into three different forms. These three different forms are class-work, group-work, and pair-work activities. Each of these methods of classroom organisation offers some benefits in ensuring that teaching and learning activities take place and classroom interactions work accordingly. These types of classroom organisation are explained as follows.

2.4.3.1 Class-work activities

Class-work activities or whole class learning is a classic teaching form in which the teacher manages all students in the classroom. In this situation, teachers are the centre of teaching and learning activities. The teachers instruct and direct students toward intended teaching and learning activities and goals.

Class-work activity offers some advantages in facilitating students' language learning. However, it should be noted in which circumstances class-work activity could be employed, because this type of classroom organisation is sometimes inappropriate in facilitating the students learning, especially if students are working at different tasks and at different levels. According to Groundwater-Smith, Cusworth, and Dobbins (1998:108), students can become bored and frustrated by having to accommodate different abilities.

In this situation, Groundwater-Smith, Cusworth, and Dobbins suggest that class-work activity may be used at the beginning of a particular topic presentation. Class-work activity may also be used in reading and sharing findings with students. The aim of class-work activity is to build whole class group cohesiveness.

Kauchak and Eggen (1998:343, 353) also mentioned that class-work or whole class instruction can work in certain situation and activities. They also suggest that whole class instruction is effective at the beginning of the lesson when the teacher enters the classroom. Activities that may be useful in class-work include recitations, tests, general presentation, and questions-and-answer sessions.

2.4.3.2 Group-work activities

Group-work activity—a common form of classroom organisation—is an effective strategy that Killen (1996:60) recommends be employed in the classroom. Classroom members (students) are grouped into manageable numbers, for example three to five students, to work cooperatively.

There are several features of group-work activity. The teacher shifts his/her role from the director of learning to the monitor of learning. If in class-work activity the teacher directs all the teaching and learning activities, in group-work activity the teacher's role is to monitor as well as to facilitate the learning: students work without the teacher's direct intervention (Killen, 1996:61). Therefore, this situation provides opportunities for students to learn and to experience.

There are several benefits of grouping the classroom members in such classroom learning activities. Reid, Forrestal, and Cook (1989:11–13) suggest that small-group learning offers two benefits: (a) the best use of learning time and (b) a cooperative learning environment. In terms of learning time, small-group learning gives students opportunities to generate ideas, to have more opportunity for incidental and planned learning, to learn from each other, and to recognise their own experience. In relation to cooperative learning experiences, students can develop confidence, will talk to practice, will generate tentative questions, are prepared to think aloud, and will gain confidence in their own presentation.

Killen (1996:51–52) lists a number of advantages of group-work activity including encouraging students to verbalize ideas and feelings, learning to respect others, and not overly relying on teachers. Group-work is also useful to allow students to experience the roles of leader, peer and subordinate in order to seek different perspectives on information. In addition, Groundwater-Smith, Cusworth, and Dobbins (1998:108) observe that group-work enables students to participate in the classroom.

Group-work activities in the classroom generate a number of considerations for teachers. For example, teachers should create an informal classroom atmosphere which may encourage students to participate (Brady, 1999:14–5; Groundwater-Smith, Cusworth, & Dobbins, 1998:108; Killen, 1996:61; Marsh, 2000:166; Spada, 1986).

This informal atmosphere can include students participating in practising their English.

In addition, there are a number of ways in which students can be grouped, for example, in groups based on their interests, needs, and abilities. They can also be grouped into mixed gender (i.e. males and females in a group). These grouping systems allow as well as encourage students to actively participate in the learning process in the classroom.

2.4.3.3 Pair-work activities

Pair-work activities are similar to group-work activities, but differ in the number of persons involved. Pair-work activity consists of two persons in a group. The aim of peer-group activity is basically to intensify interaction among students, as well as to give them more opportunity to participate in the classroom.

Pair-work activity is also recognised as peer tutoring (Groundwater-Smith, Cusworth, & Dobbins, 1998:109). In this situation, two students are working together to learn or to accomplish a particular task. This type of classroom organisation requires a higher frequency of interaction because every student has to take part and take his or her turn to talk. It requires everyone to take turns in discussion on the subject matter. In a language-learning context, turn taking is useful to develop language ability.

Some social and psychological benefits of pair-work activities can also be suggested. Socially, for example, students have an opportunity to develop skills in cooperation, and communication, and to practice leadership. Psychologically, students can also build confidence and self-esteem. In addition, they also learn to accept as well as to value difference (Groundwater-Smith, Cusworth, & Dobbins, 1998:109).

2.4.4 Summary

In the language teaching and learning process, classroom management is indicated as the main issue within teachers' teaching methods. It relates to the way teachers address their instructions, trends and patterns of classroom interaction, and classroom organisation, reflecting opportunities that students may have to develop their language

competence through communication and experimentation in their target language. This section has elaborated on how teachers conduct their classroom management to undertake effective teaching, and to achieve their instructional objectives regarding aspects of (a) teacher talk, (b) patterns of classroom interaction, and (c) classroom organisation.

2.5 Students' responses to teachers' classroom management

Students' responses may indicate how effectively they are involved in classroom interactions. Students' responses reflect teachers' effectiveness in managing classroom interactions which involve students in classroom activities. They may flag special skills and treatments that teachers apply to assist the students to enjoy learning a foreign language; as Brown (1994:120) pointed out, special skills and treatments are required for teachers to demonstrate effectiveness in teaching young learners.

It is generally accepted by researchers that young students have a special ability in learning and acquiring language naturally (Brown, 1994:90; Bruner, 1983; Mason, 2003; Singleton, 1995:22) and they are acknowledged as better language learners because of their age (Brown, 2000:52–58; Huda, 1999:135; Suyanto, 1997:166–70). It is also acknowledged that teachers' strategies in approaching classroom activities are significant in producing the desired learning outcomes (Brown, 2000:113; Kauchak & Eggen, 1998:16; Stern, 1996:339).

It should also be recognised that students' responses to classroom teaching and learning activities might also relate to key factors that are part of their background, including their age, memory, sex, proficiency level, interests, language aptitude, motivation and attitude, socio-psychology, personality, cognitive styles, learning strategies, experiences with language learning, and native language (Ellis, 1994:472; Larsen-Freeman & Long, 1991:153–66; McDonough & McDonough, 1997:8–9; Stern, 1994:338). How students become actively involved and participate in classroom activities will be influenced by the factors mentioned above.

As these factors are significantly reflected in students' responses in classroom interaction, Nunan (2003) suggests that studies looking at students in the classroom

should emphasise these background issues, and focus on developmental aspects of student language, student learning styles and strategies, and effects of classroom interaction. Regarding this issue, the following sections (2.5.1, 2.5.2, and 2.5.3) will particularly address the effects of background issues on students' responses to classroom teaching and learning activities.

2.5.1 Personality

Students' responses may reflect their personality. Personality can differentiate learners in the classroom, as individual differences are believed to exist among second language learners (Larsen-Freeman & Long, 1991:166; Kauchak & Eggen, 1998:11). These differences seem to be affected by students' socio-cultural background (Kauchak & Eggen, 1998:24). Brown (2000:42) explains that there are intrinsic and extrinsic factors of affective domain of second language acquisition. The intrinsic side relates personality factors within a learner that contribute to the learner's success. The extrinsic aspects deal with socio-cultural factors emerging as the learner brings in language learning process. For example, personalities of students from Indonesia and those from Australia differ in many respects. How this factor relates to students' participation and involvement, as reflected through their response in classroom interaction, needs to be studied intensively.

In classroom teaching and learning activities, personality can be assumed to be an important predictor of the success in second language learning (Gass & Selinker, 1994:260). It is even a major factor contributing to success or failure in language learning (Ellis, 1994:517). Students' behaviours in the classroom, including student-initiated questions, student explanation, student understanding, and student interest, are the most common responses in the classroom (Good & Brophy, 1997:467) and can be factors ensuring the success of language teaching and learning in the classroom.

In particular, personality in the language-learning context can be reflected in a number of aspects. Referring to a number of studies, Ellis (1994:518) classifies six aspects of personality dimensions in second language learning. As illustrated in Table 2.7, characteristics of personality include extroversion/introversion, risk-taking, tolerance of ambiguity, empathy, self-esteem, and inhibition.

Table 2.7: Dimensions of personality and L2 learning (Source: Ellis, 1994:518)

Aspects	Description	Examples from related studies
Extroversion/ Introversion	Extroverts are sociable, risk-taking, lively, and active; introverts are quiet and prefer non-social activities.	Negative relationship with L2 proficiency (Busch, 1982); fast learning of the extrovert children (Strong, 1983)
Risk-taking	Risk-takers are less hesitant and more willing to use complex language; they are more tolerant of errors. They are less likely to rehearse before speaking.	Positively related to voluntary classroom participation (Ely, 1986)
Tolerance of ambiguity	Entails an ability to deal with ambiguous new stimuli without frustration and without appeals to authority. It allows for indeterminate rather than rigid categorisation.	Significantly related to listening comprehension, but not to imitation (Naiman et al, 1978); no relationship with proficiency measures (Chapelle and Roberts, 1986)
Empathy	Concerns the ability to put oneself in the position of another person to understand him/her better. Empathy is seen as requiring a good understanding of oneself.	No relationship to proficiency (Naiman et al, 1978); positive correlation with proficiency, but the result not clearly replicated in later studies (Guiora et al., 1967)
Self-esteem	Refers to the degree to which individuals feel confident and believe themselves to be significant people. Self-esteem is manifested at different levels (global, situational, and task).	Positively correlated with oral production (Heyde, 1979); failed to find a significant relationship (Gardner & Lambert, 1972)
Inhibition	The extent to which individuals build defenses to protect their egos. People vary in how adaptive their "language egos" are, i.e. how able they are to deal with the identity conflict involved in L2 learning.	Better pronunciation by the subjects given alcohol (Guiora et al., 1972, 1980)

Ellis (1994) links aspects of personality with language learning as follows. First, introversion reflects a passive student personality, while extroversion refers to a personality that seems active in classroom interaction. Risk-taking behaviours indicate encouragement to explore and experience the target language. Risk avoiding is suggested to be the opposite of risk-taking in which students tend to avoid making mistakes or errors in classroom interactions. Tolerance of ambiguity relates to a

personality that does not search for specific explanation or clarification about something (the topic), which may be unclear from the information giver. Empathy reflects attempts to maintain good relations with others in interactions. Self-esteem indicates belief about oneself as a part of a group in interactions. Inhibition relates to attempts to control selfishness in interactions.

Several studies emphasise the importance of students' risk-taking as an aspect of the personality (Gass & Selinker, 1994:262; Todd, 1999:66). Gass and Selinker (1994:262), for example, indicate that certain students tend to take risks in ways such as using particular grammatical structures, volunteered amount of information, and provided amount of talk. This behaviour encourages use of the target language and this can lead to development of students' language. On the other hand, risk-avoiding behaviours may disappoint students in their language learning efforts.

Septy (1996a) did not specifically address whether or not factors that made students ask questions in classroom interactions were related to students' personality. The study focused on linguistic problems (e.g. pronunciation, appropriateness of vocabulary choice, sentence construction, interpretation of meaning, expression of utterances, and voice variation), classroom management (e.g. examples and evaluation), and assignments (e.g. topic and the use of presentation aids) as causes of students' questions (Septy, 1996a). Consequently, further studies need to identify how students' responses occurring in the classroom interaction context reflect their personality.

Students' risk-taking behaviours in the language teaching and learning process can be affected by teachers' classroom management. Todd (1999:66) believes that risk-taking may be influenced by the teachers' role encouraging students through classroom management strategies, for example, using questioning techniques. If teachers can employ certain effective strategies in the classroom teaching and learning process, students may take risks to explore and experience the target language. However, special study of which teaching techniques or methods trigger such student behaviour in the classroom is required.

2.5.2 Students' learning strategies

Apart from their personalities, students' responses in classroom interactions may also reflect strategies that students employ as an attempt to succeed in the language learning process. Ellis (1994:351) identifies approaches, behaviours, techniques, attempts, and actions that students use in the learning process, shown in Table 2.8. It suggests how students represent their attempts to work out the meaning and uses of words, grammatical rules, and other aspects of a language.

Success of the language teaching and learning process does not only rely on teachers, although teachers play a dominant role in the classroom, but also depends on students themselves. The students are learners who have responsibility for their own learning. Even unsuccessful learners considered inactive still reflect remarkable attempts to utilize active strategy (Vann & Abraham, 1990:90).

Table 2.8: Definition of learning strategies (Source: Ellis, 1994:351)

Source	Definition of the learning strategy
Stern (1983)	is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behaviour
Weinstein & Mayer (1986)	is the behaviours and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process
Chamot (1987)	is techniques, approaches or deliberate actions that students take to facilitate the learning, recall or both linguistic and content area information
Rubin (1987)	is strategy which contributes to the development of the language system which the learner constructs and affects learning directly
Oxford (1989)	is behaviours or actions which learners use to make language learning more useful, self-directed and enjoyable

Griffiths and Parr's study (2001:247–253) indicated how students work out a target language, to identify students' learning strategies. The students' preference to cooperate with their peers in the learning process—called social strategies—was identified as the strategy most employed in their language learning process. On the other hand, teachers identified that students mainly employed memory strategies, that is, used memory to compensate for learning difficulties. These learning strategies are illustrated in Table 2.9.

Table 2.9: Students' and teacher's perception of learning strategies (Source: Griffiths & Parr, 2001)

Type of strategies	Rank ordering of students' report	Rank ordering of teacher's perception
Social	6 (most freq.)	4
Meta-cognitive	5	3
Compensation	4	2
Cognitive	3	5
Affective	2	1 (least freq.)
Memory	1 (least freq.)	6 (most freq.)

The students' learning strategies can be classified as good, very useful and fairly useful, plus some classifications of learners. For instance, Rubin and Thomson categorise good language learners' strategies into 13 characteristics (Brown, 2000:122–3; Rubin & Thomson, 1994). To compare, Oxford and Crookall (1988) categorise independent language learners' strategies as 'very useful strategies' (14 characteristics) and 'fairly useful strategies' (7 characteristics). These characteristics and categories are presented in the Table 2.10.

Chamot and Nunan consider students' learning strategies in terms of strategy taxonomy and types of learners respectively. Chamot (in Wenden & Rubin, 1988) categorises students' strategies into meta-cognitive, cognitive, and social affective strategies. Meta-cognitive strategies that students demonstrate include advanced organisers, directed attention, selective attention, self-management, advance preparation, self-monitoring, delayed production, and self-evaluation. Cognitive strategies that students reveal include repetition, resourcing, directed physical response, translation, grouping, note-taking, deduction, recombination, imagination, auditory representation, key words, contextualization, elaboration, transfer, and inference in classroom interaction. Social affective strategies that students exhibit include cooperation and questioning for clarification. Each of these taxonomies are outlined in Table 2.11.

Table 2.10: Characteristics of learning strategies

Rubin and Thomson's		Good learner characteristics (1994) <ul style="list-style-type: none"> • Finding their own way • Organising information about language • Being creative and experiment with language • Making their own opportunities, and finding strategies for getting practice in using the language inside and outside the classroom • Learning to live with uncertainty and developing strategies for making sense of the target word • Using mnemonics (rhymes, word associations, etc. to recall what has been learned) • Making errors work • Using linguistic knowledge, including knowledge of their first language in mastering a second language • Letting the context (extra-linguistics knowledge and knowledge of the world) help them in comprehension • Learning to make intelligent guesses • Learning chunks of language as wholes and formalize routines to help them perform 'beyond their competence' • Learning production techniques (e.g. techniques for keeping conversation going) • Having different styles of speech and writing and learn to vary their language according to the formality of the situation
Oxford and Crookal (1988)	Fairly good strategies	<ul style="list-style-type: none"> • Taking notes • Highlighting • Rule learning • Reasoning • A variety of additional memory strategies • Goal setting • Planning
	Very good strategies	<ul style="list-style-type: none"> • Communication practice • Developing routines • Imitating native speakers • Using every clue to get the meaning • Reading purposefully • Using all available resources • Selective attention • Asking questions • Keeping the communication going • Elaboration • Silent rehearsal • Lowering anxiety • Self-encouragement • Self-evaluation

Table 2.11: Chamot's elaboration of strategies

Meta-cognitive strategies	<ul style="list-style-type: none"> • <i>Advance organisers</i> (making a general but comprehensive preview of concept or principle in an anticipated learning activity) • <i>Directed attention</i> (deciding in advance to attend in general to learning task and to ignore irrelevant distractors) • <i>Selective attention</i> (deciding in advance to attend to a specific aspect of language input or situational details that will cue the retention of the language input) • <i>Self-management</i> (understanding the conditions that help one learn and arranging the presence of those conditions) • <i>Advance preparation</i> (planning for and rehearsing linguistic component necessary to carry out an upcoming language task) • <i>Self-monitoring</i> (correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present) • <i>Delayed Production</i> (consciously deciding to postpone speaking to learn initially through listening comprehension) • <i>Self-evaluation</i> (checking the outcomes of one's own language learning against an internal measure of completeness or accuracy)
Cognitive strategies	<ul style="list-style-type: none"> • <i>Repetition</i> (imitating a language model, including overt practice and silent rehearsal) • <i>Resourcing</i> (refining or expanding a definition of a word or concept through the use of target language reference materials) • <i>Directed physical response</i> (relating new information to physical actions, as with directives) • <i>Translation</i> (using the first language as a base for understanding and/or producing the second language) • <i>Grouping</i> (recording or classifying and perhaps labeling the materials to be learned, based on common attributes) • <i>Note-taking</i> (writing down the main idea, important points, outline, or summary of information presented orally or in writing) • <i>Deduction</i> (consciously applying rules to produce or understand the second language) • <i>Recombination</i> (constructing a meaningful sentence or larger language sequence by combining known elements in a new way) • <i>Imaginary</i> (relating new information to visual concepts in memory via familiar retrievable visualization, phrases, or location) • <i>Auditory representation</i> (retention of the sound or similar sound for a word, phrase, or longer language sequence) • <i>Key word</i> (remembering a new word in second language by (a) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (b) generating easily recalled images with some relationship to the new word) • <i>Contextualization</i> (placing a word or phrase in a meaningful language sequence) • <i>Elaboration</i> (relating new information to other concepts in memory) • <i>Transfer</i> (using previously required linguistic and/or conceptual knowledge to facilitate a new language learning task) • <i>Inferencing</i> (using available information to guess the meaning of new items, predict outcomes, or fill in missing information)
Social-affective	<ul style="list-style-type: none"> • <i>Cooperation</i> (working with one or more peers to obtain feedback, pool information, or model a language activity) • <i>Question for clarification</i> (asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples)

Nunan (1995:170) characterises student strategy use in language learning into four types of students: concrete, analytic, communicative, and auto route-oriented students. According to Nunan, concrete students like games, pictures, film, video, using cassettes, talking in pairs and practising English outside the classroom. Analytic students like studying grammar, English books, reading newspapers, finding their own mistakes and the like. Communicative students like to learn by doing/using English as a means of communication. Auto route-oriented students prefer the teacher to explain everything, study from the textbook and copy everything into a notebook.

2.5.3 Language development and acquisition

Students' responses in classroom interactions, reflected in student talk—a language type that students express in the context of language learning in which they are non-native speakers (Gass & Selinker, 1994:333; Selinker, 1974)—may relate to their language development and acquisition process. In this instance, students produce some kind of language (verbal or non-verbal) forms in their responses to teacher or peers in classroom teaching and learning activities. This could be regarded as their language development and acquisition process. This is indicated as predictable steps in a series of interlocking systems characterising language acquisition. The interlocking systems may be observed as a single stage of development in the particular L1/L2 combination (Ellis, 1994:710).

Clark and Clark specifically focus on several steps indicating students' language development process. These steps can be described as a number of principles by which children operate (Clark & Clark, 1977):

Once children have started to map ideas onto propositions, they can start on the arduous task of working out rules form-combining words into sentences.... At the same time, they have to work on finding out the rules for carrying on conversations, figure out which linguistic devices best convey different speech acts and what conditions should apply when one asserts, requests or promises something and convey thematic information and identify the devices for indicating given and new information ... (p. 296).

Clark and Clark (1977:296–299) believe that children's idea mapping is a basis for developing language competence in which children try to produce meaningful utterances based on their ideas. Referring to some operational principles

developed by Slobin, Clark and Clark (1977:339–340) indicate two ways in which children express their language when mapping their ideas: *semantic coherence* and *surface forms* (see Table 2.12).

Table 2.12 : Operational principles in children’s language development

Semantic coherence	a. Looking for systemic modifications in the forms of words. b. Looking for grammatical markers that indicate underlying Semantic distinctions clearly and make semantic sense. c. Avoiding exceptions.
Surface structure	d. Paying attention to the ends of the words. e. Paying attention to the order of words, prefixes and suffixes. f. Avoiding interruption or rearrangement of linguistic units.

Children operate with these principles, for example, in semantic coherence, children use their ideas and general knowledge to express meaningful utterances (as their communication strategy). Then their sentence construction including grammatical markers will appear as their surface structure. This would suggest that there are orders of children’s language development, as the children do not jump from one stage to the next without gradually progressing from one language pattern to another.

The students’ responses in classroom interactions, student talk, can also be reflected in patterns of language development. Of course, patterns of second language (L2) development differ from patterns of first language (L1) development, but several studies of L1 development patterns may be taken into account when examining L2 development patterns. For example, in L1 development, children begin with one-word utterances that are followed by two-, three-, and four-word utterances, and so forth, that appear to follow a well-defined pattern (Ellis, 1994:77).

Ellis (1994:82–110) believes that there may be at least three stages often taken into account in L2 development patterns. The first stage is so-called early L2 acquisition. Then there is the acquisition of morpheme. Next is the acquisition of syntactic patterns. These stages are presented in Table 2.13.

Table 2.13: Stages of L2 development adapted from Ellis (1994:82–110)

Stage	Description
Early L2 acquisition	a. Silent period b. Formulas use c. Structural/semantic simplification
Morpheme acquisition	Order and sequence The use of pronouns
Syntactic pattern acquisition	Defined sequence of syntactic structure

In practice, the student talk often relates to various types of language error. This type of language error is called interlingual error. Several processes cause students' errors in their language learning process. First, students use or borrow the patterns of their mother tongue in the performance of the target language. Such borrowing patterns are called language transfer. Second, students extend patterns from the target language. This extended pattern is called overgeneralization. Third, students express meaning by using words or grammar that they know. This meaning expression is called communication strategy (Faerch & Kasper, 1983; Selinker, 1974:114).

In short, students' responses in classroom interactions are a form of student talk, and indicate the students' language profile and process of their language development and acquisition. Student talk is characterised by the occurrence of language systems such as interlanguage (following particular routes of development) and language error such as interlingual errors. Student talk is an instrument to help students develop their communicative competence. In the context of teaching and learning activities, the teacher's role is to optimise such student talk in classroom interactions. Therefore, this research has application as a reference for teachers when designing and employing effective strategies for managing their classrooms.

2.5.4 Summary

Students' responses in classroom interactions may reflect their personalities, learning strategies, and language development and acquisition processes while also reflecting the effectiveness of their teachers' classroom management. Students' responses in relation to their background should be examined further. Students'

responses appear in many verbal and non-verbal ways. The most common verbal responses include student-initiated questions, student explanation, student understanding, and student interest.

Students' responses may indicate personality characteristics such as introversion–extroversion, risk-taking and risk-avoiding, tolerance of ambiguity, empathy, self-esteem, and inhibition. In terms of learning strategies, students' responses may reflect the category in which the students are grouped. In the language development and acquisition process, students' responses may suggest routes and patterns that students could follow to develop communicative competence and performance.

2.6 Conclusion

This chapter has discussed factors related to teachers' strategies for resource use. It provides insights into teachers' views and actions, as reflected in their classroom teaching and learning management, as well as students' responses in classroom interactions, which could identify how teachers play their role in facilitating their students' English language learning. Further discussion in Chapter 7 will determine whether teachers have undertaken effective strategies for using English teaching and learning resources, and how.

As to how teachers undertake the strategies, teacher's views reflect to what extent they are aware of a number of factors influencing the teaching and learning process. Teachers may particularly emphasise a number of factors in their decision-making process in accordance with the classroom situation they encounter. These aspects may relate to socio-cultural factors, curriculum, and teaching experiences.

Teachers' actions relate to various teaching methods that they employ to manage the classroom. These include the way teachers address their instructions, how trends and patterns of classroom interaction occur, and how the classroom is organised to offer opportunities to students to develop their language competence through communication and experiment in their target language. How teachers conduct classroom management is revealed by (a) teacher talk, (b) patterns of classroom interaction, and (c) classroom organisation.

As to how effectively teachers manage the strategies, students' responses in classroom interactions may reflect their personalities, learning strategies, and language development and acquisition processes, as well as the effectiveness of the teacher's classroom management. The students' responses may appear in many verbal and non-verbal ways such as student-initiated questions, student explanation, student understanding, and student interest; the most common verbal responses. The implications that the teachers draw from the students' responses can contribute to the development of better strategies for managing the classroom to suit classroom teaching and learning situations.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter explains the procedures and methods that were carried out to undertake this study. It covers the nature of and the data used in the study, the techniques of data collection, the pilot study, the period of the study, the instruments, the settings, and the participants in the study. This section also includes the data analysis methods, the issues of validity and reliability, and the ethical approval.

The methods and procedures employed were related to the aim and objectives of this study. As this study is primarily aimed at investigating strategies used by Indonesian teachers in selecting and using teaching and learning resources to facilitate students' English language learning at primary school levels, three main objectives attempted to find out: (a) how primary school teachers in West Sumatra view their strategies for selecting and using teaching and learning resources to facilitate their students' English language learning; (b) how primary school teachers in West Sumatra organise and make use of the resources for teaching and learning activities, and; (c) how students of primary schools in West Sumatra respond to their teachers' teaching strategies in relation to the use of resources in the classroom.

3.2 Nature of the study

This study could be categorised as applied research (University of Tasmania, 2002), as it is an attempt to acquire knowledge with a specific application in classroom process. In particular, this study constituted an investigation of how an English teaching and learning process occurred in primary school classrooms in order to contribute to a framework for understanding teachers' decision making and, in a formative evaluative sense, to develop and appraise the introduction of English as an elective subject in primary schools in West Sumatra. As van Lier (1988:71–72), Baradja (1992), and Tuckman (1994) also indicated, findings of classroom process research would reflect, for example, what determined the success or failure of

teaching and learning; the phenomena related to beliefs, ideas, theories about language learning and teaching; classroom interaction characteristics; as well as how teaching was carried out.

Moreover, as classroom-focused research, this study could build an understanding of how social events in the language classroom affect teaching by considering detailed and ethnographic observation of classroom behaviour (Nunan, 1992:93). In this regard, this study attempted to build a conception, based on an integrated and continuous pattern of a teaching and learning process in the classroom, about how teachers' views and actions were reflected in their use of English teaching and learning resources. How their students responded to their teaching as a reflection of the effectiveness of the teachers' teaching strategies of classroom resources was also considered.

To achieve these objectives, both quantitative and qualitative approaches were applied in this study. The quantitative approach was applied in interpreting the statistical information regarding teachers' use of English teaching and learning resources, obtained through questionnaire and observations of classroom activities. The qualitative approach was applied to interpreting details of the teachers' views on and actions relating to resource use obtained through paper-based notes of interview and classroom observation field notes. In the interview sessions, the data were studied while referring to the interview transcripts. In the classroom observation sessions, the data were studied in relation to field notes in the classroom, which were then reviewed from the video-recording tapes. Combination of these approaches enabled development of understanding of the application of the teaching and learning process of English as a foreign language and as an elective subject in Indonesian primary schools.

3.3 Data of the study

The data of this study was derived from teachers' views and observable classroom events relating to the objectives of the study. Teachers' views were obtained through questionnaire administration and interview sessions. The teachers' views related to their conceptions about the use of the English teaching and learning

resources and some associated factors such as socio-culture, local-based curriculum, and teaching experiences. The data related to the classroom events were collected through in-depth classroom observation sessions of observable phenomena relating to the teachers' actions and the students' responses to teaching and learning activities. In Table 3.1, sources of data corresponding to the foci of this study are presented.

Table 3.1: Data of the study

Related aims/questions	Method/source of data collected		
	Questionnaire	Interview	Observation
1/1a, 1b, 1c	x	x	
2/2		x	x
3/3		x	x

3.4 Setting of the study

This study was undertaken in primary schools (private and public) in Padang, the capital of West Sumatra province, Indonesia, and in its surrounding cities, mainly in Bukittinggi and Batusangkar (West Sumatra has 14 cities/towns at the time of this study). These cities pioneered the inclusion of an English teaching program in the school curriculum. The choice of schools from these cities was also related to some economic and cultural considerations.

In Padang City, for instance, based on a preliminary survey in 1998, there were approximately 11 public primary schools, designated as project schools, and approximately 15 private schools pioneering the introduction of English. In Bukittinggi and Batusangkar, English for primary school was introduced in a 1998 in-service coaching program officially organised by the provincial Educational Authority.

Economically, these cities were considered to represent the industrial activities of West Sumatra province. Padang, the capital of the province, is the centre of various growing industries. Bukittinggi, the second largest city in the province, is a popular tourist destination that is rich in natural scenery. Batusangkar is also popular for tourists and has a rich variety of cultural attractions derived from its *Minangbakau* cultural heritage. Besides considering the economic opportunities, the provincial

authority also targeted a number of primary schools to include an English program in the school curriculum as a local-content elective subject especially undertaken in the 1996–1998 period. Culturally, these cities represent the cultural and ethnic heritage of the *Minangkabau* group, which is a widely-renowned matrilineal ethnic group in Indonesia.

3.5 Participants

The main participants in this study were teachers who taught English in private and public primary schools in Padang and the surrounding cities of Bukittinggi and Batusangkar, in West Sumatra province, Indonesia. The numbers of participants varied purposively. Students of the respective observed participants were studied regarding their responses to the participants' classroom management, to complement the focused aspects of this study.

a. Participants in the questionnaire administration

The number of participants was 147, based on the teachers who completed and returned the questionnaire. Based on information provided by the authorities in the local Department of Education, which advised the number of schools and teachers teaching English, around 350 teachers were initially invited to participate in the questionnaire administration. The numbers of participants approached and responding is compared in Table 3.2.

With regard to participant demographics, most of the teachers were female (77.6%). Male teachers represented less than one-quarter of the total (22.4%). Table 3.3 presents gender, number and percentage of teachers participating in the questionnaire administration. Most of the female teachers ranged from 20 to 40 years old. Most male teachers were in the range from 31 to 40 years of age. Few of the teachers were aged over 50 years (see Table 3.4).

The participants' educational qualification background varied from Teacher College to postgraduate. However, most of the teachers had already obtained some university training, as most (65) had received the Diploma of Teaching and a university degree (67, plus 3) (see Table 3.5).

Table 3.2: Participants approached and number responding

Action	Quantity
Questionnaires mailed (inviting teachers to participate)	350
Questionnaires returned	200
Questionnaires returned * (empty or incomplete)	53
Questionnaires returned (completed)	147

* In some instance, English teachers were not available, or English was not yet be offered in the school curriculum.

Table 3.3: Participants, based on gender

		Frequency	%	Valid %	Cumulative %
Gender	Male	33	22.4	22.4	22.4
	Female	114	77.6	77.6	100.0
	Total	147	100.0	100.0	

Table 3.4: Participants' age groups, based on gender

		Sex		Total
		Male	Female	
Age	20–30 years	5	48	53
	31–40 years	24	41	65
	41–50 years	2	21	23
	Over 50 years	2	3	5
	Not given	0	1	1
Total		33	114	147

Table 3.5: Participants' educational background, based on gender

		Sex		Total
		Male	Female	
Educational qualification	Teacher college	4	8	12
	University diploma	11	54	65
	Bachelor	18	49	67
	Masters		3	3
Total		33	114	147

In terms of length of service, the participants could be considered to have adequate experience of teaching English because most of them have been in service for over 2 years (assigned to primary schools as English teachers or classroom

teachers teaching English, see Table 3.6 for details). A significant number was identified to have been in service for over 10 years (most of whom were female). A significant number of male teachers who have been in service for 2 to 5 years and over 10 years (16 and 10 teachers respectively) were also identified.

Table 3.6: Participants' length of service, based on gender

		Sex		Total
		Male	Female	
Service	Less than 2 years	3	30	33
	2–5 years	16	19	35
	5–10 years	4	9	13
	Over10 years	10	53	63
	Not given		3	3
Total		33	114	147

b. Participants in interview and observation sessions

From among the participants who completed the questionnaire, fourteen teachers were interviewed and observed. Fifteen were initially invited, however one teacher withdrew for personal reasons. This number was about 10% of the overall questionnaire respondents.

The number of teachers who participated in the interview and observation sessions was not meant to represent the total number of the studied participants, but they were selected for the purpose of an in-depth exploration of their views and actions to identify their strategies for managing the use of the teaching and learning resources in the classroom context. As suggested by Miles and Huberman (1984), an in-depth observation ideally selects a sub-set of participants.

With regard to participants' demographics, more female than male teachers were interviewed and observed (see Table 3.7 for detail). There were three male teachers and eleven female teachers in this study. This was the number who consented to participate in both interview and observation sessions. Decisions about the primary school teachers to be studied were also based on some preliminary surveys sent to several private and public primary schools as well as the information and recommendations given by the office of the Provincial Education Department and their respective school principals.

Table 3.7: Demographic data of the teachers participating in the interview and observation sessions

Teacher	Sex		Education				Service length				Language		Age					No. Gr. Ob		
Code	M	F	TC	UD	Bc	MA	<2	2-5	5-10	>10	MK	NMK	20-30	31-40	41-50	>50	4	5	6	
T1		x			x			x			x		x						3	
T2	x				x				x		x			x			3		3	
T3	x				x			x			x			x				4		
T4	x			x				x			x			x			1	2	1	
T5		x			x		x				x		x				4			
T6		x			x			x			x		x				5			
T7		x			x				x		x		x					3		
T8		x		x				x			x		x				4			
T9		x	x							x	x			x				4		
T10		x			x		x				x			x					4	
T11		x		x				x			x		x						4	
T12		x		x				x			x				x		4			
T13		x			x		x				x		x					3		
T14		x			x			x			x			x			3			
Total	3	11	1	4	9	0	3	8	2	1	14	0	7	6	1	0	24	16	15	

Notes:

M = Male

TC = Teacher College

MK = Minangkabau native

F = Female

UD = Uni. Diploma

NMK = Non-Minangkabau native

Bc = Bachelor Degree

No. Gr. Ob = Number of respective grade to be observed

MA = Masters Degree

T = Teacher/participant code (i.e., T1, T2, T3, ..., Tn)

In particular, all of the participants were *Minangkabau* native speakers (non-native speakers of English). Their educational qualification background ranged from Teacher College to a university degree in education majoring in English language teaching. Only one had a Teacher College qualification, four had a university diploma in teaching (Diploma 2-year or Diploma 3-year), and nine teachers had a Bachelor of Education degree. Their lengths of service varied from less than two years up to more than ten years. Their ages varied from 20 to 50 years. Seven were aged between 20 and 30 years, six were aged between 31 and 40, and only one was ranged between 41 and 50 years. In terms of service rank, most of the participants were non-government appointed teachers (school recruited teachers), and so had no rank to indicate. Government-appointed teachers (civil staff) whose ranks are normally indicated seemed reluctant to disclose them, considering it unnecessary in the context of the study.

3.6 Period of the study

Field study (data collection) was conducted over eight months, or two school terms, in primary schools in the three cities of West Sumatra province, Indonesia. One school term lasts approximately four months. The first term of this study started in mid-March and went until mid-July 2001. The second term started in July and went until near the end of November 2001.

In the first term, some administrative preparations, a series of pilot studies (pilot questionnaire, interview questions and observations), the questionnaire administration, and the interview sessions with the sub-set of selected teachers were the main fieldwork activities. Then, classroom observation sessions of the selected teachers were the main focused activities in the second term. In this period, the researcher observed the English classroom teaching and learning activities after having obtained some confirmation from the teachers about their readiness, time and the grade to be observed in these two terms.

Moreover, in the second term of fieldwork activities, a review of the video-camera recordings of the classroom observations was also carried out while transferring them into computer readable .avi and/or .mpg files, and onto CDs in order to facilitate review for later data analysis purposes. These activities lasted until mid-December 2001. Overall, the field study was concluded by the end of 2001. Also, some brief informal discussions with the teachers were also carried out before or after classroom observation sessions. These discussions were aimed at elaborating their opinions about teaching, feelings about being observed, actions and their students' responses to their teaching actions, as well as building a social relationship, so that they could feel relaxed about the observer's attendance in their classrooms.

3.7 Ethical issues

As data of this study were collected from human participants (teachers teaching English as an elective subject in the primary school classrooms in West Sumatra, Indonesia), ethical issues have been seriously considered in this study. The issues mainly relate to approaches to the teachers to participate and treatment of the

information the participants provided. According to Gall, Borg, and Gall (1996:83), protecting human rights from unethical research practice is a concern in social studies.

Although this study did not result in physical, psychological or social harm risks to the participants, careful treatment of the data was employed. The handling of this study did not breach legislation in the context of study. Formal recommendations under the authority of Department of Education and the school principals were also obtained.

As required by the University of Tasmania, ethical approval was first sought and obtained from the Ethics Committee at the University of Tasmania prior to the data collection phase in the field (see Appendix F for University of Tasmania Ethics Committee approval number H6061). Then, in the field of study, as the Ethics Committee recommended, several ethical procedures were undertaken. First, the study participants were given sufficient information about the purpose of the study and the way in which data would be collected and treated. This information was printed on the cover information in the questionnaire. As participants were to remain anonymous, no names were written on the questionnaire. Information that could be damaging to the participants if revealed publicly was not used.

The participants were also informed about the study and the ways in which the data would be treated before the interview and observation sessions took place. Their consent to voluntarily participate in the interview and observation sessions was also obtained. In addition, they were also informed about the confidentiality and data storage procedures. During all these processes, the participants were approached in a socially and culturally sensitive manner.

3.8 Pilot study

A pilot study was undertaken prior to the main data collection phases. The main aim of the pilot study was to ensure that the instruments used were appropriate to collect the desired information in a reliable way, as well as to adjust related aspects of the study such as the procedure of data collection and question items. This included testing the questionnaire questions, interview questions, and observational schedules. As noted by Burns (1997:334), a pilot study is significant to pre-test aspects of the

proposed study before the actual study—in this sense the data collection process—is conducted. Burns further stated that the aim of these pilot activities is to learn whether all the procedures used are clear and appropriate for the respondents.

The pilot study was undertaken over about two months, in the third term of the school calendar in 2000–2001. It included activities such as a pilot questionnaire, pilot interviews and a pilot observation, but the information gathered was not included in the final presentation. The pilot study was also carried out in a context closely related to the study.

In the pilot, a teacher colleague from the Indonesian Department in the Faculty of Teacher Training and Education at Bung Hatta University, Padang was invited to proofread the Indonesian translation version of the questionnaire after close consultation with a research supervisor and discussions with a fellow research student at the University of Tasmania. After that, some slight revision and refinement was made to clarify some meanings. Then, a number of teacher colleagues at Bung Hatta University were invited to attend a seminar intended to pilot the questionnaire. Some comments and suggestions were taken into account to ensure that all items in the questionnaire were clear. Also, a group of primary school teachers who were not involved in this study were invited to participate in a workshop that was intended to pilot the questionnaire as well. They were also encouraged to write marginal comments on the questionnaires. As a result, the researcher was able to refine and clarify the procedures and question items, as some explanation of the procedures may have been unclear and/or inappropriate (e.g. ambiguous instruction, unclear question wording, and the like) according to the primary school teachers' perspectives.

Some pilot interviews were also undertaken with the same groups of primary school teachers. Pilot observations were conducted prior to actual classroom observations with the study participants. Overall, the results of the pilot study assured the researcher of the appropriateness of the data collection procedures and instruments used.

3.9 Procedure of data collection and analysis

In relation to the objectives of this study, the questionnaire, interview, and classroom observation were applied as the main procedures for the data collection and analysis. Figure 3.1 illustrates the mechanism of the data collection and analysis.

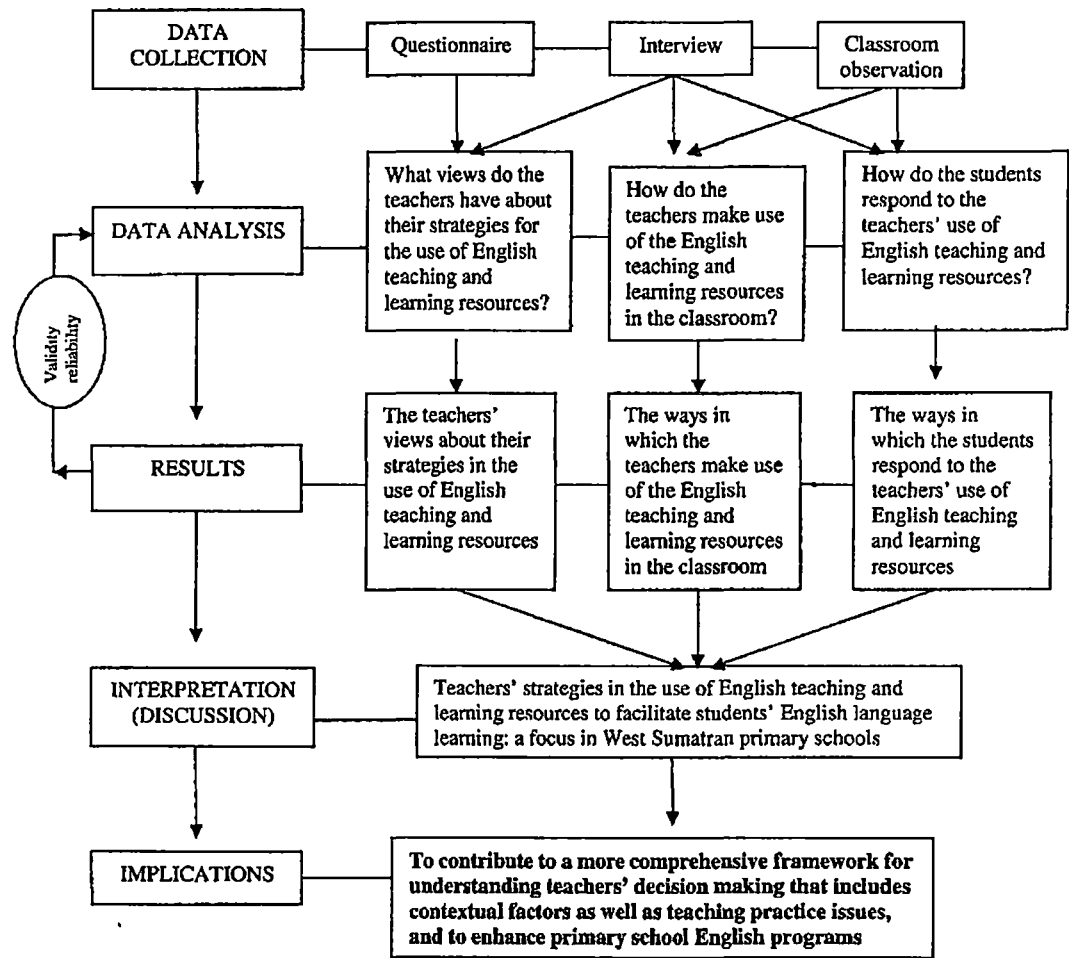


Figure 3.1: Mechanism of data collection and analysis of the study

The questionnaire was administered to identify the participants' views about the use of English teaching and learning resources in relation to issues of socio-culture, curriculum practice, and teaching experience, according to research question 1, part a, b, and c. The interview sessions were then carried out with a sub-set group of the participating teachers specifically to identify details and confirm the participants' views about the use of English teaching and learning resources as well as to obtain

some overviews about how the teachers made use of the resources in the classroom teaching and learning activities. The classroom observation sessions were conducted to identify how the teachers managed the English teaching and learning resources and how the students responded to the teachers in the classroom activities according to research questions 2 and 3. The following sections present the mechanism of the data collection and analysis.

3.9.1 Questionnaire

3.9.1.1 Questionnaire administration

The questionnaire was administered in relation to research question 1 which aimed at identifying the teachers' views when selecting and using English teaching and learning resources for their young learners, according to some focused factors grouped as socio-cultural, curricular, and teaching experiences. In this regard, according to Larsen-Freeman and Long (1991:35), such questionnaire may be used to obtain teachers' personal thoughts, such as how the factors focused upon in this study were related to their teaching. The teachers' responses to the questionnaire could reflect the degree to which they considered the importance of the aspects in undertaking their strategies for using teaching and learning resources to facilitate students' English language learning.

As previously mentioned, 350 primary school teachers (excluding those who participated in the pilot study) in Padang and the surrounding cities were initially invited to participate in the questionnaire administration. An information sheet, a letter of invitation, a letter from the Education Department to school principals requesting teachers to participate, and a return envelope were attached to the questionnaire. An expected date for return of the questionnaire was also established (two months before the school term ended in mid-June 2001).

In order to have an optimal number of questionnaires returned, two methods of reminding respondents were carried out. First, a reminder was mailed to the teachers via their principals. The reminder informed the teachers about the time for returning the questionnaire, which was extended until the new school term began in mid-July 2001. It also informed the teachers that if English was not taught in the school, the

empty questionnaires should be returned, so that the number of teachers and schools introducing English as an elective subject could be identified.

Second, a reminder was also given to the primary school principals when the researcher attended principals' monthly meetings held in the Department of Education districts. On these occasions, some information was also obtained regarding the unavailability of English teaching programs and English teachers at their schools, which prevented the questionnaire from being completed. The principals' assistance in reminding their teachers to return the questionnaire accordingly was acknowledged. A number of questionnaires were returned incomplete, therefore, only the 147 that were returned completed were studied.

The questionnaire was designed using the Likert scale, a model intended for and applicable to exploring participants' general attitudes or eliciting participants' opinions (Burns, 1997:337; Gall, Borg, & Gall, 1996:297; McDonough & McDonough, 1997:176). It contained a set of agreement or disagreement statements ranging from 'strongly agree' to 'strongly disagree' and a set of frequency statements that consisted of 'always', 'often', 'sometimes/occasionally', 'rarely', and 'never', coded with numbers from one to five respectively. The numbers were not meant to judge the quality of responses (that is, the best or the worse statement); the statements provided by the participants were merely treated as information that would reflect how they regarded these aspects in their use of English teaching and learning resources. In addition, the teachers were also encouraged to add any further information they felt necessary on any space available on the questionnaire. The questionnaire was written in Indonesian after translation from the initial English version (see Appendix B for both versions).

The questionnaire was developed to include three sections of importance to this study. In the first section, teachers' demographic information was elaborated upon. The teachers were asked to complete a category for their gender, age, ethnic origin, native language, educational background, number of years of teaching service, rank of in-service, and subjects and grade(s) taught in primary schools. In the second and third sections, the teachers' perspectives regarding the resources that they used in

their teaching and a number of focused aspects considered and reflected upon in the use of teaching and learning resources in teaching were identified.

The teachers were asked to describe which resources they used and how frequently. The teaching and learning resources were categorised into printed materials, audio-visual materials, people around the school, materials and artefacts, and work on arts and culture relevant to their teaching practices. In relation to the aspects included in socio-culture, curriculum practice, and teaching experience that could be reflected in the use of the resources, the teachers were asked about which aspects they took into account in using the teaching and learning resources. Overall, indicators of the items, the number of questions related to the indicators and the item number are presented in Table 3.8.

Table 3.8: Indicators and distribution of items in questionnaire

Factors/Indicators	Number of questions/items related	Number in questionnaire
Section II		
Teachers describe the types of resources they use and how these are used to facilitate their students' English language learning. The resources include:		
a. Printed materials,	11	A9,10, 11, 12, 13, 14, 15, 16, 17, 18, 19.
b. Audio-visual materials,	8	B20, 21, 22, 23, 24, 25, 26, 27.
c. People around the school,	4	C28, 29, 30, 31.
d. Materials and artefacts,	6	D32, 33, 34, 35, 36, 37.
e. Work on arts and culture.	5	F38, 39, 40, 41, 42.
Section III		
A. Teachers describe how aspects of socio-culture are considered in the strategy for selection and use of the teaching resources to facilitate their students' English language learning:		
a. Students' characteristics	8	G43, 44, 45, 46, 47, 48, 49, 50.
b. Students' nature	4	G51, 52, 53, 54.
c. Students' social background	2	G55, 56.
d. Context of teaching	5	H57, 58, 59, 60, 61.
e. Social and cultural organisation	3	H62, 63, 64.
f. Social classes in society	1	H65.
g. Economic and political condition	2	H66, 67.
h. Institutional factors	6	H68, 69, 70, 71, 72, 73.
i. Technological development	1	H74.
j. Teachers' thoughts/beliefs/preferences	3	I75, 76, 77.
k. Teachers' characteristics	7	I78, 79, 80, 81, 82, 83, 84. (cont.)

B. Teachers describe how components of curriculum are considered in the strategy for the selection and use of teaching and learning resources to facilitate their students' English language learning:		
a. Orientation of ELT in primary schools	2	J85, 86.
b. Instructional objectives of ELT in primary schools	2	J87, 88.
c. Language skills focus of ELT in primary schools	4	K89, 90, 91, 92,
d. Content or materials of ELT in primary schools	3	K93, 94, 95
e. Teaching methods of ELT in primary schools	4	L96, 97, 98, 99
f. Teaching and learning activities of ELT in primary schools	5	L100, 101, 102, 103, 104
g. Teaching and learning interaction of ELT in primary schools	8	L105, 106, 107, 108,
h. Timetable of ELT in primary schools	1	109, 110, 111, 112
i. Evaluation system of ELT in primary schools	2	L113
		L114, 115
C. Teachers describe how their experiences of aspects of socio-culture and curriculum determined their strategy for the selection and use of teaching resources to facilitate their students' English language learning.	4	M116, 117, 118, 119.
Total	111	

3.9.1.2 Questionnaire data analysis

Analysis of the questionnaire data was based on the quantitative (statistical) information supplied through teachers' responses about their use of resources using computer-assisted application programs. Two programs were used for this purpose: Statistical Packages for the Social Sciences (SPSS) for Windows, and Microsoft Excel Spreadsheet. First, teachers' responses to the questionnaire (raw data) were entered into SPSS, which could produce descriptive statistics of teachers' use of English teaching resources such as the mean score, frequency and percentage, thereby describing the tendency of teachers' views regarding what English teaching resources were used and how. The results of this calculation—tabulated in Tables 1 to 8 and presented in Appendix C—are discussed in Chapter 4.

Second, the results, such as the mean score, frequency and percentage, were illustrated using Microsoft Excel Spreadsheet. Aspects included in the teachers' responses were categorised and grouped according to the research questions answered. The categorisation helped produce figures on the trends of types of resources and various aspects reflected in the use of English teaching resources to indicate teachers' strategies.

Two methods of diagrammatic presentation were used to present the results of the questionnaire analysis in this study: pie and timeline charts. The pie charts represented the average percentage of teachers' use of types of resources. The timelines reflected the tendency of teacher's choices in the use of resources. These diagrams, Figures 4.1 to 4.20 in Chapter 4, became the basis for reporting the results of the questionnaire data analysis.

3.9.2 Interview

3.9.2.1 Interview sessions

To elaborate the teachers' views about use of English teaching and learning resources in the classroom teaching and learning situation, interview sessions were carried out after the questionnaire was returned. The interview was important in complementing the information obtained through the questionnaire, the details of which could not be traced from all respondents. Gall, Borg, and Gall (1996:307) advised that a confirmation survey interview was intended to produce evidence to confirm earlier findings.

In addition, the interview sessions were mainly significant in dealing with the issues of validity and reliability. According to Hopkins (1993:124) and Burns (1997:315), interview was considered an appropriate technique to discuss, confirm and verify information that had been obtained and tentatively concluded. As McDonough and McDonough (1997:181) also suggested, interviews can be used as a checking mechanism to triangulate data that have already been gathered.

Socially, the interview sessions were useful to establish a relationship with the teachers. As Silverman (1993:9) states, (a good) interview could be used as a means to build a relationship with the participants. In this circumstance, the teachers felt free to discuss with the researcher and to be observed, and familiar with the presence of the researcher at the school. In addition, both *Minangkabau* language (a local language in West Sumatra province) and Indonesian were used in the informal conversation of the interviews. A few English words were used occasionally during these sessions.

The interview sessions were carried out with fourteen English teachers out of the overall participating primary school teachers. Fifteen teachers were initially

invited, one teacher withdrew due to personal reasons, and each teacher represented their respective school. The interview took about an hour, and was held at a time and place convenient to the teachers. All interview sessions were held at the teachers' respective school offices before and after class.

Items within interview questions were developed around the theme of teachers' views in relation to strategies for selecting and using English teaching and learning resources with primary school students, how the teachers made use of English teaching and learning resources in the classroom, and how their students responded to their use of the resources in the classroom teaching and learning activities. The questions explored teachers' use of the teaching and learning resources, including their views on the significance of aspects of socio-culture, curriculum practice, and teaching experiences. The interview questions were divided into three divisions: (a) demographic information, (b) teaching and learning resources, and (c) views on the factors in relation to the use of teaching and learning resources. Core questions from which detailed interview questions were developed were presented as follows.

1. Could you tell me, in general, how you usually teach English?
2. In your English teaching, what teaching and learning resources do you use?
3. Then how do you get the resources for your teaching? Please explain.
4. In general, why do you choose using the resources in your teaching? Please explain.
5. How do your students generally respond to or participate in your teaching in regard to your use of the resources? Please explain
6. Could you tell me what socio-cultural factors you know and you encounter in your teaching?
7. Could you tell me about curriculum and curriculum components you know and you emphasise in your teaching?
8. Could you tell me about your teaching experience, and factors you emphasise in your teaching?
9. Could you explain how you consider the aspects of students' characteristics in your teaching, including the use of English teaching and learning resources?
10. Could you explain how you consider the aspects of students' nature in your teaching, including the use of resources?
11. Could you explain how you consider the aspects of students' social background in your teaching, including the use of resources?
12. Could you explain how you consider the aspects of teaching contexts in your teaching, including the use of resources?
13. Could you explain how you consider the aspects of social and cultural organisation in your teaching, including the use of resources?
14. Could you explain how you consider the aspects of society and economic politic conditions in your teaching, including the use of resources?
15. Could you explain how you consider the aspects of institutional factors and technology in your teaching, including the use of resources?
16. Could you explain how you consider the aspects of your personal philosophy (i.e. thoughts, beliefs,

- and preferences) in your teaching, including the use of resources?
17. Could you explain how you consider the aspects of your personal characteristics in your teaching, including the use of resources?
 18. Could you explain how you consider the aspects of orientation and objectives of ELT in your teaching, including the use of resources?
 19. Could you explain how you consider the aspects of language skills and content in your teaching, including the use of resources?
 20. Could you explain how you consider the aspects of teaching methods in your teaching, including the use of resources?
 21. Could you explain how you consider the aspects of teaching activities in your teaching, including the use of resources?
 22. Could you explain how you consider the aspects of teaching time and evaluation in your teaching, including the use of resources?
 23. In your experience, how do you emphasise the aspects of students on your use of the English teaching and learning resources?
 24. In your experience, how do you emphasise the aspects of social environment on your use of the English teaching and learning resources?
 25. In your experience, how do you emphasise your personal aspects on your use of the English teaching and learning resources?
 26. In your experience, how do you emphasise the aspects of curriculum on your use of the English teaching and learning resources?

A semi-structured interview—a combination of closed (structured interview) and open-ended questions (unstructured interview) using both yes/no and wh-questions—was carried out in this study. This allowed the researcher to explore the information around the focus of the study (the core questions). Also, collecting additional data was made possible and discussions could be led from general issues up to specific topics (Nunan, 1992:149–152). Moreover, discussions with the participants become flexible, and richer information could be obtained (Burns, 1997:330; McDonough & McDonough, 1997:183–4). Despite this, the interviewer retained control of the questions and the direction of the focus.

The interview data were recorded using an audiotape recorder. The use of the audiotape was intended to cope with possible loss of information noted when using paper-based notes. Besides, the use of audiotape recording was based on an assumption that relying only on the notetaking technique might still cause some information loss, because the information flowed very quickly from one issue to another, making note taking less effective.

Nunan (1992:153) compared some weaknesses and strengths of note-taking and tape-recording techniques (see Table 3.9). On reflection, tape recordings as well as paper-based note taking were considered appropriate in this study to overcome the shortcomings of each method.

Table 3.9: Strengths and weaknesses of tape-recording and note-taking (Source: Nunan, 1992:153)

Instruments	Strengths	Weaknesses
Tape-recording	Preserves actual language Naturalistic Objective record Interviewer contribution Data can be re-analysed after the event	Possibility of data overload Time-consuming to transcribe Context not recorded Presence of machine off-putting Core issues masked by irrelevancies
Note-taking	Central issues or facts recorded Context can be recorded Economical Off-record statements recorded	Recorder bias Actual linguistic data not recorded Encoding may interfere with interview Status of data may be questioned

3.9.2.2 Interview data analysis

In analysing the interview data, the information recorded in the tapes was first transcribed. Then, particulars of the teachers' views were highlighted, categorised and organised according to the study focus aspects, such as the types of resources, and aspects of socio-culture, curriculum, and teaching experience (see Appendix D for sample of an interview transcript). This procedure enabled interpretation of the information as well as giving a picture of how the teachers considered that the use of the English resources, including the classroom interactions of English teaching and learning activities, reflected their strategies in facilitating students' English language learning. The results are presented in Chapter 5.

3.9.3 Observation

3.9.3.1 Observation procedure

Observations of the fourteen interviewed teachers from the participating schools were undertaken as a technique for data collection, to identify details of classroom interaction demonstrating how the teachers managed (and made use of) resources in their teaching, and how students got involved in teaching and learning interaction, in relation to research questions 2 and 3. It was considered that observation enabled a better understanding of the classroom phenomena being studied in its real context; also focus behaviours could be identified and studied in order to describe them objectively. As proposed by Nunan (1989:78), researchers need to

spend time looking at classrooms to enrich understanding of language learning and teaching.

Classroom observation could be considered naturalistic observation, as this study attempted to identify the detailed occurrences of focused events in natural settings in the classroom. In this situation, the researcher should not be involved in the classroom activities (non-participant observation) (Burns, 1997:318; Gay, 1996:265; Larsen-Freeman & Long, 1991:516–7). During this study, ongoing activities proceeded naturally, and the details of classroom events occurred without intervention of the researcher's attendance. As Gay notes:

Certain kinds of behaviours can only/best be observed as they occur naturally. In such a situation, the observer purposely controls or manipulates nothing, and in fact works very hard at not affecting the observed situation in anyway. The intent is to record and study behaviour as it normally occurs ... (Gay, 1996:265).

To help undertake the naturalistic observation, a video camera was used with the awareness of the participating class (teacher and students) and placed in a fixed position to minimise classroom intrusion. Along with the video-camera recording, observation checklists and paper-based notes were also used to record occurrences of the focused teaching and learning interaction events, including their contexts. Some margin notes were written concerning particular aspects such as topics, classroom organisation, and activities. This method could be categorised as semi-structured observation, because the observation did not simply count the frequency of the occurrences of the events onto the checklist, but also included contexts that could allow the researcher to identify meaning behind these events (Hopkins, 1993:100). The paper-based notes were used simultaneously, in an attempt to give a general picture of the classroom events.

The checklist—Flanders' Interaction Analysis Categories (FIAC) (Allwright & Bailey, 1991:202–3; Flanders, 1970; Stern, 1994:492)—was adapted to suit the purpose of the study (see Appendix E for sample of checklist form). The use of the adapted FIAC related to the focus of the study that mainly investigated what strategies were used and how teachers reflect these strategies in the use of English teaching and learning resources in the classroom. It could provide information regarding trends and

patterns of classroom interaction in which teachers managed their strategies in the use of English teaching and learning resources in classroom teaching and learning activities.

The FIAC, developed by Flanders (1970), was the first known coding system for observing classroom interaction and was useful to code teaching patterns in a formal teaching situation. A model introduced by Moskowitz, called Foreign Language Interaction (FLINT) (Brown, 1994:162–4), was originally adapted from the FIAC and incorporated several of its components. Similar studies could be undertaken using the FLINT to see how this model portrays teachers teaching.

In the researcher-adapted FIAC used, ten aspects of the FIAC analysis categories were used to indicate classroom interaction events: teacher talk, student talk, and silence period (Allwright & Bailey, 1991:202–3; Stern, 1994:492). How teachers managed English teaching and learning resource use and how students responded to the teachers are reflected as follows:

TEACHER TALK

Teacher's indirect influence

1. *Accept feelings* (accepting what the students feel and think regarding their responses/talk by clarifying or recalling in the context of using the English teaching and learning resources).
2. *Praises/encourages* (allowing students' behaviours or actions, using some verbal or non-verbal expressions in relation to their responses to the teacher's use of the English teaching and learning resources)
3. *Accepts/uses students' ideas* (building or developing students' thoughts as a response to the teacher's use of English teaching and learning resources by using some verbal/non-verbal expressions, for example: yes, OK, hm, all right, agree, etc.)
4. *Asks questions* (using yes/no question or wh-questions or intonation (questions) to elicit students' answers/responses about the contents or procedures of the subject being learned in the context of using English teaching and learning resources)

Teacher's direct influence

5. *Lecturing* (delivering information or contents of the subject by using/showing the English teaching and learning resources)
6. *Gives directions* (give commands or instructions or orders indicating what the students have to do with the English teaching and learning resources being used, in the context of the student's English language learning, e.g. repeating after the teacher, doing exercise, writing/copying exercise, etc.)
7. *Criticise/justify authority* (changing, controlling or driving the students' behaviours or responses, by drilling practices, correcting mistakes, calming down or walking around the room, in the context of using the English teaching and learning resources in the classroom teaching and learning activities)

STUDENT TALK

8. *Students' responding* (to the teacher, or to other classroom members with some verbal/non-verbal expressions in relation to the use of English teaching and learning resources)
9. *Students' initiating talk* (students ask questions or give comments in relation to the teacher talk, in the context of the English teaching and learning resources)

SILENCE/CONFUSION

10. *Period of pause or silence or confusion* (when there is no talk/responding activity at all in the classroom context of using the resources, e.g. the class is noisy due to other activities or the students doing the exercise/copying/note-taking and the teacher's sitting or copying the materials onto the board).

(Adapted from Flanders, 1970)

Based on these categories, the teacher's use of English teaching and learning resources might occur in relation to the category coded as 1, 2, 3, 4, 5, 6, or 7 (the teacher talk). Then, students' responses to the teacher could be coded as category 8 or 9 (student talk). Neither teacher nor student talk occurring was labeled as 10.

To record the context of the classroom interaction, some additional notes were taken along with the checklist completion. These classroom notes included: (a) types of resources (brief descriptions of the resources being used), (b) forms of classroom organisation (class-work, group-work, pair-work, or individualised instruction), (c) topics of lesson (brief description of the lesson focus in the classroom activities), and (d) activities in the classroom (particular actions of teacher and students in classroom teaching and learning activities regarding the use of the resources).

Overall, the following procedure of the classroom observation was employed:

1. Classroom activities and events were recorded using a video camera placed at a fixed position in the classroom with the awareness of the classroom members (the observer/researcher was present or absent in the classroom depending upon how the class had become used to his attendance).
2. Occurrences of the focused classroom events (i.e. the teacher's use of English teaching resources and students' responses to the classroom activities) were recorded on paper, indicating when and under what circumstance the events likely occurred, who was involved and what was done, plus some observer's comments on the events. These paper-based notes portrayed classroom activities every 5 minutes.
3. Occurrences of the focus classroom events were recorded, using the adapted FIAC (Flanders Interaction Analysis Categories) checklist at every single minute, to indicate how the teachers made use of English teaching

and learning resources, as well as students' responses to classroom teaching and learning activities. The observable behaviours were marked under respective categories to provide a picture of the frequency of occurrence of the behaviours as well as to portray the tendency of patterns of classroom activities. For example, the use of resources tends to include the teacher's indirect influence (i.e. accept feelings, praise or encourage, accept or use students' ideas, and/or ask questions) or the teacher's direct influence (i.e. lecturing, giving direction, and/or criticizing or justifying authority), or the student talk (i.e. response and/or initiate), or indicated the periods of silence and/or confusion. Some brief margin notes were also added to the adapted FIAC format to indicate particular resource use, classroom organisations in which the resources were used, and topics of the lesson and activities in which the resources were used.

4. The video-camera recordings of the classroom activities were reviewed, assuring that the paper-based notes and the adapted FIAC observation notes had captured the necessary information and given comprehensive pictures of the classroom discourse, including the teacher's use of English teaching resources and the students' responses in the classroom activities.

3.9.3.2 Observation sessions

Over 50 observation sessions were conducted in the classes taught by the observed teachers (see Table 3.10 for detailed sessions). On average, every teacher was observed at least three times during observation sessions. This included a session for the pilot observation. Each of the observation sessions lasted approximately 50 to 80 minutes. The variation was due to the teachers' availability, the nature of the topic taught, and the school timetable.

Table 3.10: Overall observation sessions

Date	Participants													
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14
25/07/2001							(5)ab							
27/07/2001			(5)abc											
30/07/2001				(5+6)ab									(5)ab	
2/08/2001									(5)ab					
3/08/2001			(5)ab											
6/08/2001						(4)ab								
7/08/2001								(4)ab						
9/08/2001									(5)ab					
13/08/2001				(4+5)ab									(5)ab	
14/08/2001											(6)ab			
15/08/2001							(5)ab							
16/08/2001					(4)ab				(5)					
20/08/2001	(6)ab					(4)ab								
21/08/2001								(4)ab						
22/08/2001							(5)abc							
23/08/2001					(4)ab					(6)abc				
24/08/2001			(5)ab											
27/08/2001	(6)ab													
28/08/2001								(4)ab						
29/08/2001		(4+6)ab												(4)ab
30/08/2001										(6)abc				
3/09/2001						(4)ab								
5/09/2001		(4+6)ab												(4)ab
11/09/2001											(6)ab			
13/09/2001					(4)abc									
14/09/2001												(4)ab		
18/09/2001											(6)ab			
19/09/2001		(4+6)ab												(4)ab
20/09/2001					(4)ab									
21/09/2001												(4)ab		
24/09/2001										(6)ab			(5)ab	
25/09/2001								(4)ab			(6)ab			
28/09/2001			(5)ab									(4)ab		
29/09/2001									(5)ab					
1/10/2001	(6)ab					(4)ab				(6)ab				
5/10/2001												(4)ab		
8/10/2001						(4)ab								
16/10/2001	exams period start													
24/10/2001	school break start													
10/11/2001	fasting month break start													
No. Obsv.	3	6	4	4	4	5	3	4	4	4	4	4	3	3
Average Min	50	60	80	50	70	65	60	70	55	70	70	60	55	65

Note: 4 5 6 = Grades to be observed a b c = CD data codes **Bold = Data to study**

To limit the bulk classroom observation sessions to study, data to study were mainly focused on one of the last classroom observation sessions. In other words, data

analysis was not undertaken with the data of all the different sessions. This decision was related to the researcher's consideration that the first or earlier observation sessions could be intrusive, and that the observer/researcher's presence in classroom teaching and learning activities influenced normal classroom behaviour. In addition, the earlier (first) observation was also intended for undertaking some pilot observations as well as being the observer's attempt to become familiar with the classroom situation and activities and the classroom members.

Although several teachers said they were not disturbed by the observer's presence, the students may have felt alienated by the observation in the classroom-learning context. This was confirmed after several observation sessions when the teachers and students became familiar with the observer's presence and their behaviour in the classroom teaching and learning activities appeared normal. Therefore, the observational data studied were mostly taken from the last observation session. The data of the focused and examined observation is indicated in bold in Table 3.10. The distribution of the participants and grades studied is presented in Table 3.11.

Table 3.11: Teachers and grades focus in the observation sessions

Grades	Teacher														Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
IV					x	x		x				x		x	5
V			x				x		x				x		4
VI	x	x		x						x	x				5
															14

3.9.3.3 Classroom observation data analysis

Both quantitative and qualitative methods were used to study the observational data. Using quantitative methods, the occurrences and patterns of the focused classroom events were interpreted according to the frequency of the events. The frequency was indicated by using the checklist of the adapted FIAC observation format, and illustrated the tendency and patterns of how teachers seemed to make use of English teaching and learning resources and how students responded to the teachers

in the classroom interaction, categorised as: teacher talk, student talk, and silent period. The results are presented in Table 6.1 in Chapter 6.

Using the qualitative method, the trends of the classroom phenomena obtained through the adapted FIAC were examined according to the information recorded in the marginal space of the adapted FIAC checklist format and on some paper-based observation notes. These notes gave specifications and details of the classroom interaction patterns, which could help enrich the interpretation of the focused aspects of this study. Identification of classroom events was also attempted by replaying the video recordings, in an attempt to re-examine the classroom interaction and to attain a more objective interpretation, so that a picture of how the focus classroom events happened could be sketched accordingly. As a result, the classroom observation analysis could suggest how teachers managed English teaching and learning resources and how students responded to the teachers. These results are presented in Chapter 6.

3.10 Validity and reliability issues

Validity and reliability issues were a concern in this study. Validity issues were responded to through checking that the result information was described precisely, in accordance with the focus of the study. The reliability issues were responded to by double-checking the consistency of the information obtained, so that conclusions could be drawn accordingly (Chaudron, 1988; McDonough & McDonough, 1997:63–63).

First, to achieve accuracy of information (validity), instruments and procedures used in this study were piloted prior to data collection, to ensure they could be used to gather and describe the information precisely. The pilot study included a pilot questionnaire, pilot interview, and pilot observation. Refinements and clarifications were made to the questionnaire and interview, to procedures as well as to question items.

In a further attempt to ensure accuracy of information about classroom phenomena during the data collection phase, continuous data collection and preliminary analysis during the researcher's presence in the classroom were also carried out (LeCompte & Goetz in Nunan, 1992:62). In addition, the researcher's

presence in the field was also considered as a triangulation, as it was suggested as the best way to check the accuracy of information (Hopkins, 1993:152).

Second, to arrive at consistent results of data interpretation in a given period of time (the reliability issue), several steps were also undertaken in the data collection. They included (a) objective observation, (b) mechanical recordings, and (c) use of several techniques at the same time.

a. Objective observation

In the objective observation, descriptive data (details of classroom events as they occurred naturally) and reflective data (comments, opinions, and suggestions on the classroom activities) were differentiated. This differentiation could show how controls in describing the objective information were taken into account (Bogdan & Biklen, 1992:44). In addition, the results of tentative investigations were discussed with fellow researchers and teaching colleagues in an attempt to present objective observations (Hopkins, 1993:159–162; Miles & Huberman, 1984:21–23; Nunan, 1992:61).

b. Mechanical recordings

In terms of the mechanical recording, the audio-taped and video-camera recordings were used to record related information and events. The use of these mechanical recording instruments could help the researcher review the recorded data and compare one set of data with another. Reviews of such mechanically recorded data were relevant in terms of an *intra-rater reliability* procedure in which, in this case, an *intra-observer reliability* procedure was carried out. The intra-rater or intra-observer reliability was intended to optimise the objectivity and consistency of the data interpreted at different periods of time (Chaudron, 1988:24). This method is suggested to create consistency of the data description (Nunan, 1992:58–64).

c. Using several techniques together

Several techniques—note-taking and audio-taping in the interview, as well as camera recording of the classroom activities—were used at the same time. These

techniques were intended to optimise accurate data interpretation when describing the focused phenomena regarding teachers' strategies. These attempts were intended to achieve reliability.

(1) Note-taking

During the interview and observation sessions, notes were taken to gather relevant information expressed by teachers in classroom teaching and learning contexts. Although this was rather difficult to do, especially to record information and classroom events that occurred quickly and simultaneously, the researcher tried to identify and record on paper where and when the information and events occurred. Very brief notes and coding were often used, so that the information could be reviewed and refined later. As suggested by Burns (1997:336), the coding and filing data was intended to enable the researcher to sort and organise information that could help the researcher easily review the information and the occurrence of the events.

(2) Audio-taped and video-camera recordings

To deal with the possible loss of information, especially in the interviews, audio-tape recording was carried out in interview sessions. Video-camera recording was carried out in the classroom observations. The use of audio-tape recording suited the fieldwork situation, where relying only on the note-taking technique could risk loss of information because the information flowed very quickly from one topic to another. This made note-taking a less effective method of recording necessary information. A similar situation could occur in the context of classroom activities unless video-camera recordings were used. Therefore, combining the data recordings, that is, the paper-based notes and audio-taped recording or the paper-based notes and video-camera recording, could provide a comparison to give a comprehensive picture of the teaching and learning activities (Baradja, 1992; Hopkins, 1993; Nunan, 1992). Moreover, such recording techniques were also useful when the data were reviewed. As Gall, Borg, and Gall (1996:337) noted, the occurrence of behaviours could be replayed several times for careful study.

3.11 Conclusion

This chapter describes how the procedures and methods of the study were carried out. It includes the nature and data of the study, techniques of data collection, pilot study, period of the study, instrument used, settings, and participants of the study. Techniques used in data analysis, approaches to issues of validity and reliability, and ethical approval were also explained.

This study could be categorised as an applied research that focused on describing the classroom teaching and learning process. It employed both quantitative and qualitative approaches to describe how teachers reflect their strategies in their selection and use of English teaching and learning resources to facilitate students' English language learning in the classroom teaching and learning process, and how the students respond to the teachers. For this purpose, questionnaire, interview and classroom observation sessions were carried out, after obtaining ethical consent and undertaking a series of pilot studies. In the questionnaire administration, 147 teachers participated, which was equal to the number of schools with English as an elective subject in the school curriculum, as well as the available number of English teachers in Padang and the surrounding cities such as Bukittinggi and Batusangkar in West Sumatra, Indonesia in 2001. Fourteen of the participating teachers were invited to interview and classroom observation sessions to elaborate their views and the ways they used English teaching and learning resource to facilitate students' English language learning in the classroom. All these activities were undertaken during a 9-month period (approximately two school terms).

To interpret the data, the frequency of the teachers' responses based on the Likert scale in the questionnaire were examined, using the computer-assisted SPSS and Microsoft Spreadsheet, to indicate initial information about the teachers' use of the resources. Then, specific information and events related to the focus of the study were carefully studied through the interview transcripts and classroom observation sessions. Overall, the results of the questionnaire, interview, and classroom observation data analyses are presented in Chapters 4, 5, and 6 respectively.

CHAPTER 4

RESULTS OF THE QUESTIONNAIRE DATA ANALYSIS

4.1 Introduction

This chapter reports the results of the questionnaire data analysis. It contains the statistical information about the teachers' views on the use of English teaching and learning resources. It first presents the results as identified by the teachers on the types of resources used in their teaching. It then describes those aspects that the teachers considered significant when selecting and using English teaching and learning resources (i.e. socio-culture, curriculum practice, and teaching experiences) according to research question 1.

The data from the questionnaire responses of 147 participating teachers were examined. Results were obtained through SPSS for Windows to identify mean score, frequency, and percentage of teachers' views on focus aspects. The data are presented in Appendix C (Tables 1 and 2: data regarding teachers' views about the resources; Tables 3 and 4: data regarding teachers' views about socio-cultural factors; Tables 5 and 6: data regarding teachers' views about curriculum; Tables 7 and 8: data regarding teachers' views about their teaching experiences).

Microsoft Spreadsheet was applied to help illustrate—using both pie and timeline charts—teachers' views about the aspects of socio-culture, curriculum, and teaching experiences, as reflected in their strategies in selecting and using English teaching and learning resources to facilitate students' English language learning. Charts illustrating teachers' resource type use are presented in Figures 4.1 to 4.5. Charts illustrating teachers' views about aspects of socio-culture are presented in Figures 4.6 to 4.14. Charts illustrating teachers' views about curriculum are presented in Figures 4.15 to 4.19. Charts illustrating teachers' views about their teaching experiences are presented in Figure 4.20.

4.2 English teaching and learning resources

The English teaching and learning resources that teachers used were grouped into (a) printed materials, (b) audio-visual materials, (c) people around the school, (d) materials and artefacts, and (e) work on arts and culture. Each of categories listed several types of resources that the teachers identified and described to be used in their teaching. The teachers' choice of resources for teaching their primary school students—illustrated in Figures 4.1 to 4.5—is examined through frequency, percentage, and mean score, as presented in Tables 1 and 2 in Appendix C, and explained in the following sections.

The results refer to the teachers' responses coded according to a Likert-type scale, that is, 1 = always, 2 = often, 3 = sometimes, 4 = rarely, and 5 = never, indicating the degree of frequency of use of the teaching resource types. The degree of frequency was then used to identify the mean score, frequency and percentage to indicate the tendency of the teachers to use the English teaching and learning resources.

The pie charts were used to illustrate the average percentages of teachers choosing and using the listed types of resources in teaching. The timelines illustrated the mean scores of teachers' responses, reflecting the tendency to use the listed types of resources in teaching. By comparing the presentation of these charts, this study attempts to present information-rich results of the data analysis.

4.2.1 Printed materials

Types of English teaching and learning resources categorised as printed materials included (a) textbooks, (b) reference books, (c) project kits, (d) pamphlets or brochures, (e) posters or banners, (f) simulation games, (g) maps, (h) cards, (i) a dictionary, (j) composition books, and (k) literary texts. In this category, textbooks were indicated as the most chosen and frequently used teaching and learning resources. The pie chart, Figure 4.1(a), shows that textbooks were indicated by most of the teachers (41%), reference books and a dictionary were referred to by 13%, and 12% indicated project kits. Very few used the rest of the printed material resources.

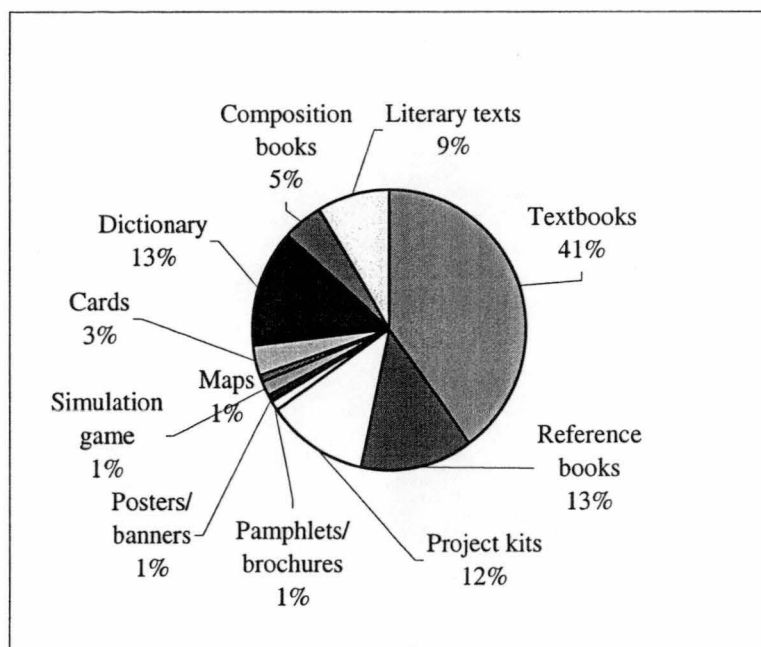


Figure 4.1(a): Printed materials as resources

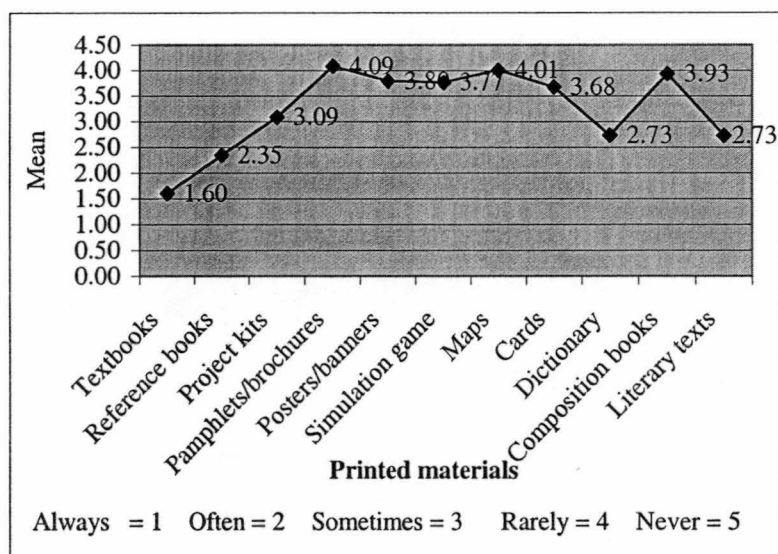


Figure 4.1(b): Printed materials as resources

In the Figure 4.1(b) timeline, textbooks and reference books (mean scores 1.60 and 2.35 respectively) were identified as close to 2. This indicates that both textbooks

and reference books were often used in teaching. Other types of resources such as project kits, a dictionary, and literary texts (mean score 3.09, 2.73, and 2.73 respectively), close to 3, were sometimes used. The rest of the resources—pamphlets or brochures (mean score 4.09), posters or banners (3.80), simulation games (3.77), maps (4.01), cards (3.68), and composition books (3.93)—for which the mean scores were close to 4, were rarely used in classroom English teaching and learning activities.

Among the printed materials, textbooks were indicated as the first choice of most teachers to facilitate students' English language learning, categorised as often use (41%). Other types of printed resources, such as reference books, a dictionary and project kits were sometimes considered for use by a few teachers, while very few teachers used pamphlets or brochures, posters or banners, simulation games, maps, cards, composition books, and literary texts, categorising their use as rarely or never when teaching English to the young learners.

4.2.2 Audio-visual materials

The English teaching and learning resources categorised as audio-visual materials included: (a) multimedia or microcomputers, (b) television, (c) film, (d) radio, (e) video, (f) slides and filmstrips, (g) overhead projector, and (h) poster pictures. The category of these types of resource use is illustrated in the pie and timeline charts presented in Figure 4.2(a) and (b) respectively. Comparing both charts, poster pictures were indicated as the teachers' major choice of type of teaching resource, but these resources were used only sometimes in the classroom.

The average percentage of teachers using this category of resources in teaching is illustrated in Figure 4.2(a). As indicated, poster pictures have the majority of teacher representation and became the teachers' major choice for teaching English as an elective subject in primary schools in West Sumatra, Indonesia.

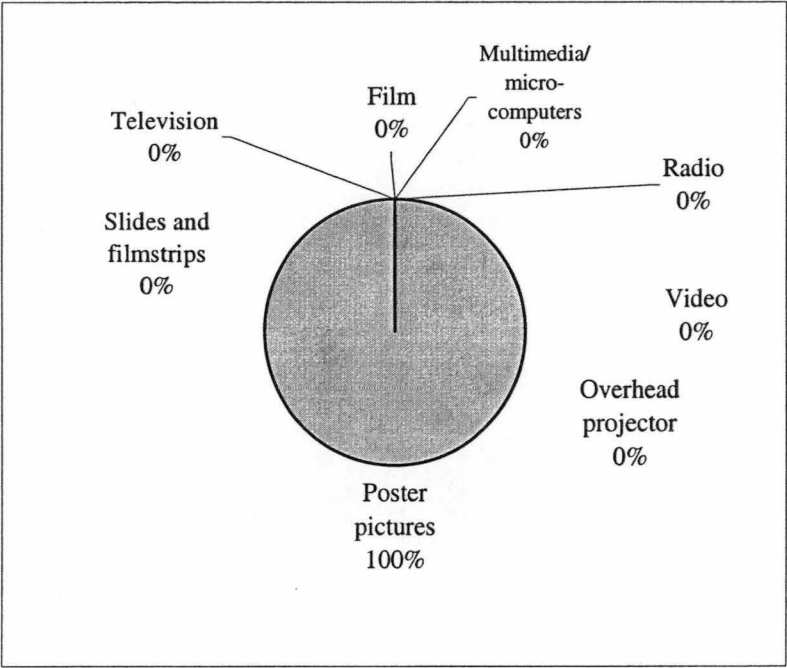


Figure 4.2(a): Audio-visual materials as resources

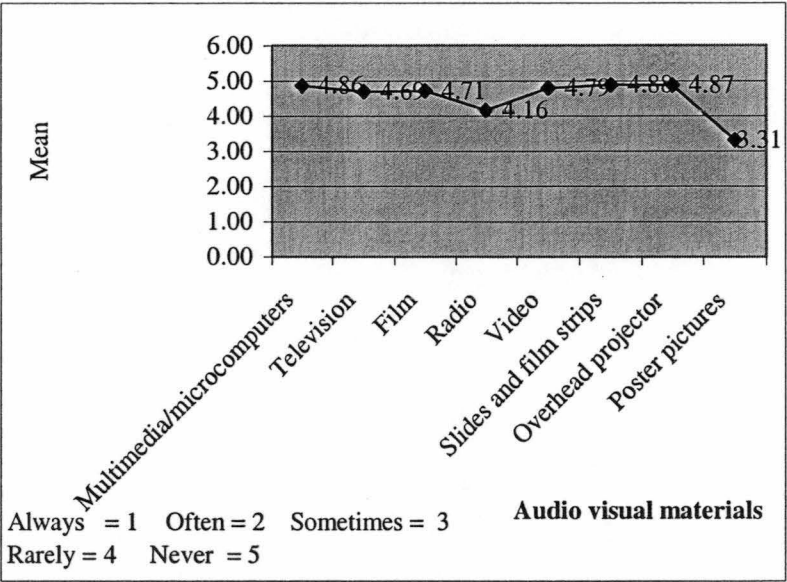


Figure 4.2(b): Audio-visual materials as resources

However, according to the timeline in Figure 4.2(b), poster pictures tended to be only sometimes used in teaching, with a mean score of 3.31 (close to 3 according to the Likert scale). The timeline indicated that some other types of resources were not used in teaching. For example, the mean score of radio, 4.16, close to 4, indicated that radio was rarely used in teaching. The other types of resources—multimedia or microcomputers, television, film, radio, video, slides and filmstrips, and the overhead projector, which had scores of 4.86, 4.69, 4.71, 4.79, 4.88, and 4.87 respectively (close to 5)—were indicated as being never used in teaching primary school students English.

In summary, from a comparison of both charts, the study identified that poster pictures were teachers' primary choice as teaching and learning resources in the audio-visual materials category. Other types of resources such as radio were rarely used, and multimedia or microcomputers, television, film, video, slides and filmstrips, and overhead projector were never used.

4.2.3 People around the school

Categorised in this study as people around the school were (a) persons in specific occupations, (b) retired persons, (c) groups, associations, or organisations, and (d) native speakers or tourists who may be available. These human resources could be invited to the classroom and used as teaching and learning resources.

As presented in Figure 4.3(a), the pie chart shows that persons in specific occupations were a popular choice (66%) as a teaching and learning resource. Within this category, teachers also considered native speakers or tourists to be teaching and learning resources (27%) while others—retired persons and groups (7%), associations, or organisations (0%)—were a minor consideration for teachers.

Although the persons in specific occupations, including native speakers or tourists, were indicated to be the choice of most teachers, all types of resources in this category, including retired persons and groups, associations, or organisations were rarely used in teaching according to the timeline in Figure 4.3(b). The tendency not to use these human resources was indicated by mean scores that were close to 4 for the persons in specific occupations (3.76), and close to 5 for the retired persons, groups,

associations, or organisations, and native speakers or tourists available around the school (the respective mean scores are 3.75, 4.50, 4.25, and 4.36).

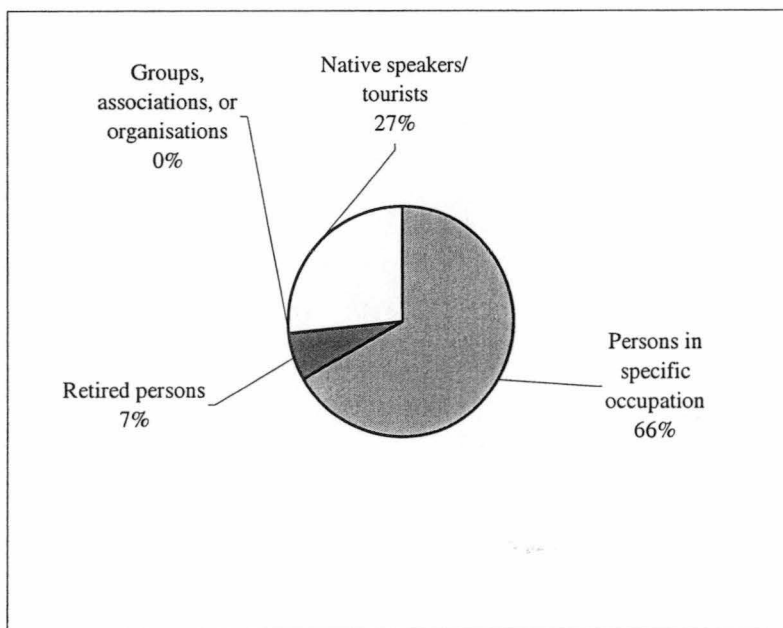


Figure 4.3(a): People around the school as resources

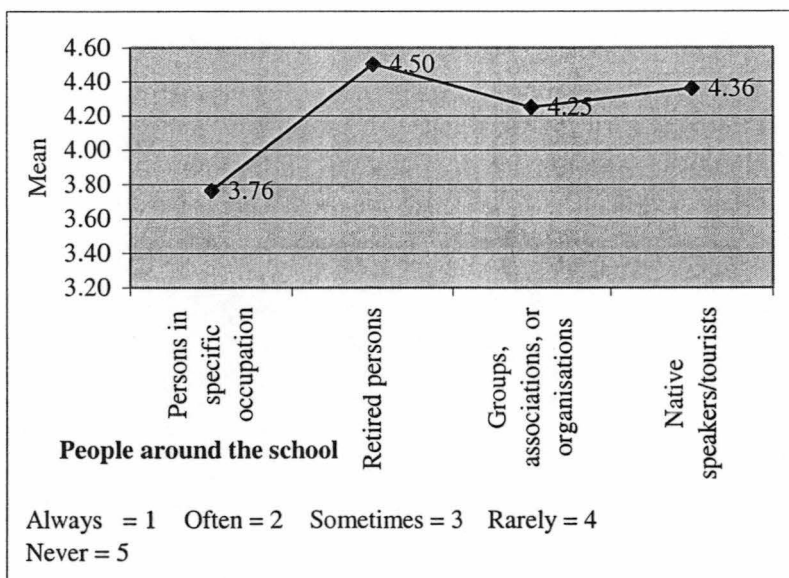


Figure 4.3(b): People around the school as resources

4.2.4 Materials and artefacts

The types of resources categorised as materials and artefacts were (a) newspapers, (b) documents and reports, (c) photographs, (d) clippings, (e) conversation or interview recordings, and (f) miscellaneous personal items such as wallet, handicrafts, wristwatch, ring, etc. However, among these types, the miscellaneous personal items tended to be most teachers' preference for occasional use in teaching. This resource type was indicated by the average percentage in the pie chart Figure 4.4(a) and the position of the mean score reflected in the timeline chart Figure 4.4(b).

In the pie chart, miscellaneous personal items scored the major percentage of teachers' responses (76%). This means that the majority of teachers used miscellaneous personal items as teaching resources. Other types of resources such as newspapers, documents and reports, photographs, clippings, and conversation or interview recordings were not main choices, as indicated by low percentages: 5%, 5%, 10%, 2% and 2% respectively.

In spite of teachers indicating miscellaneous personal items as a preferred resource, the timeline chart indicated, by the mean score of 2.52 (close to 3), that they tended to be used only occasionally as a teaching and learning resource in practice. Other types of resources in this category—newspapers, documents and reports, photographs, clippings and conversation or interview recordings, with mean scores of 3.82, 4.23, 3.93, 4.10, and 4.31 respectively (close to 4)—reflected rarely use as resources in teaching English.

To conclude, miscellaneous personal items were indicated by most of the teachers as their preferred resources in this category, although they seemed to be used only sometimes in classroom practice. The preference for this type of resource could be due to the practicality of finding such items in and around the classroom, so that teachers might not need special preparation to bring them into the classroom. The other types of teaching resources listed in this category were used rarely in teaching.

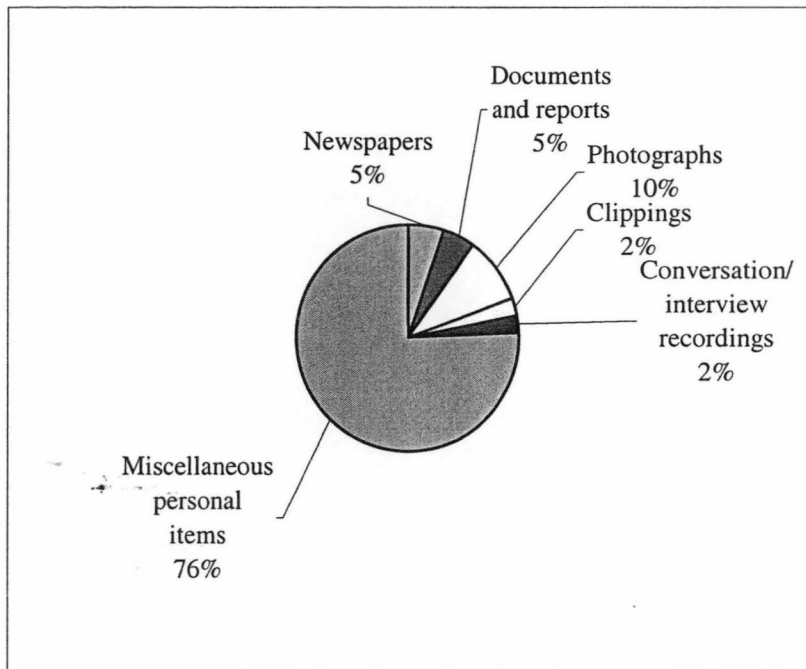


Figure 4.4(a): Materials and artefacts as resources

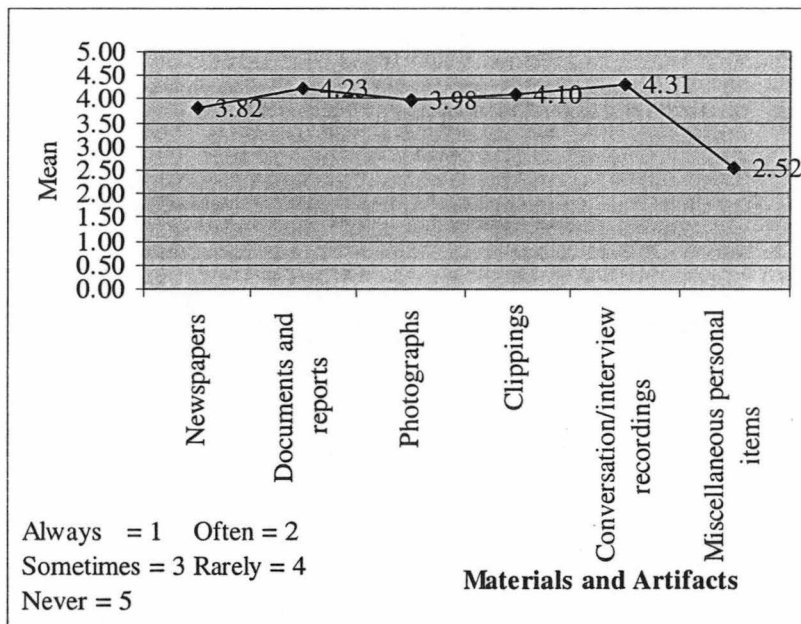


Figure 4.4(b): Materials and artefacts as resources

4.2.5 Work on arts and culture

The teaching and learning resources categorised into work on arts and culture included (a) statues, (b) paintings, (c) poetry collections, (d) songs, and (e) interactive (traditional) games, involving simulation, role-play, and drama. Amongst these types of resources, as indicated in the pie chart, songs tended to be the most popular choice for teaching young learners. In the pie chart Figure 4.5(a), songs occupied the largest proportion, reflecting that most of the teachers (64%) used songs in teaching. Interactive games were also preferred (30%). Other types of arts and culture-based resources seemed to be less popular as very few of the teachers considered using them in the teaching and learning process (3%, 0%, and 3% respectively).

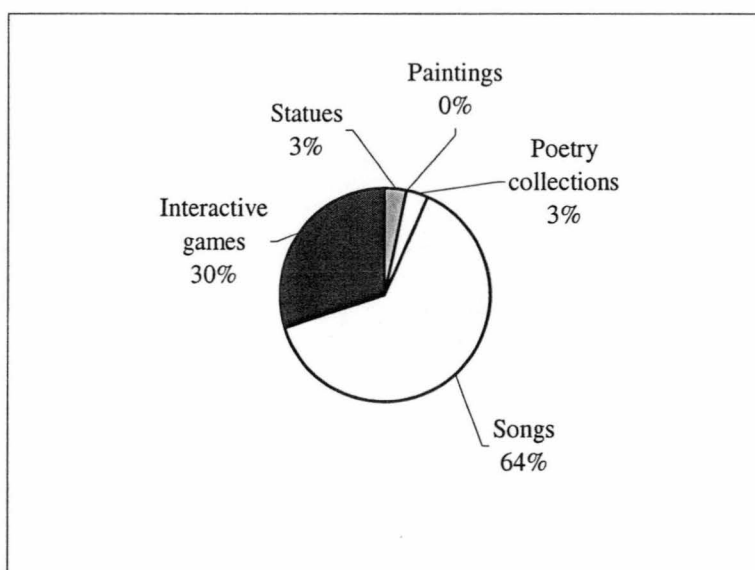


Figure 4.5(a): Work on arts and culture as resources

The tendency for songs and interactive games to be the most popular choice of teachers for use sometimes in teaching was indicated by the mean scores of 2.84 and 3.29 respectively (close to 3). The other types of resource—statues, paintings, and poetry collections, with mean scores of 4.65, 4.24, and 4.31 respectively (close to 4)—were used rarely by the teachers, as shown in Figure 4.5(b).

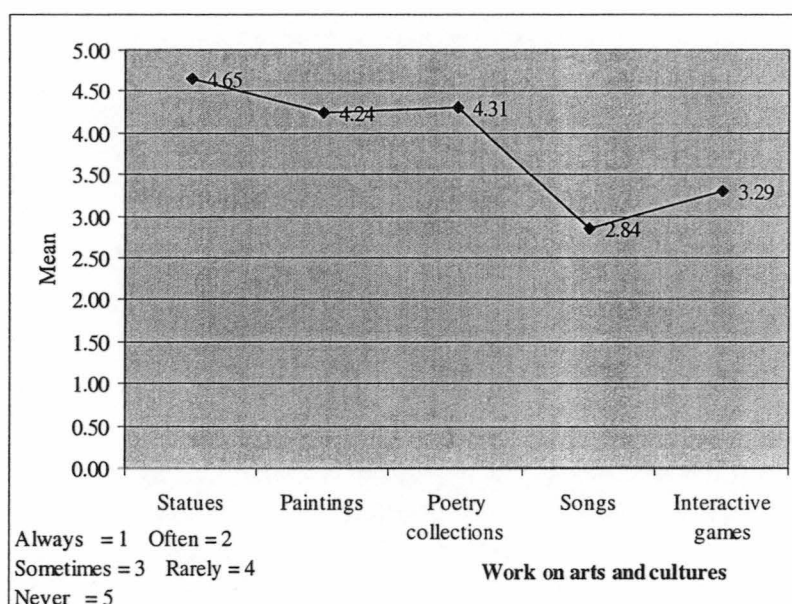


Figure 4.5(b): Work on arts and culture as resources

In short, songs and interactive games tended to be the preferred choice for the majority of teachers, and these types of resources seemed to be used sometimes in teaching practices. Statues, paintings, and poetry collections, which were not included by the majority of teachers, were rarely used in the classroom.

4.3 Aspects reflected as significant in selection and use of resources

The factors considered significant by primary school teachers when selecting and using English teaching and learning resources are presented according to the criteria in research question 1. As there were three categories of criteria—socio-culture, curriculum, and teaching experience—the results present descriptions of teachers' views about (a) the socio-cultural aspects, (b) the curriculum, and (c) their teaching experience, in selecting and using English teaching resources.

To describe teachers' views, the results of statistical analysis were studied by examining the teachers' responses to the questionnaire. The teachers' responses were coded by numbers to indicate their degree of agreement according to the Likert scale, using 1 for strongly agree, 2 for agree, 3 for uncertain/unavailable, 4 for disagree, and 5 for strongly disagree. As a result, the frequency, percentage, and mean scores could

be calculated to indicate the degree to which the factors tend to have influenced their use of teaching and learning resources.

4.3.1 Aspects of socio-culture reflected as significant in teachers' resource use

Socio-cultural aspects were categorised into ten areas. They were (a) students' characteristics, (b) students' nature, (c) students' social background, (d) context of teaching, (e) socio-cultural organisation influence, (f) social class in society, (g) economic and political situation, (h) institutional factors and technology development, (i) teachers' thoughts, beliefs, and preferences, and (j) teachers' characteristics. These aspects were incorporated into the teachers' strategy because they could influence teachers' decisions about their teaching, including the use of resources.

To identify the degree to which teachers were aware of these influences, the descriptive statistics—mainly frequency, percentage, and mean score—were used to reflect how these aspects were considered in the use of resources to facilitate the primary school students' English language learning. The results are presented in Appendix C (Tables 3 and 4). To illustrate the results, pie and timeline charts are used to reflect the factors and how they were taken into account (see Figures 4.6 to 4.14).

4.3.1.1 Teachers' views on the significance of students' characteristics

Aspects of students' characteristics included (a) age, (b) gender, (c) proficiency level, (d) linguistic background, (e) linguistic aptitude, (f) language learning experience, (g) ethnicity, and (h) physical (dis)ability. From these aspects, students' age was the main consideration of teachers in decisions on the choice and use of English teaching and learning resources.

The pie chart in Figure 4.6(a) indicates average percentages recording teachers' views of the significance of aspects of students' characteristics. Students' age is indicated as a prominent factor which teachers consider in relation to their use of English teaching resources. The percentage of teachers who considered this aspect was 27%. About one-third of teachers considered students' proficiency level and students' linguistic aptitudes, indicating 19% and 16% respectively.

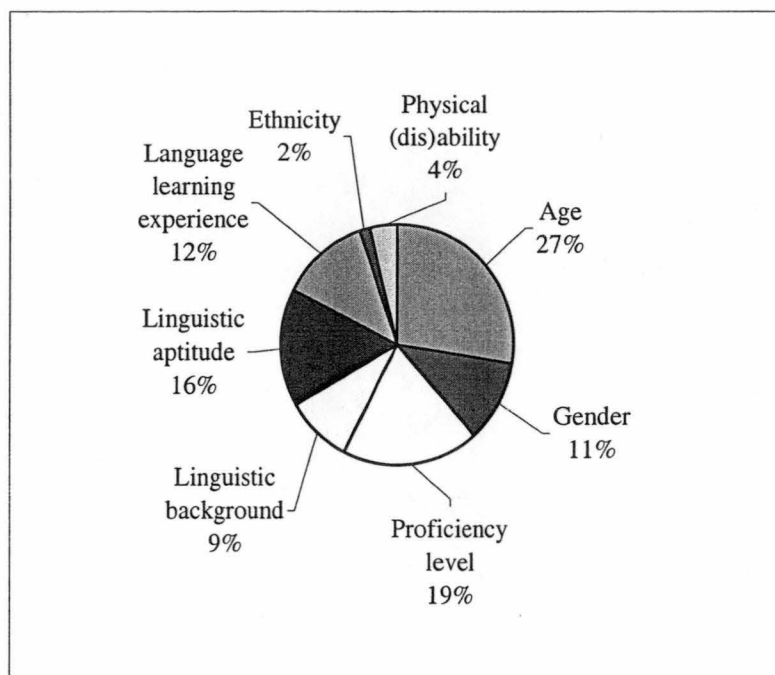


Figure 4.6(a): Students' characteristics considered when using teaching resources

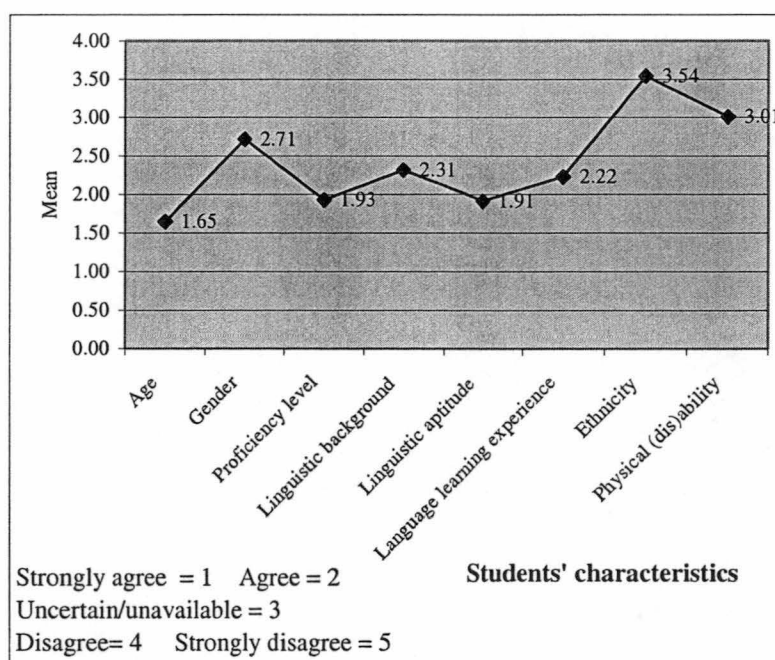


Figure 4.6(b): Students' characteristics considered when using teaching resources

A minor percentage of teachers were indicated to consider aspects of students' language learning experience (12%) and students' gender (11%). Very few teachers considered students' linguistic background (9%), students' ethnicity (2%), and students' physical (dis)ability (4%) when selecting and using the resources.

The timeline chart in Figure 4.6(b) indicates the trends of the teachers' responses when considering the significance of aspects of students' characteristics in their choice of English teaching and learning resources. In this chart, the aspects of students' age, students' proficiency level, students' linguistic background, students' linguistic aptitude and students' learning experience had mean scores of 1.65, 1.93, 2.31, 1.91 and 2.22 respectively (close to 2). This reflects that teachers agreed that these factors were taken into account in their use of the resources.

Teachers indicated uncertainty about whether other aspects such as students' gender and students' physical (dis)ability were considered in their choice of teaching resources. The mean scores of these two aspects were 2.71 and 3.01 respectively (close to 3). On the other hand, students' ethnicity did not seem to be considered by teachers, as the mean score of 3.54 is close to 4, reflecting disagreement with influence of this characteristic aspect.

In sum, three aspects of students' characteristics were most frequently indicated as significant when teachers selected and used English teaching resources: students' age, students' proficiency level and students' linguistic aptitude. In particular, students' age was considered significant by nearly one-third of teachers.

4.3.1.2 Teachers' views on the significance of students' nature

Students' nature includes a number of aspects: (a) students' needs, (b) students' preferences, (c) students' personalities, and (d) students' learning strategies/styles. Teachers' consideration of these aspects when selecting and using English teaching resources in the primary school classroom teaching and learning processes were examined. The results presented in the charts in Figure 4.7 reflect how these factors were taken into account in teachers' use of resources.

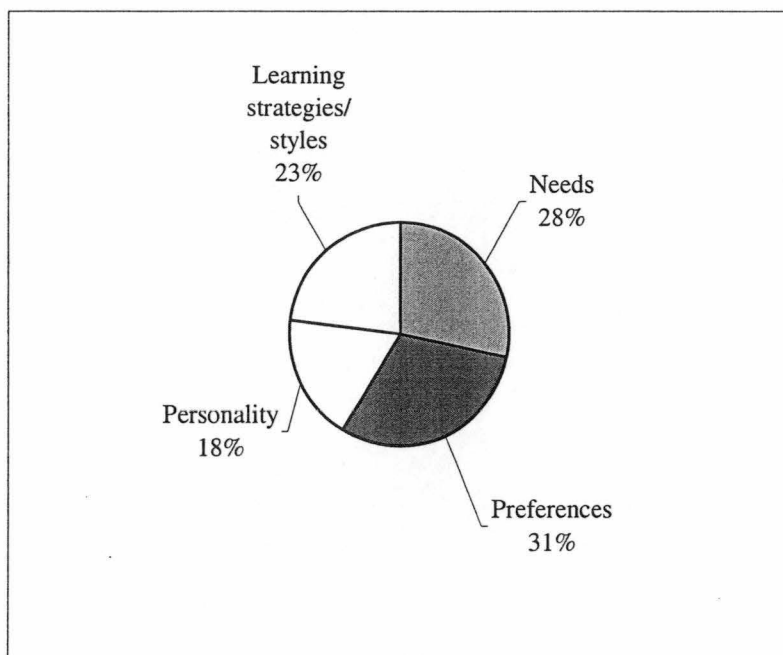


Figure 4.7(a): Students' nature considered when using teaching resources

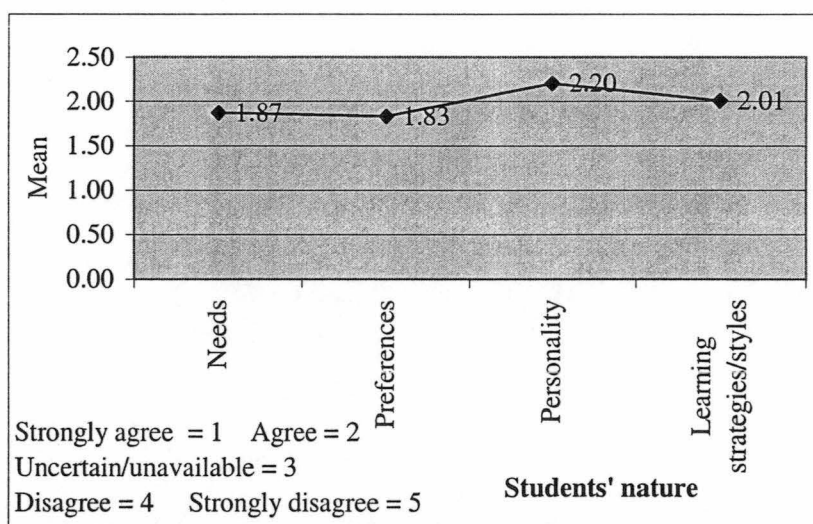


Figure 4.7(b): Students' nature considered when using teaching resources

As presented in the pie chart in Figure 4.7(a), approximately one-third of teachers (31%) responded that they considered their students' preferences in their selection and use of English teaching resources. Slightly lower than one-third (28%) responded that they took their students' needs into account in their resource use. Less

than a quarter of teachers nominated the aspects of students' learning strategies/styles (23%), and students' personality (18%), in their use of resources.

The timeline chart in Figure 4.7(b) shows the level of teachers' agreement about their consideration of students' nature as reflected in their use of resources. As indicated, the mean scores of all these aspects were close to 2. The mean scores of students' needs, students' preferences, students' personalities, and students' learning strategies/styles were 1.87, 1.83, 2.20, and 2.01 respectively. These scores reflect teachers' agreement that aspects of students' nature were important in relation to the use the teaching resources. The difference between each aspect seems relatively small.

4.3.1.3 Teachers' views on the significance of students' social background

Aspects in this category included (a) students' parental background and (b) students' social status. These aspects could also be considered significant by the teachers when indicating their strategy to select and use the English teaching resources.

The pie chart in Figure 4.8(a) indicated that a large number of teachers (54%) were uncertain about whether the aspect of students' parental background was a consideration in their strategy in selecting and using the resources. Nearly half (46%) had a similar response to the aspect of students' parental background. However, the information in this figure indicates that the students' social background might not be a consideration for teachers in their use of English teaching and learning resources to facilitate students' English language learning. As indicated in Figure 4.8(b), teachers' responses reflected uncertainty or unavailability about the significance of these aspects in selection and use of English teaching resources. In the timeline chart, the mean scores were identified as close to 3 (2.99 for students' parental background and 3.14 for students' social status), indicating teachers' uncertainty or unwillingness to comment on these aspects.

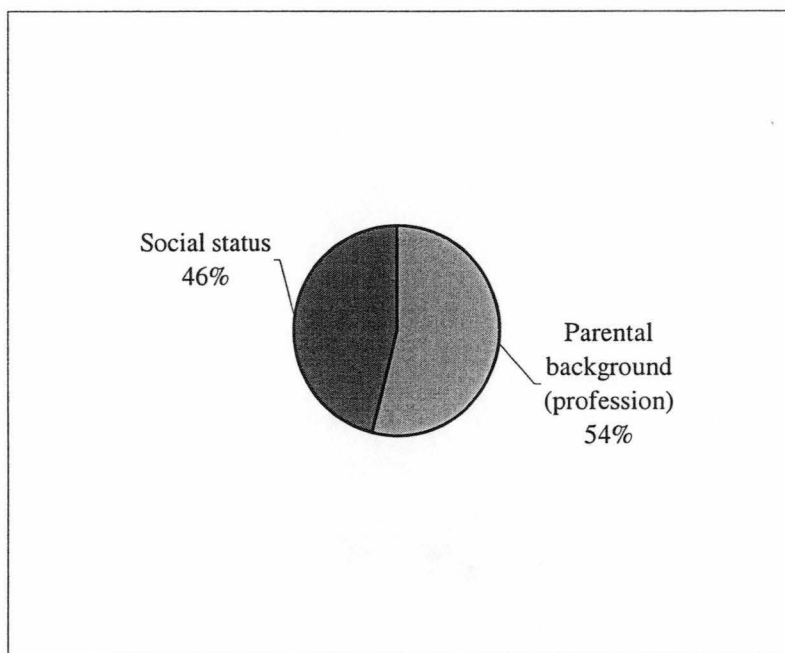


Figure 4.8(a): Students' social background considered when using teaching resources

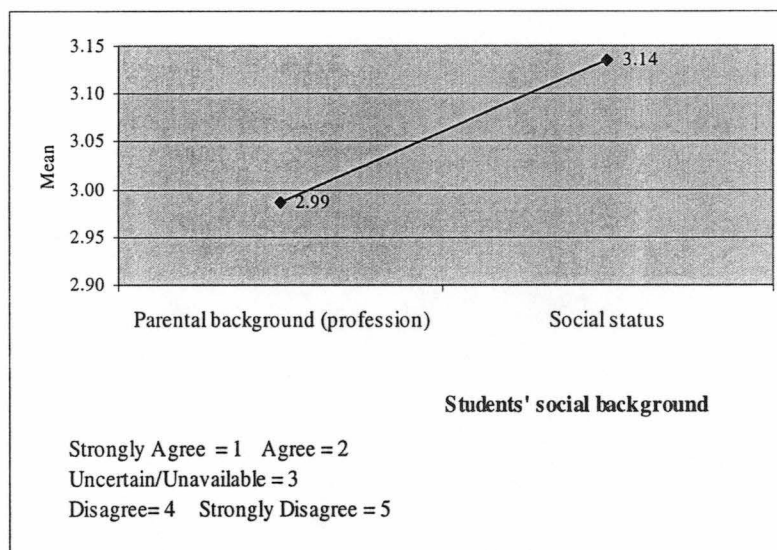


Figure 4.8(b): Students' social background considered when using teaching resources

4.3.1.4 Teachers' views on the significance of context of teaching

The context of teaching could also be a factor that teachers considered significant in their strategy when selecting and using English teaching resources in

primary school teaching. This factor included aspects such as (a) school location, (b) school status, (c) major language in the local society, (d) major ethnicity in the local society, and (e) major religion in the local society.

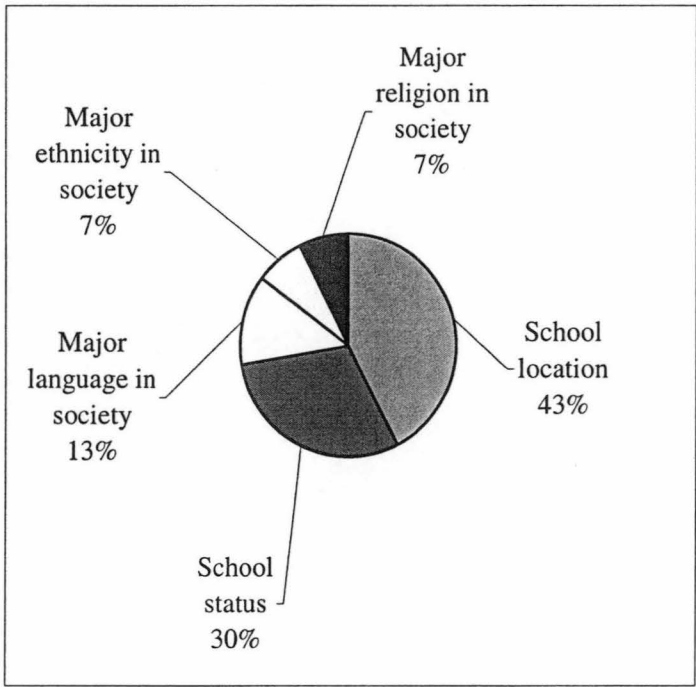


Figure 4.9(a): Context of teaching considered when using teaching resources

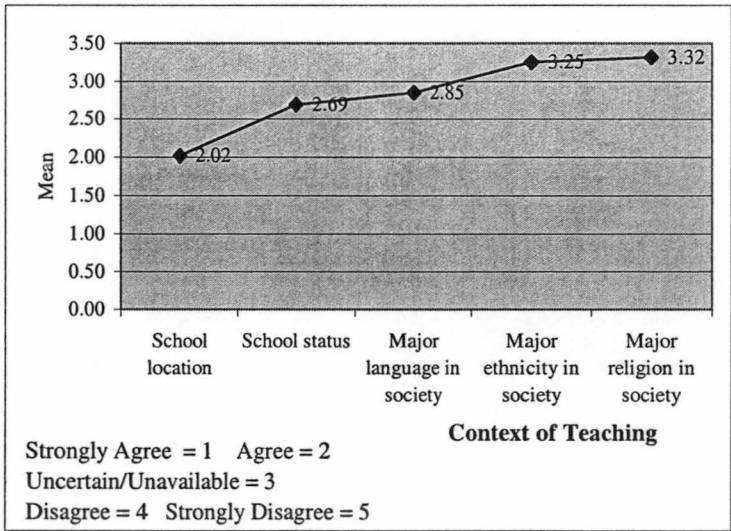


Figure 4.9(b): Context of teaching considered when using teaching resources

Within this category, as shown in the pie chart in Figure 4.9(a), the aspect of school location received the highest responses (43%), reflecting teachers' consideration of this factor in their use of English teaching and learning resources. This indicates that school location tended to be considered by teachers when selecting and using resources. Another aspect responded to by approximately one-third of teachers (30%), was school status. The other aspects of major language, major ethnic group, and major religion in the local society occupied 13%, 7%, and 7% respectively of the pie chart, and thus seemed to be considered less by a minority of teachers.

As illustrated in the timeline chart in Figure 4.9(b), teachers' responses indicated their agreement on the importance of school location. Nearly half of the teachers agreed that school location is taken into account in their use of English teaching resources. The mean score of this aspect was 2.02 (close to 2).

On the other hand, responses to the influence of school status, major language in society, and major religion in society on resource use were unavailable or uncertain. The mean scores of each were 2.69, 2.85, 3.25, and 3.32 respectively (close to 3). This suggests that these aspects might not be included in teachers' decisions when selecting and using teaching resources. Therefore, further confirmation of these aspects is needed.

4.3.1.5 Teachers' views on the significance of social and cultural organisations

Social and cultural organisations could influence teachers' decisions about use of English teaching and learning resources. Such influence might come from (a) religious groups in the local society, (b) ethnic groups in the local society, and (c) occupational groups in the local society.

The pie chart in Figure 4.10(a) indicates the percentage of teachers giving responses to specific categories. For example, the influence of religious groups was acknowledged by 37% of teachers, 36% responded on the influence of ethnic groups, and 27% gave a response on the influence of occupational groups.

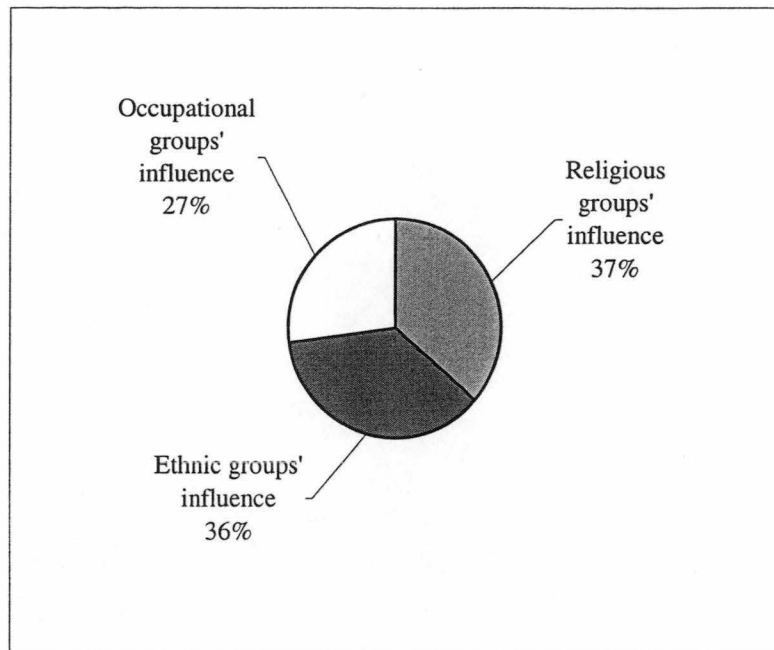


Figure 4.10(a): Social and cultural organisation influence considered when using teaching resources

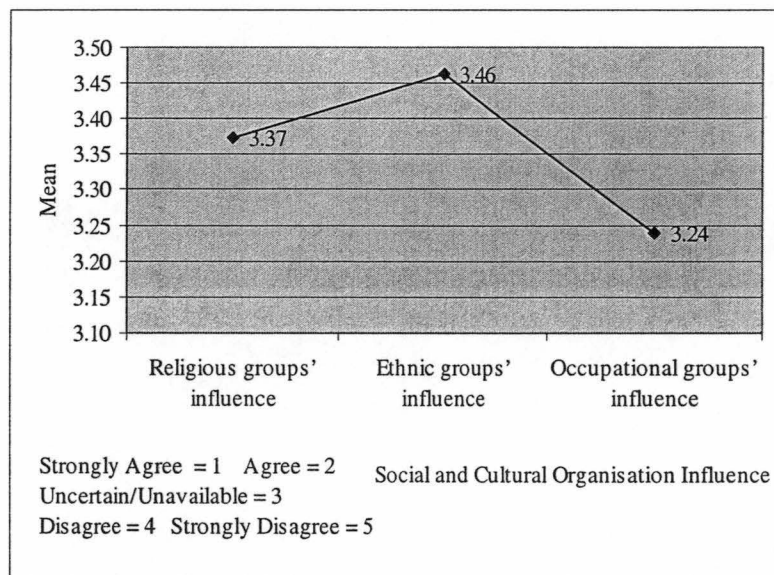


Figure 4.10(b): Social and cultural organisation influence considered when using teaching resources

However, as indicated in the timeline chart in Figure 4.10(b), teachers' responses on these aspects indicate some uncertainty or unavailability, as the mean scores of each were close to 3, according to the scale. As indicated, the mean scores regarding religious groups, ethnic groups, and occupational groups, which were 3.37,

3.46, and 3.24 respectively, categorised uncertainty or unavailability of teachers' responses to these aspects. In other words, a majority of teachers was not certain whether or not these factors influenced their decisions in the use of English teaching and learning resources.

4.3.1.6 Teachers' views on the significance of social class and economic and political conditions

Aspects of social class and economic and political conditions could also have an effect on teachers' use of English teaching and learning resources. To analyse this category, (a) the social classes in society, (b) economic conditions, and (c) the political situation were examined, to identify how these aspects were included in teachers' decision making in regard to the use of resources.

As indicated in the pie chart in Figure 4.11(a), teachers' responses to these aspects varied. For example, 44% of teachers indicated that economic conditions were not available for their consideration when deciding on the use of teaching resources. This response is illustrated the timeline chart, where the mean score of economic condition, 2.88, was close to 3.

Of the teachers surveyed, 39% responded that information on social class in society was not available and was not considered by them in their use of resources. The response given for this aspect had a mean score of 3.50 (close to 3). A minority of teachers (17%) responded that political situation was not considered, or that information about this aspect was unavailable. As indicated in Figure 4.11(b), the mean score of this aspect was 3.44, close to 3.

Overall, based on the charts in Figure 4.11, the study identified that teachers did not take into consideration aspects of social class in society, political situation, and economic condition when making decisions about the use of English teaching resources. The majority of responses related to the economic condition in society. The least responses referred to the political situation.

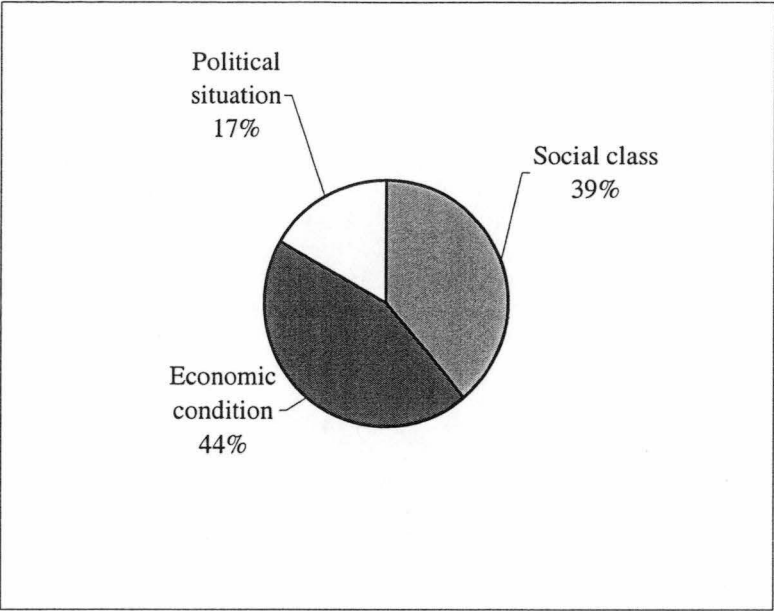


Figure 4.11(a): Social class, economic and political condition considered when using teaching resources

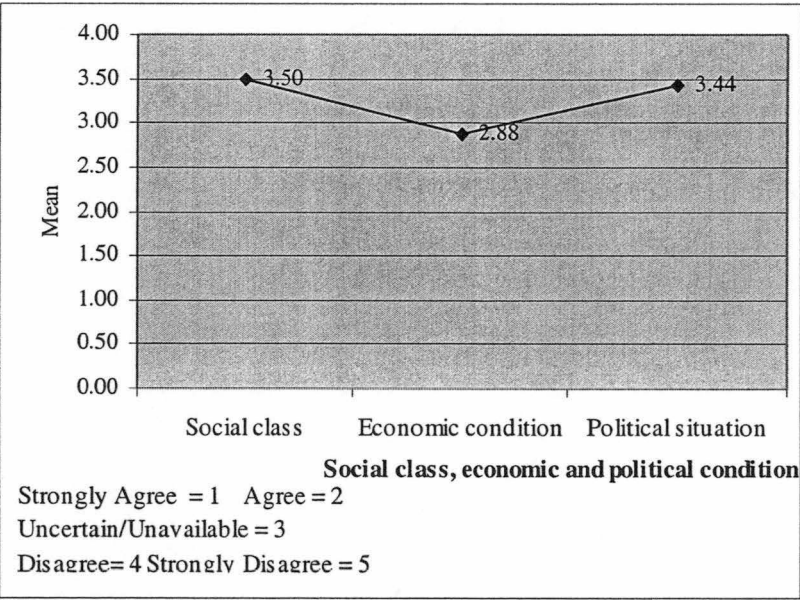


Figure 4.11(b): Social class, economic and politic condition considered when using teaching resources

4.3.1.7 Teachers' views on the significance of institutional factors and technological development

Institutional factors and technology developments might influence teachers in their strategy for the use of English teaching and learning resources. These categories include a number of aspects such as (a) government policy/rule, (b) teacher organisation policy/rule, (c) school principal policy/rule, (d) school policy/rule, (e) classroom (physical) condition, (f) school finance situation, and (g) technology development. In this study, how these aspects affected the way teachers teach was examined. The results are illustrated in the pie and timeline charts in Figure 4.12.

As shown in the pie chart in Figure 4.12(a), the average percentages of teachers giving their responses to these aspects varied. One-quarter of teachers (24%) were identified as considering technology development in their use of resources. From the timeline chart in Figure 4.12(b), the mean scores of teachers' responses to the aspect of technology development (close to 2) confirmed and reflected that this aspect was taken into account in their resource use.

The other aspects in this category—government policy/rule, teacher organisation policy/rule, school principal policy/rule, school policy/rule, classroom (physical) condition, and school financial situation—were considered as indicated in both pie and timeline charts. Although the average percentages varied, teachers agreed that they considered that these aspects reflected their strategies in selecting and using English teaching resources.

All aspects in the category of institutional factors and technology development were included in teachers' responses about their strategies for using English teaching resources. Although the aspect of technology development was the main consideration, the other aspects in this category (that is, the government policy/rule, teacher organisation policy/rule, school principal policy/rule, school policy/rule, classroom (physical) condition, school finance situation, and technology development) were also taken into account by a minority of teachers.

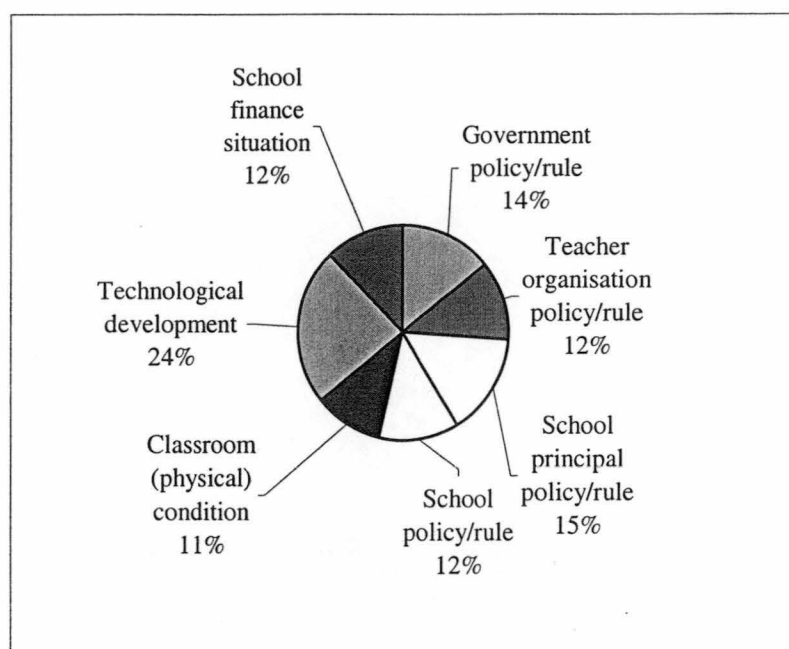


Figure 4.12(a): Institutional factors and technological development considered when using teaching resources

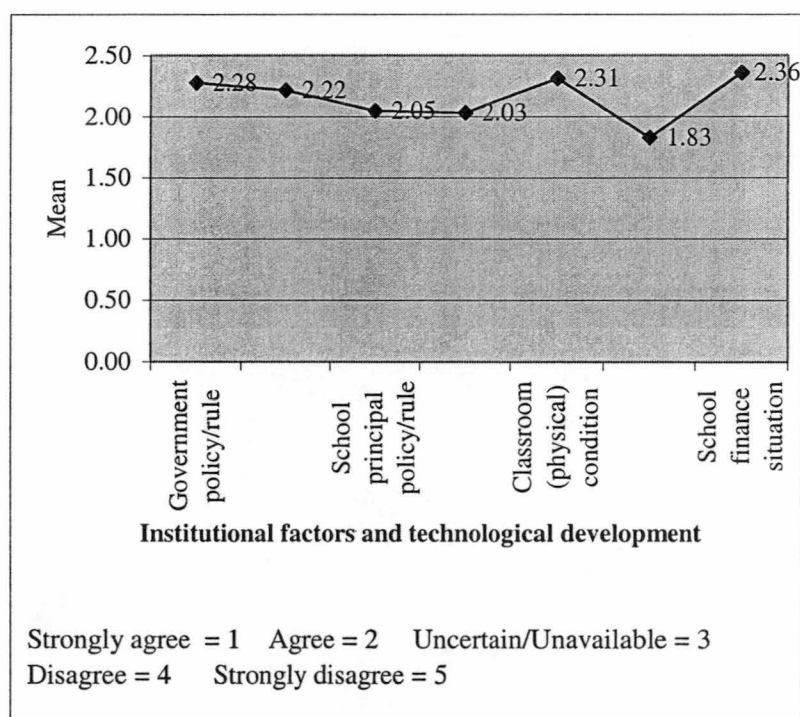


Figure 4.12(b): Institutional factors and technological development considered when using teaching resources

4.3.1.8 Teachers' views on the significance of their personal thoughts and beliefs

Aspects of teachers' personal thoughts, beliefs, and preferences were also reflected in their strategies in determining teaching resources. These aspects were considered by teachers when deciding what resources best suited their students. To identify how these aspects were related to teachers' choices, the teachers' responses were examined and the results are illustrated in the pie and timeline charts in Figure 4.13.

As indicated in the pie chart in Figure 4.13(a), half of the teachers (50%) responded that they referred to their own ideas when determining the use of resources. On the other hand, about one-quarter of teachers (28%) indicated that their beliefs were considered in determining the type and use of resources. In this category, both teachers' thoughts and beliefs were indicated as influential aspects in their selection and use of teaching and learning resources to facilitate students' English language learning in the classroom.

This conclusion was also reflected in the mean scores of both aspects. As illustrated in the timeline chart in Figure 4.13(b), the aspects of thought and belief had mean scores which were close to 2. This suggests that the aspects of teachers' thoughts and beliefs were incorporated into parts of the teachers' decision making in determining their use of English teaching and learning resources in the classroom.

The aspect of teachers' preferences was the response of fewer than one-quarter of the teachers (22%). In addition, the mean score was far from the level of agreement according to the scale, close to 3. This suggests that the minority of teachers were not sure whether or not the aspect of preferences was related to their decision making about using English teaching resources.

In sum, Figure 4.13 indicated that the aspect of teachers' thoughts was the aspect most considered by half of the teachers when deciding on English teaching resources in primary school teaching. The aspect of beliefs was considered by more than one-quarter of respondents. The aspect of preferences might not be taken into account, especially when determining the best teaching resources, as some uncertainty or unavailability is indicated.

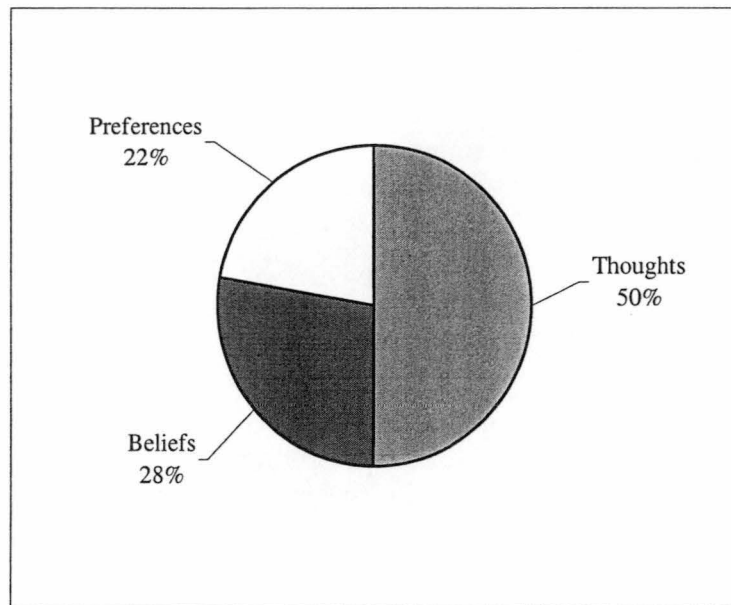


Figure 4.13(a): Teacher's thoughts, beliefs, and preferences considered when using teaching resources

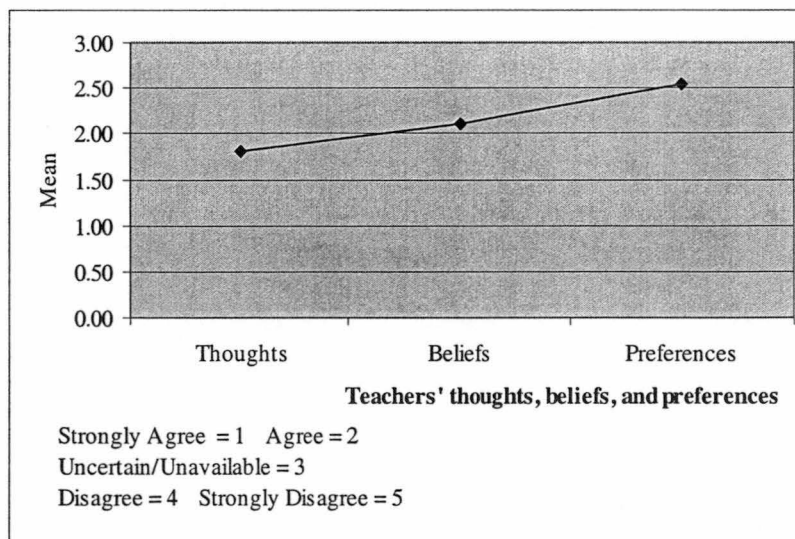


Figure 4.13(b): Teacher's thoughts, beliefs, and preferences considered when using teaching resources

4.3.1.9 Teachers' views on the significance of their personal characteristics

Teachers' personal characteristics were indicated as a factor in teachers' consideration in determining the selection and use of English teaching resources. These aspects consisted of a number of elements, such as teachers' (a) age, (b) gender, (c) level/rank, (d) length of service, (e) linguistic background, (f) ethnic origin, and (g) educational background. How these personal characteristics were included was examined, and the results are illustrated in the timeline and pie charts in Figure 4.14.

According to the pie chart in Figure 4.14(a), aspects of educational background and linguistic background produced a significant response from most of the teachers. As indicated, 33% of the teachers gave positive responses to the aspect of educational background. Also, 23% of teachers responded to the aspect of linguistic background. This situation could reflect that both their educational background and their linguistic background influenced teachers in determining their use of resources. The other aspects of this category did not seem to be primary considerations. The average percentages of teachers responding positively to the aspects of teachers' gender, level/rank, and ethnic origin were 9%, 4%, and 7% respectively, while aspects of teachers' age and length of service occupied 9% and 15% respectively.

The results indicated in the pie chart were verified by the mean scores illustrated in the timeline chart in Figure 4.14(b). In this instance, the aspect of teachers' educational background had a mean score close to 2, according to the scale. This indicates that the aspect of teachers' educational background was confirmed as significant to their decision making regarding resource use by the teachers. Other aspects in this category had a mean score close to 3, which indicated that the aspects were not available or that respondents were uncertain whether or not they were incorporated into their considerations in determining the use of the resources to facilitate students' English language learning.

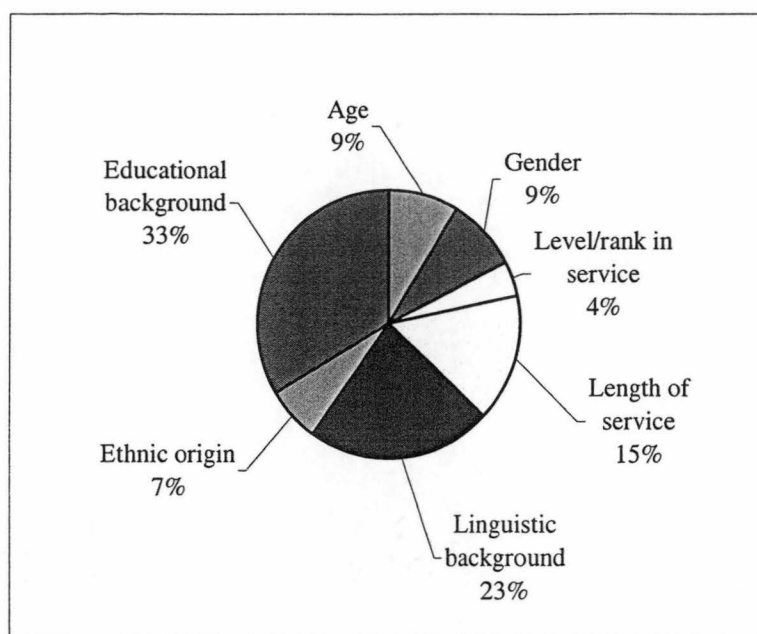


Figure 4.14(a): Teacher characteristics considered when using teaching resources

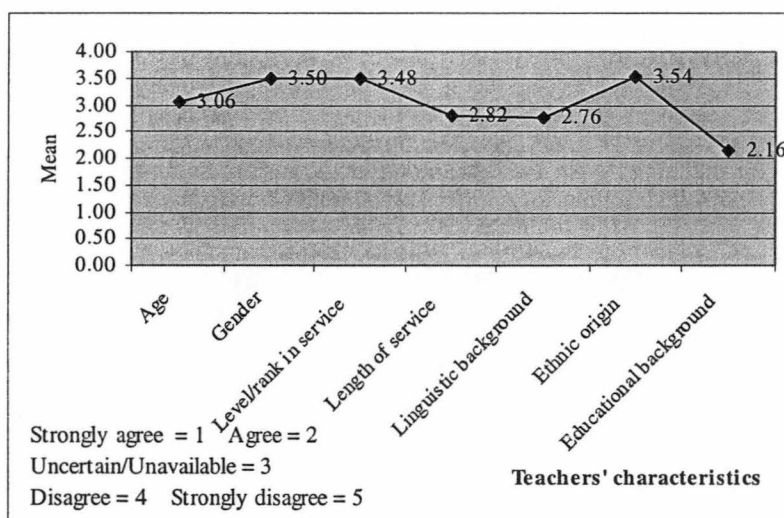


Figure 4.14(b): Teacher characteristics considered when using teaching resources

This result indicated that, among the aspects included in teachers' characteristics, educational background was the aspect most considered by the majority of the teachers. This aspect was therefore reflected in the teachers' use of English teaching and learning resources. Other aspects such as teachers' linguistic background, age, gender, level/rank, length of service, and ethnic origin were not

strongly indicated. In other words, they were not influencing teachers' considerations regarding resource selection and use.

4.3.2 Components of curriculum reflected as significant in teachers' resource use

The practice of English language curriculum influenced teachers' strategies. The influence was reflected through the teachers' considered views about what they should teach and how, particularly in regard to the use of English teaching and learning resources. To identify which components of the curriculum practice were taken into account in presenting their teaching, and how, teachers' responses to components of the curriculum were examined. In this category, there were six related components identified. The components were (a) orientation and objectives of English language teaching in primary schools, (b) language skills and content, (c) teaching methods, (d) teaching activities, (e) teaching interaction, and (f) timetable and evaluation. Each of these components consists of a number of aspects.

The teachers' views about these aspects were examined through their degree of (dis)agreement to the aspects. Using the Likert scale (i.e. 1 = strongly agree, 2 = agree, 3 = uncertain/unavailable, 4 = disagree, and 5 = strongly disagree), the frequency, percentage, and mean score of each aspect was identified to describe the tendency of how the curriculum was taken into account, reflecting teachers' strategies in their resource use. The results are presented in Appendix C (Tables 5 and 6). To illustrate the results, pie and timeline charts are used to reflect the aspects and how they were taken into account (see Figures 4.15 to 4.20). The pie charts illustrate average percentages of teachers responding to respective aspects. The timelines illustrate trends of the teachers' responses to the aspects indicating the degree to which these aspects are agreed to by the teachers. The results are presented in following sections.

4.3.2.1 Teachers' views on the significance of orientation and objectives of ELT

Orientation and objectives of English language teaching as a component of curriculum were considered significant and influenced teachers' strategies. In this study, this component consisted of four aspects: (a) the national role of ELT, (b) the

local role of ELT, (c) the general objectives of ELT, and (d) the specific objectives of ELT. The degree to which teachers were aware that these aspects were reflected in their strategy for the use of English teaching resources was examined by checking teachers' responses to questionnaire items on this category. The results are illustrated in the pie and timeline charts of Figure 4.15.

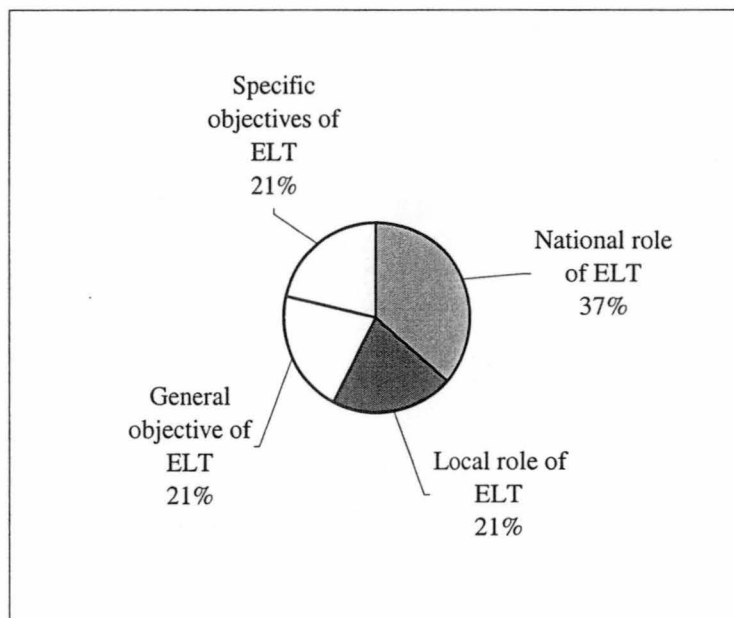


Figure 4.15(a): Orientation and objectives of ELT considered when using teaching resources

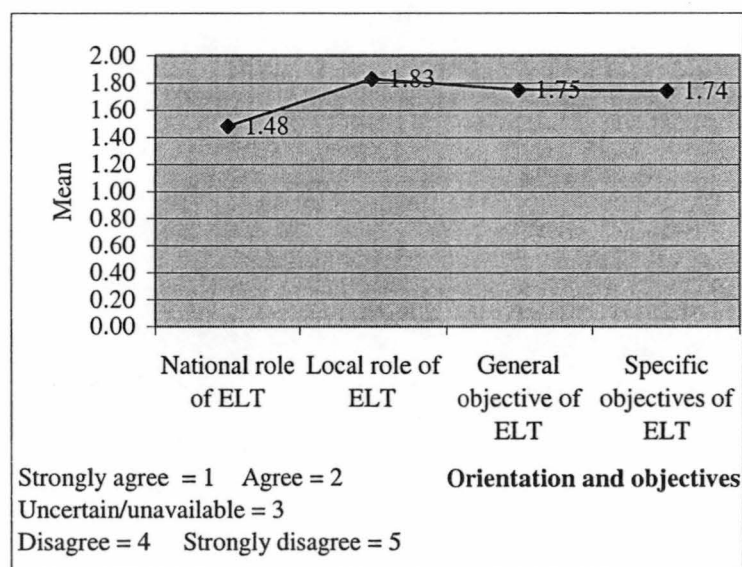


Figure 4.15(b): Orientation and objectives of ELT considered when using teaching resources

In the pie chart in Figure 4.15(a), the average percentage of teachers responding to the aspects is reflected. More than one-third of teachers (37%) indicated that the aspect of the national role of ELT affected their choice of resources. Compared with other aspects, fewer than one-quarter of teachers (21%) gave consideration to the local role of ELT, the general objectives of ELT, and the specific objectives of ELT, when determining which English teaching and learning resources to use.

However, all teachers agreed that aspects of orientation and objectives of ELT were included in their consideration when deciding on English teaching and learning resources. This was indicated by the timeline chart in Figure 4.15(b) illustrating the mean score. The mean score of the aspect of the national role of ELT, 1.48, was close to 1, which reflected a strong response of agreement. The mean scores of other aspects—the local role of ELT (1.83), the general objectives of ELT (1.75), and the specific objectives of ELT (1.74)—were close to 2, which also indicated the teachers' agreement about the significance of these aspects on their use of English teaching resources.

In short, the teachers responded that these four aspects concerning the orientation and objectives of ELT in the curriculum were considered important in determining the use of English teaching and learning resources. However, the aspect of the national role of ELT was of greatest importance.

4.3.2.2 Teachers' views on the significance of language skills and content

Language skills and content are components of the English language teaching curriculum, and could affect teachers' choices when determining resource use. The seven aspects of this component listed are (a) listening skill focus, (b) speaking skill focus, (c) reading skill focus, (d) writing skill focus, (e) pronunciation materials, (f) vocabulary materials, and (g) sentence structure materials. How these aspects were taken into account in teaching was also examined, after which the results were illustrated in the pie and timeline charts in Figure 4.16.

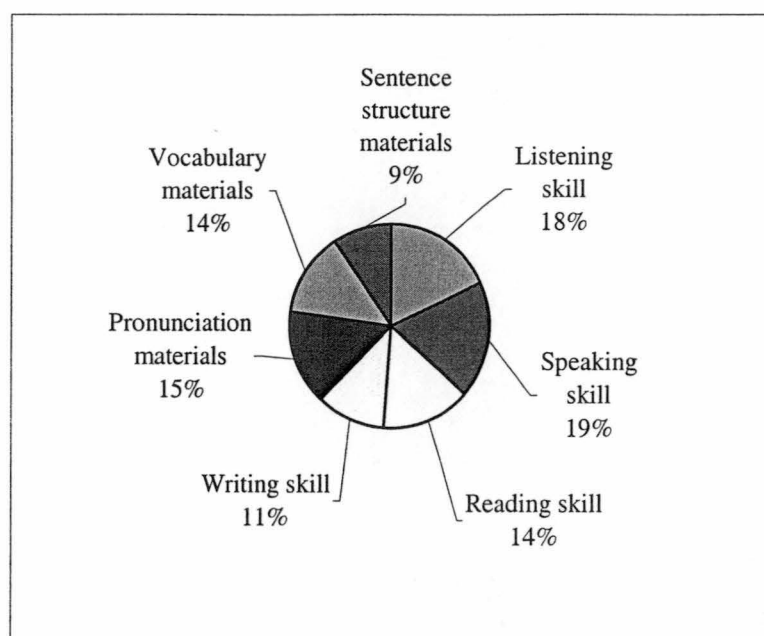


Figure 4.16(a): Language skills and content considered when using teaching resources

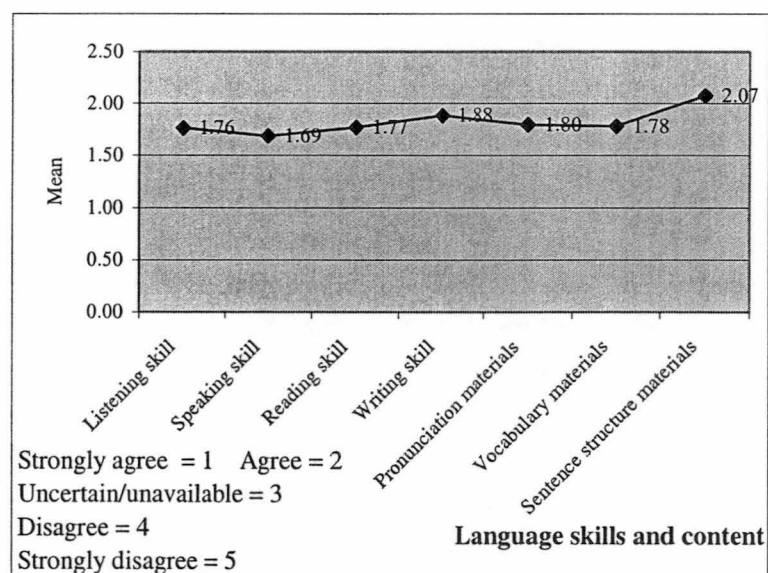


Figure 4.16(b): Language skills and content considered when using teaching resources

As illustrated in the pie chart in Figure 4.16(a), the average percentage of teachers giving a positive response to these aspects indicated that 19% of them rated the aspect of speaking skill highly when deciding their use of resources. This indication was also reflected in the timeline chart in Figure 4.16(b), demonstrating

how teachers responded: the mean score was 1.69, which would correspond to 2 according to the scale. Also, 18% of teachers referred to listening skills as an aspect to consider in their use of resources. From the timeline chart, the mean score of this aspect, 1.76, was close to 2, indicating the level of teachers' agreement as well.

In teachers' responses to other aspects, 15% referred to the aspect of pronunciation materials, 14% agreed with the aspects of reading skill and vocabulary materials, 11% referred to writing skills, and 9% agreed that they took sentence structure materials into account when determining the use of resources. Observing the timeline chart, the mean scores of these aspects were close to 2, which confirmed the significance of all the aspects in teachers' use of teaching resources. The listening skill focus, the speaking skill focus, the reading skill focus, the writing skill focus, the pronunciation materials, vocabulary materials, and the sentence structure materials were identified as 1.76, 1.69, 1.77, 1.88, 1.80, 1.78, and 2.07 respectively.

In short, this study identified that the teachers agreed that the component of language skills and content was significant in relation to their strategies in the use of English teaching resources. Most, however, indicated that the use of resources related to both speaking and listening skills.

4.3.2.3 Teachers' views on the significance of teaching methods

Teaching methods were also included as a component in the ELT curriculum that teachers might consider when choosing their strategies for using English teaching resources. Four aspects of this category were listed: (a) communicative teaching method, (b) grammar translation method, (c) eclectic method, and (d) audio-lingual method. To assess how these aspects were taken into account, the teachers' responses were examined, and the results illustrated in the pie and timeline charts in Figure 4.17.

The average percentages of teachers responding to each aspect are represented in the pie chart in Figure 4.17(a). As identified, the majority of teachers (45%) referred to the communicative teaching methods; that is, teachers agreed that they took communicative teaching methods into account when choosing the resources to use in their teaching. This trend was also confirmed, and is illustrated in the timeline chart, which indicated a mean score, 1.69, close to 2, according to the scale.

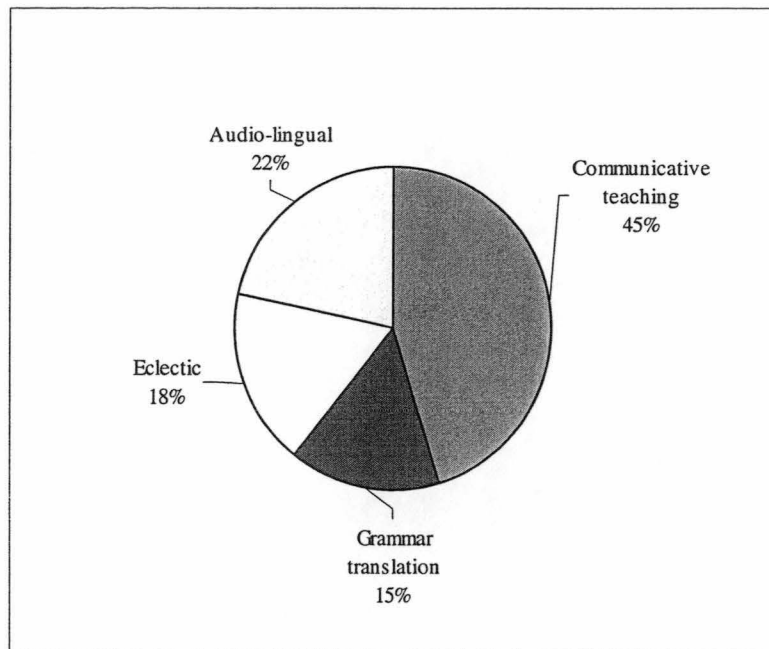


Figure 4.17(a): Teaching methods considered when using teaching resources

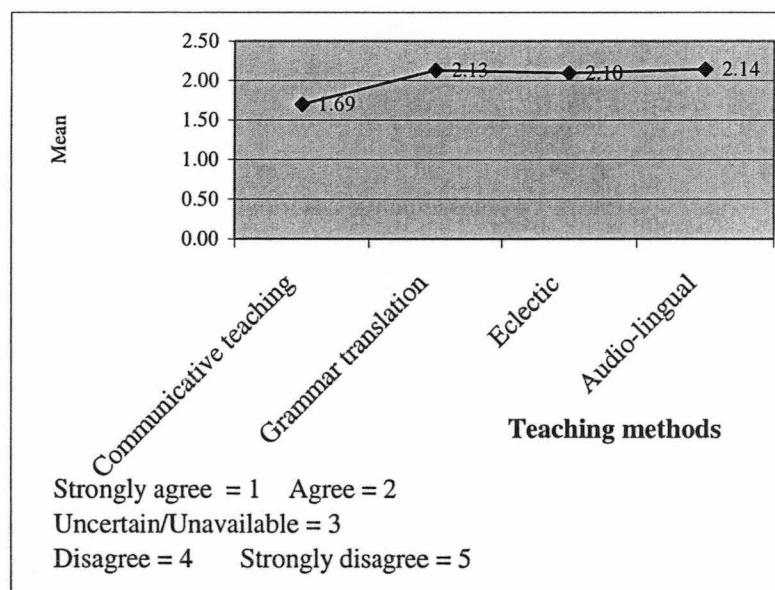


Figure 4.17(b): Teaching methods considered when using teaching resources

The other aspects seemed to be agreed upon: the percentage of teachers responding to each was fewer than one-quarter. For example, 22% of teachers related to the grammar translation method, 18% responded to the eclectic method, and 15%

referred to the audio-lingual method. The timeline chart in Figure 4.17(b) illustrated the trends of these aspects, indicating mean scores that were close to 2. Teachers agreed that the aspects of grammar translation method, eclectic method, and audio-lingual method were included in their consideration of determining resource use.

In sum, the aspects of teaching methods were included in teachers' considered views of their use of resources in their teaching. Among these aspects, communicative teaching was the strongest focus. This indicated that teachers observed the significance of communicative teaching methods when managing their teaching, which would be believed to make their teaching resources enjoyable for their young students, despite considerations on audio-lingual, grammar translation, and eclectic methods.

4.3.2.4 Teachers' views on the significance of teaching activities

As a component of the ELT curriculum, teachers could also consider guided teaching activities in their strategies for use of English teaching resources in teaching English. How teachers explained their choice in this category was identified in five aspects including (a) role-play activities, (b) game activities, (c) story telling activities, (d) singing activities, and (e) excursion activities. The results are illustrated through the pie and timeline charts in Figure 4.18.

The pie chart in Figure 4.18(a) illustrates the average percentages of teachers responding to each aspect. About one-third of teachers (32%) responded that singing activities were taken into account in their use of resources, confirming singing activities as a part of their strategies. According to the timeline chart in Figure 4.18(b), the mean score was close to 2. Additionally, about one-quarter of teachers (24%) responded to the significance of game activities. The timeline chart also illustrated that teachers agreed that game activities were also taken into account in their use of resources (the mean score was close to 2).

The teachers agreed that other aspects were also included (see the mean scores illustrated in the timeline chart that are close to 2). For example, 19% referred to the aspect of role-play activities, 18% related to the aspect of story-telling activities, and 7% indicated excursion activities were considered when deciding on resources to use.

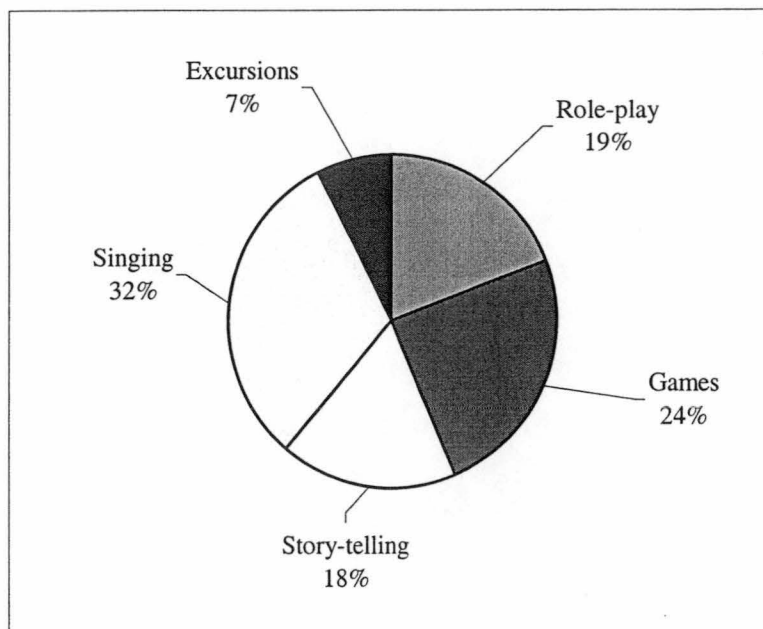


Figure 4.18(a): Teaching activities considered when using teaching resources

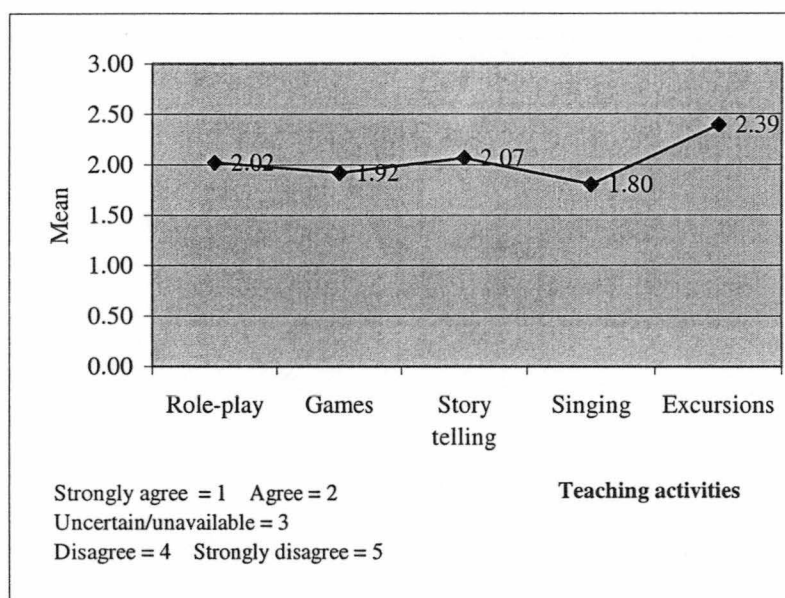


Figure 4.18(b): Teaching activities considered when using teaching resources

Based on the results of this study, teachers agreed that the curriculum component of guided teaching activities was included in their strategies for the use of

English teaching resources. The mean scores of all these aspects were close to 2, reflecting the teachers' agreement; however, singing activities seemed to be the most popular choice.

4.3.2.5 Teachers' views on the significance of teaching interaction

Teaching interaction could also be categorised as a component of the ELT curriculum. This component included eight aspects: (a) teacher-centred interaction, (b) student-centred interaction, (c) formal instruction, (d) informal instruction, (e) class-work interaction, (f) group-work interaction, (g) pair-work interaction, and (h) individualised instruction. How these aspects were taken into account was examined and the results are illustrated using the pie and timeline charts in Figure 4.19.

In the pie chart in Figure 4.19(a), nearly one-quarter of the teachers (23%) responded to the significance of the aspect of class-work interaction. This suggests that the aspect of class-work interaction tends to be teachers' strongest focus when using resources as part of their strategies in facilitating students' English language learning. The percentage of teachers responding to other aspects varied from 15% to 5%. For instance, 15% referred to the aspects of group-work interaction and individualised instruction, 13% related to the pair-work interaction, 12% responded to the student-centred interaction, 11% were concerned with the formal instruction, 6% focused on the teacher-centred interaction, and only 5% considered the informal instruction as an aspect to incorporate in their strategies for using English teaching resources.

The trends indicated in teachers' responses of agreement with the aspects were illustrated in the timeline chart in Figure 4.19(b). From this chart, the teachers tended to refer to the aspects of class-work interaction, group-work interaction, pair-work interaction, and individualised instruction in their use of English teaching resources. The mean score of these aspects was close to 2, reflecting that incorporation of these aspects was agreed upon.

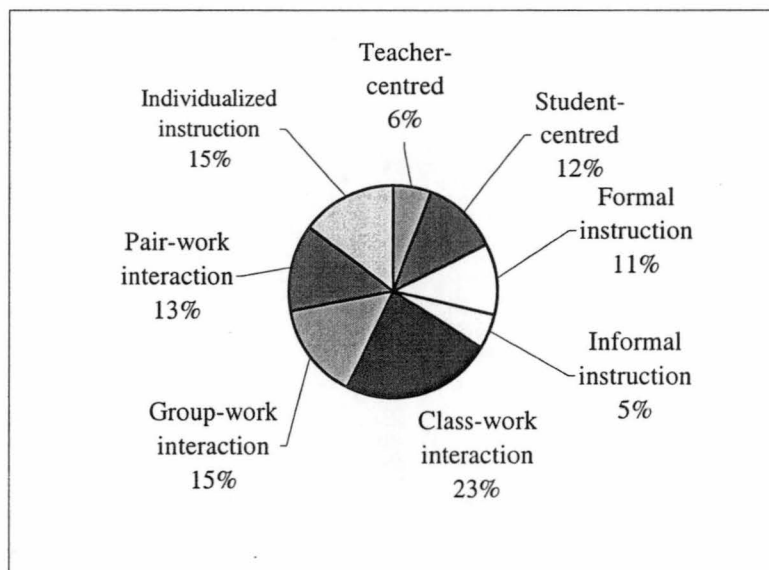


Figure 4.19(a): Teaching interactions considered when using teaching resources

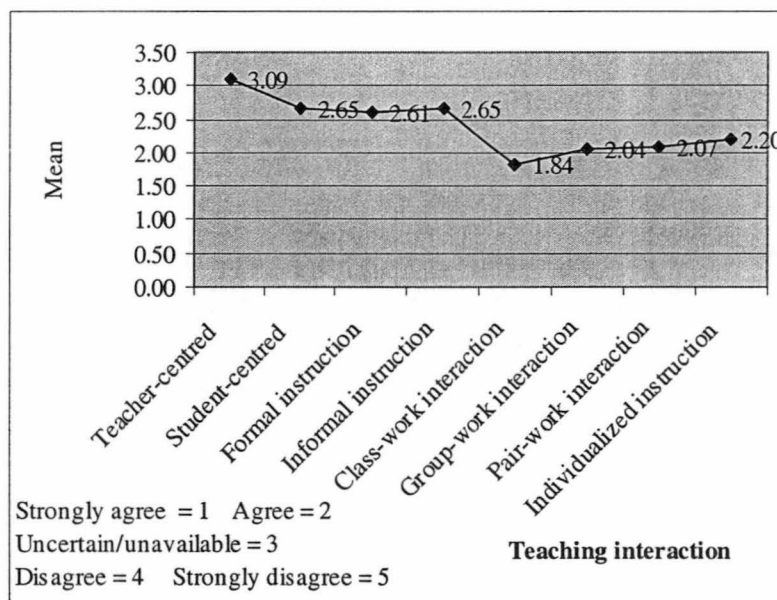


Figure 4.19(b): Teaching interactions considered when using teaching resources

However, teachers tended to be uncertain about the other aspects: teacher-centred interaction, student-centred interaction, formal instruction, and informal

instruction. As indicated, the mean scores of these aspects were close to 3, according to the scale, indicating teachers' uncertainty about these aspects. The mean scores of the teacher-centred interaction, the student-centred interaction, the formal instruction, and the informal instruction were 3.09, 2.65, 2.61, and 2.65 respectively.

In sum, among the aspects of teaching interaction in the ELT curriculum, the aspect of class-work interaction was the major focus of teachers when carrying out their strategies for use of English teaching resources. Classroom interaction referred to teachers' interaction with all the pupils in the classroom during teaching and learning activities. The other aspects of group-work interaction, pair-work interaction, and individualised instruction were also focused upon, but not by the majority of teachers. A minority indicated that consideration of the aspects of student-centred interaction and formal instruction was either uncertain or unavailable.

4.3.2.6 Teachers' views on the significance of timetable and evaluation

In the category of ELT curriculum, the influence of timetable and evaluation might also be taken into account as reflecting teachers' strategies in using English teaching and learning resources. The aspects comprising this category included (a) timetable/schedule, (b) formative tests, and (c) summative tests. In this study, teachers' considerations of how these aspects influenced their selection and use of English teaching and learning resources was examined. The results are illustrated in Figure 4.20 and explained as follows.

In the pie chart in Figure 4.20(a), the average percentages of the teachers responding to each of these aspects were identified. As shown, 38% of them referred to the aspect of formative tests, 32% indicated the aspects of timetable/schedule, and 30% focused on the summative tests in determining the resources they used in teaching. Then, how teachers' considered views on these aspects were reflected is illustrated in the timeline chart in Figure 4.20(b). In the timeline chart, the mean scores of each aspect were close to 2. This suggests that teachers agreed that the aspects of formative tests, timetable/schedule, and summative tests influenced their focus in determining teaching resources for their students.

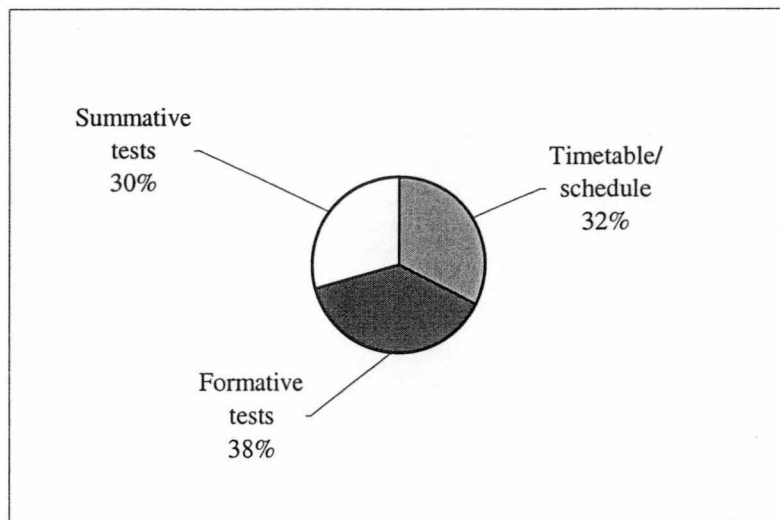


Figure 4.20(a): Timetable and evaluation considered when using teaching resources

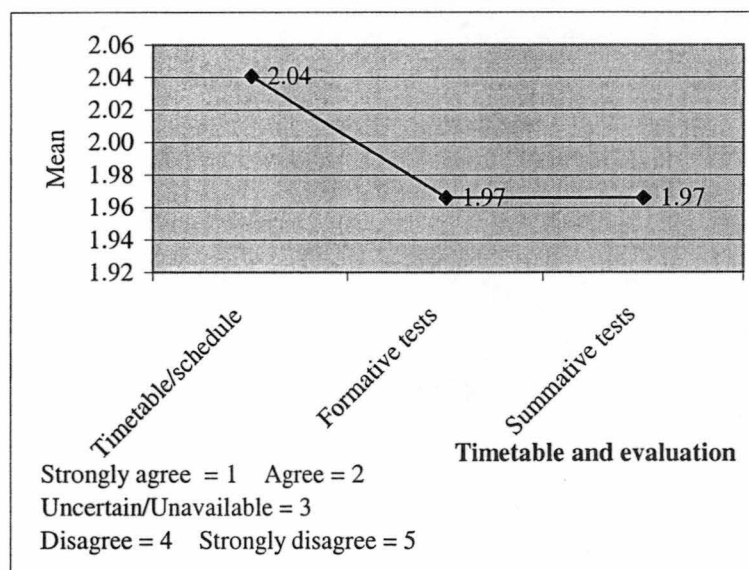


Figure 4.20(b): Timetable and evaluation considered when using teaching resources

In sum, timetable and evaluation aspects, including (a) timetable/schedule, (b) formative tests, and (c) summative tests, affected teachers' strategies for using English teaching and learning resources. Although teachers' responses to these aspects varied, they generally agreed that this category of ELT curriculum was included in their considerations.

4.3.3 Teaching experiences reflected as significant in teachers' resource use

Teaching experiences also related to teachers' decision making that could influence teachers in their use of English teaching resources. One of the influences could be exemplified by students' pleasure in learning and achievement of the teaching and learning objectives.

In this study, teaching experiences reflected some teaching issues. The four areas examined were (a) student aspects, (b) social environment aspects, (c) personal aspects, and (d) curriculum aspects. To identify how these aspects were reflected in their experience, teachers' responses were examined through the degree of frequency (i.e. always, often, sometimes, rarely, and never) of these aspects. The results could suggest whether or not these aspects influenced resources determination for experienced and less experienced teachers.

In examining teachers' responses reflecting their experiences, analysis using descriptive statistics was carried out. Using the Likert scale to record the teachers' responses (that is, 1 = always, 2 = often, 3 = sometimes, 4 = rarely, and 5 = never), the trends for how the aspects were regarded when using resources was examined and reflected through average percentages and mean scores. Overall, the descriptive statistics—frequency, percentage, and mean score—of the teachers' statements regarding their considerations of the student, social environment, personal, and curriculum aspects in selecting and using English teaching resources are presented in Appendix C (Table 7 and 8).

Results of the data analysis were also illustrated in the pie and timeline charts in Figure 4.21. The results showed how the aspects were reflected in teachers' strategies in the use of resources in teaching English to young learners. The pie chart in Figure 4.21(a) presents the average percentages of the teachers' views on each aspect. The timeline chart indicates the degree to which each aspect is focused upon in teachers' strategies.

As shown in the pie chart, the curriculum seems to have the strongest responses. As indicated, 39% indicated that this component was often focused upon in their decisions on the use of resources in teaching. This response was also reflected in the timeline chart in Figure 4.21(b), in which the mean score was close to 2.

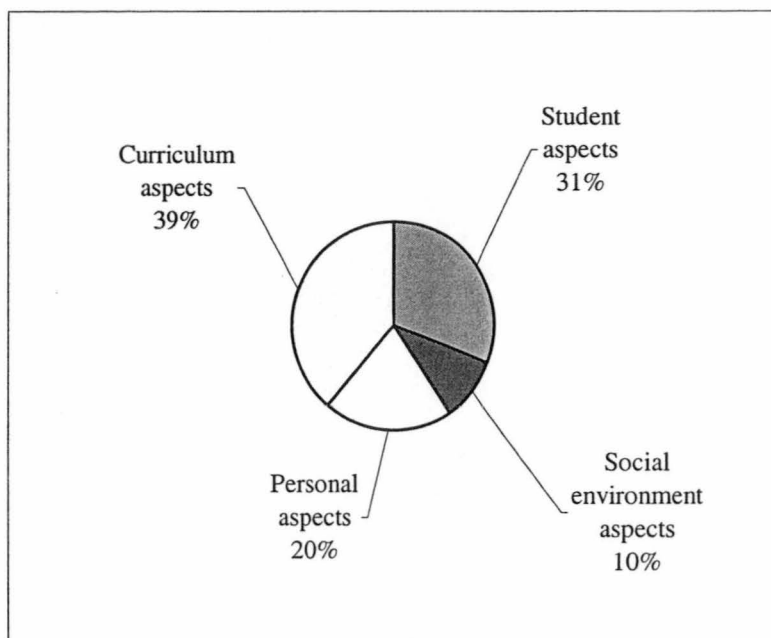


Figure 4.21(a): Teaching experiences considered when using teaching resources

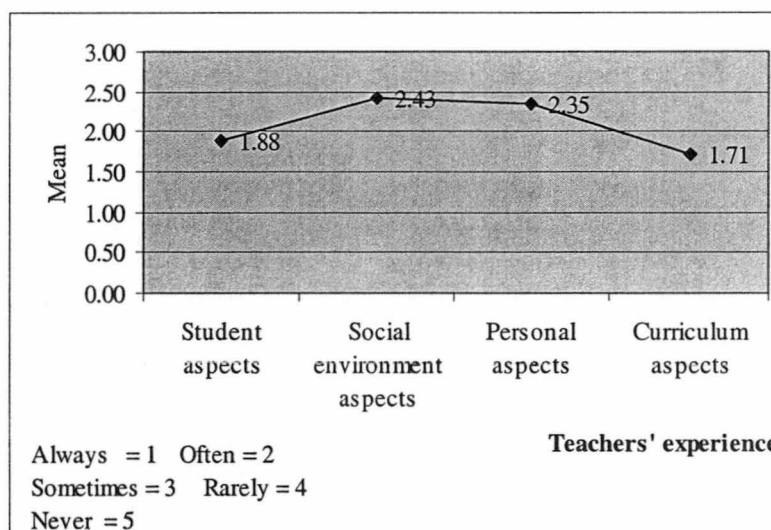


Figure 4.21(b): Teaching experiences considered when using teaching resources

Student aspects were also included in teachers' priorities for use of teaching resources. This aspect was indicated as being often taken into account in teaching, especially in the use of resources, by 31% of teachers. In the timeline chart, this

teachers' response was confirmed also by a mean score that was close to 2.

A minority of teachers reported that they often referred to two other aspects: 20% responded on the personal aspect and 10% indicated the social environment aspect. The mean scores of these aspects were close to 2 according to the timeline chart. However, teachers put more emphasis on personal aspects than social environment aspects.

In short, teachers reflected that their teaching experiences were significant in determining their use of English teaching resources. In this regard, their experiences were reflected through the frequency of inclusion of the identified aspects in their undertaking strategies for selecting and using the resources. Of the four aspects, most teachers considered curriculum and student aspects to be significant. A minority of teachers considered aspects of personal and social environment to be significant.

4.4 Conclusion

This chapter presents the results of the questionnaire data analysis which identified primary school teachers' views on the influence of aspects of socio-culture, curriculum practice, and their teaching experiences. The teachers' views on these aspects reflected their strategies in using resources in the classroom teaching and learning process. Teachers' strategies were considered a key element in determining the effectiveness of the English teaching and learning programs in primary schools.

In identifying how teachers employed their strategies for the use of resources, a number of English teaching and learning resources were identified as being chosen by teachers. Analysis of responses indicated that textbooks were the most popular teaching and learning resource. Reference books, a dictionary and project kits were sometimes used by a few teachers. Other items in this category were rarely or never used. Poster pictures were sometimes used, radio was rarely used; multimedia or microcomputers, television, film, videos, slides and filmstrips, and overhead projectors were never used. In the category of people around the school, persons in specific occupations and native speakers or tourists were indicated by most of the teachers, while retired persons and groups, associations, or organisations in this category were not considered. Miscellaneous personal items were sometimes used by

most of the teachers in their teaching. Songs and interactive games seem to be considered by most of the teachers.

In making use of resources in teaching, a number of aspects were indicated as being included in teachers' considerations. These aspects were socio-culture, curriculum practice, and teachers' teaching experiences. Teachers indicated agreement to the relationship of these aspects to their strategies in the use of resources to facilitate students' English language learning. When selecting and using resources, most teachers gave consideration to the aspects of socio-culture of students' characteristics (that is, students' age, proficiency level and linguistic aptitude); students' nature (that is, aspects of students' preferences, students' need, students' learning strategies/styles, and students' personalities); the context of teaching—particularly to aspects related to the school location, technology development and institutional factors; and to personal thoughts, and personal beliefs.

In regard to curriculum, most teachers indicated the importance of components of curriculum to their use of resources. These aspects included the orientation and objectives of ELT, language skills and content, teaching methods, and timetable and evaluation. Teachers' responses indicated that, aspects of orientation and objectives of ELT, the national role, the local role, general objectives, and specific objectives of ELT influenced and were considered in their selection and use of resources. Moreover, in terms of their teaching experiences, aspects related to social environment, curriculum, students, and personal matters were often considered important when selecting and using English teaching and learning resources to facilitate students' English language learning.

CHAPTER 5

RESULTS OF THE INTERVIEW DATA ANALYSIS

5.1 Introduction

This chapter presents the interview data analysis results. It reports in detail how teachers reflected on aspects of socio-culture, curriculum, and their teaching experiences when developing strategies for selecting and using English teaching and learning resources to facilitate students' English language learning. It also notes the types of resources that the teachers in this study chose to use.

The data were studied from the transcripts of interview sessions undertaken with 14 participants. On the transcripts, particulars of the teachers' views were highlighted, categorised and organised according to the focus of this study, which then enabled the interpretation of information.

The results of this analysis are related to research question 1 of this study. The results of the questionnaire data analysis provide an outline of the teachers' views, whereas the results of the interview analysis attempt to identify in more detail the teachers' views on aspects of socio-culture, curriculum, and their teaching experiences considered significant in their use of resources. These results may confirm teachers' views about these aspects as identified in the questionnaire analysis.

In addition, to exemplify the teachers' views (teachers/participants are coded as T1, T2, T3, ... Tn), excerpts from the interview session transcripts related to the focused aspects are quoted. The transcription notation is as follows:

"...": directly reported speech of the participants (interviewees),

bold: directly reported speech of the participants (interviewees), expressed in English,

[] : silence, pause, or other non-verbal expressions,

rrr : non-verbal expressions used while the participants (interviewees) think of what to say,

() : translated speech of the interviewees (italicised and in brackets),

.... : abandoned irrelevant/unnecessary information in the focused categories.

5.2 English teaching and learning resources

In this study, a number of English teaching and learning resources used to facilitate students' English language learning were first identified. Types of resources were grouped into (a) printed materials, (b) audio-visual materials, (c) people around the school, (d) materials and artefacts, and (e) work on arts and culture. This identification of resources could then provide more detailed information regarding the resources that the teachers emphasised during their teaching.

In general, textbooks, poster pictures, real objects, a radio-cassette player, miscellaneous personal items, clippings, songs, and interactive games were indicated as being used in the participants' teaching. In Table 5.1, a summary of the types of resources elaborated on in the interview analysis is presented.

Table 5.1: Summary of English teaching and learning resources used in the classroom

Printed materials	<ul style="list-style-type: none"> • Textbooks from different publishers (i.e. Erlangga, Intan Pariwara, Graha Pustaka, Lubuk Agung, Aneka Ilmu, and the Department of Education) were used in the teaching. • One of these textbooks was used as the main resource; others were considered as supplements. • The students were not required to buy textbooks; they could borrow them from the school library. • If the textbooks were not available at the library, the materials were selected and photocopied from the teachers' handbooks. • Several teachers compiled the materials from a number of textbooks to be used as their own teaching and learning resources. • The teachers' experience and knowledge about the materials was combined with materials presented in the textbooks (not merely rely on the textbooks). • Maps and tourism booklets were also used.
Audio-visual materials	<ul style="list-style-type: none"> • Posters or pictures were used in teaching about numbers, animals, colours, fruit, food and drink, family, and environmental objects, as well as words spelling, and vocabulary. • The posters or pictures were available on the classroom wall, photocopied (enlarged) from the textbooks, or bought from shops and brought into the classroom. • A radio-cassette player was used to practice (word) pronunciation in front of the class while listening to the native speaker's voice.
People around the school	<ul style="list-style-type: none"> • Persons or native speaker tourists were just planned to be invited into the classroom.
Materials and artefacts	<ul style="list-style-type: none"> • Colourful handkerchiefs were used to teach about colours and to attract students' attention. • Students' personal belongings, e.g. money, pencil, pen or eraser, were used to introduce simple vocabulary items and their pronunciation to students. • Items in the classroom, e.g. chalk, (colourful) pens, and also clippings of animal pictures were used to teach about colours and animals.

Cont.

Work on arts and culture	<ul style="list-style-type: none"> • Games, i.e. drama, role-play, word puzzles, and Scrabble were used to practice English conversation/dialogues, as well as to improve vocabulary. • The games were created or referred to from the textbooks. • Songs were used to teach vocabulary and sentence structures. • Songs were referred to as those available in the textbook or on cassette tape. • Ceramics were used to teach about various animals.
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A number of reasons are possible for the teachers deciding to use these types of resources. Their choices could be related to their perceptions of aspects of socio-culture, curriculum, and teaching experiences. Choices could also reflect teachers' attempts to improve their students' English language skills, as well as students' motivation about and interest in classroom teaching and learning activities. Types of resources used are described in sections 5.2.1 to 5.2.5, which follow.

5.2.1. Printed materials

Textbooks were widely indicated as the teachers' main resources. The textbooks were selected from various publishers. Among the publishers mentioned are Erlangga and Lubuk Agung, Graha Pustaka, Intan Pariwara Yudistira, and the Department of Education.

The teachers used several textbooks from different publishers. One of the textbooks was usually considered as the main reference to use in teaching, while the others could be used as supplements. The students were not required to possess the textbooks. If available, the textbook could also be borrowed from the school library (see T1 for example).

"... Buku ndak diwajibkan pak, ... Kadang Fotokopi ... Diumumkan
sebelumnya ..."
(*"... book was not required, sometimes it was photocopied initially it was
announced ..."*)

(T1, excerpt 5.1)

The teachers' use of the textbooks seemed to be related to economic considerations, as the textbooks could be expensive to purchase. This may have assisted the teachers to determine which materials would be photocopied to use in the teaching. The materials were selected from the textbooks (see T3 and T5 for example).

“... Rrr begitu, untuk memantapkan isi kepalanya itu nanti hafal atau tidak hafal pertanyaan ini, ini saya sadur dari beberapa buah buku ... Saya sadur dari beberapa buah buku, kemudian saya susun dengan kalimat sendiri ... Dilihatkan petanya, kebetulan gambar peta dapat dari buku rrr guiding book yang dari dinas pariwisata, itu saya fotokopi besar, lalu saya terangkan dalam bahasa Inggris, objek objek wisata, rr dan tentang apa, kantor-kantor pemerintahan, government, rrr itu baru dikelas 6 yang pernah saya terapkan,”

(“... rrr that’s it, to improve their memory of self introduction and the appropriate questions, I compiled the material from several books I compiled it from several textbooks, then I organised it using my own sentences ... the map was shown; luckily, there is a map in the textbook rrr guiding book from the tourism department, it was enlarged using photocopy, then I explained in English, tourism objects, rr and about what, government offices, government, rrr it was used for grade 6”)

(T3, excerpt 5.1)

“... Materi, saya ambil dari, ada buku teksnya. Kemudian ada buku, beberapa buku yang saya fotokopi dari pustaka yang bisa digunakan untuk anak anak itu.”

(“... I take the materials from a textbook, there is a textbook. Then, there are also some textbooks, available in the library which I photocopied, they are used for the students.”)

(T5, excerpt 5.1)

The use of textbooks could also reflect the teachers’ competence at producing interesting materials for young students. Teachers created their own examples to teach from, which were not taken from the examples provided in the textbooks. The examples provided in the textbooks were used as a reference. If necessary, other printed materials such as maps and tourism books were also used when teaching certain topics, for example, subjects related to tourist destinations of West Sumatra (see T3).

“... tidak, saya kebetulan buku yang disusun dari BEC”

(“... I have a textbook authorised by BEC (team teaching of BEC)”)

(T4, excerpt 5.1)

As well, the teachers also attempted to produce interesting materials for the students through teamwork (see T4). The teachers did not seem to use all the materials provided in the published textbooks, as they considered that they might be irrelevant to the young learners and the context of the English language teaching. In this regard,

the teachers worked in a team to select and compile relevant materials from a number of textbooks, so that the materials would be suitable for their primary school students.

5.2.2 Audio-visual materials

Poster pictures, a radio-cassette player and some real objects were indicated as being used in this category, although they were not predominant (primary) among the other types of resources. These types of resources were considered important particularly in relation to teaching pronunciation and vocabulary (and particularly in relation to animals, fruits, colours, the alphabet, and food and drink). Additionally, the use of audio-visual materials was intended to increase students' interest in classroom activities.

As indicated, these types of resources were particularly used to introduce the students to new vocabulary items and to improve their pronunciation accuracy. For these purposes, wall posters in the classroom, animal pictures, and family pictures were brought in for classroom activities (see T3, T6, T7, and T10 for examples). These pictures were stuck on the board, and the students were asked to describe or explain them. The students were also asked to repeat several words that the teachers articulated, as drills, and to check the students' accuracy.

"... Hal hal yang ada dalam kelas itu gambar gambar, ... Rrr diperlihatkan dulu, gambar yang berbahasa Inggris ..., ada gambarnya di dalam kelas itu, sudah itu transportation ada gambarnya dalam kelas, "
("things in the classroom such as pictures, ... Rrr (the pictures are) displayed first, pictures with English text ..., the pictures are in the classroom, after that pictures illustrating transportation are displayed in the classroom,")
(T3, excerpt 5.2)

"... Buah buahan kan ada juga di pasar, saya pakai itu, kemudian binatang binatang ditempelkan di papan, kemudian, kan sebelum itu sudah diberitahu ini ini ini dia namanya, kemudian tutup buku, sebutkan ini namanya"
("... fruits from shop are used, I use that fruit, then animal (pictures) are stuck on the board, then, their names are announced, then the students are asked to close their books and to identify the things (fruits and animals)")
(T6, excerpt 5.2)

"... Bisa, misalnya kalau apa, kemarin ini ada umpamanya fruit err fruit itu bisa anak yang disuruh mencari, misalnya dari minggu ini kan pak, kita tentukan, sudah ada di program kita misalnya fruit kan, diminta anak minggu besok tolong dibawa satu macam gambar err gambar fruit itu, diminta anak begitu, besok itu suda bermacam macam itu pak"
(" It can be, for example, yesterday, fruit, err, the fruit, the pupils were asked to

find, for example, this week we determine, based on the program, for example, the fruits, they are asked to bring the fruit pictures next week err the fruit pictures, they are asked to, then on the day, they bring many things")

(T7, excerpt 5.2)

"... Err dari bukan lain, misalnya tentang itu kan pak, tentang family itu, nanti gambar, gambar itu, di di err dibesarkan, difotokopi besar itu, setelah itu ditempel di dinding. ... "
("... Err for example about family, based on the family pictures, then they are enlarged using photocopy, stuck on the wall (board). ... ")

(T10, excerpt 5.2)

In particular, several real objects associated with the pictures, such as pictures of fruit, were also employed in classroom activities (see T7). Reasons given for the use of the real objects were that they were handy to bring and easy to find around the students' environment. Moreover, the use of real objects was believed to be effective in facilitating students' English language learning, especially in motivating them and attracting their interest in the English language teaching and learning activities. It was indicated that the students were able to describe objects with which they were familiar.

5.2.3 People around the school

Including people around the school as teaching resources was only indicated in the teachers' conceptual planning. Although the teachers believed that some resource persons—especially persons in specific occupations and native speakers or tourists—could provide students with opportunities to practice their English, availability of people as resources was not yet optimised. As exemplified in T14, plans to invite certain persons into the classroom were only included in the teachers' thoughts and discussions.

"... Mungkin, mungkin, rencana ada, tapi belum ..."
("... maybe maybe, I have a plan to, but not yet ...")

(T14, excerpt 5.3)

5.2.4 Materials and artefacts

Miscellaneous personal items were what teachers mainly identified as their main resource in this category. The personal items were used to attract the students'

interest as these items could easily be found. The miscellaneous personal items included a wallet, handicrafts, wristwatch, ring, pens, pencils, chalk, etc.

The teachers' use of these items seemed to relate to their creativity in using any possible resources in encouraging students involvement in classroom teaching and learning activities. In this regard, the teachers made use of any items available in and around the classroom, for example, items in the students' bags or pencil cases or in the classroom (see T7, T8, and T12). Also, the teachers did not need to make specific teaching preparations to bring and to use them in their teaching.

"... Ya.. apa itu namanya ... ini apa namanya, kain perca, ... Dari buku ya juga kan, kalau alat peraga ini kita yang ciptakan, supaya menarik, supaya masuk kedalam otaknya, misalnya, kain perca ini digunakan ..."

("... Ya.. what it is called ... what it is called, pieces of cotton, ... based on the textbook, these visual materials were created, to attract, to help the students understand (how the colours look), for example, the use of the cotton pieces ...")

(T7, excerpt 5.4)

"... Misalnya kalau money, kalau di dalam tas anak anak itu seperti yang di bag ya ... Pennya, pencil case nya, eraser, terus rulernya"

("... for example, money, if it is in the pupils' bag, isn't it ...their pen, pencil case, eraser, the ruler")

(T8, excerpt 5.4)

"... Alat peraga itu, kalau bisa bendanya, kita bawa bendanya, ... Ya yang ada disekolah. Kapur, kadang kapur, kadang pena, ya pena pak,. what is it? misalnya pak, buku ya buku, begitu saja pak."

("... the visual materials, if possible the real objects, the real objects were brought (into the classroom), ... Ya (whatever there is) around the school. Chalk, sometimes chalks, sometimes pens, yes pen pak. "what is it?" for example, textbooks, that's all.")

(T12, excerpt 5.4)

There were various purposes for the use of these resources. The main purpose seemed to relate to the introduction to colours and several vocabulary items, and to attract the students' interest. For example, colourful handkerchiefs (squares of thin fabric) were used to teach the students about colours (see T7).

On the other hand, students' personal belongings such as money or pencils, pens or erasers in the students' bags or pencil cases were also used to introduce relevant English vocabulary while attempting to create enjoyable learning experiences for the students (see T8 and T12). The use of these items could also indicate the teachers' creativity in using any possible resources in teaching.

A principle of learning—learning by playing—could also be indicated by the classroom teaching and learning activities. In this regard, the students were asked to present their money or pencils, pens or erasers from their bags or pencil cases, allowing the teachers to check the students’ understanding of the vocabulary (see T8). This also included checking students’ pronunciation.

5.2.5 Work on arts and culture

Songs and games were mainly indicated as the major resources drawn upon in this category. Other types of resources such as paintings or panorama photographs, and the like—which could attract students’ interests in the classroom activities—were not used, despite the ease with which they could be found in the community.

The use of songs and games could relate to the teaching of pronunciation and vocabulary. However, there seemed a lack of nursery rhymes to teach to young learners. The use of a limited number of songs such as ‘Brother John’, ‘Row your boat’, ‘ABC’ and ‘The balloon’ was indicated (see T8 for example).

“... Bermain peran, bermain peran itu mungkin dari dialog itu, biasanya dialogue itu hanya 2 orang, itu mungkin diberi 4 orang rr dengan kejadian yang alami, misalnya dia datang ... Scrabble pernah saya terapkan di kelas 6 ... Errr itu untuk menguasai kosakata ... Kosakata dengan apa, kalimat ... Kosakata saja, kosakata, nanti diramu diambil, nanti diletakkan di papan tulis, itu kan kalimat itu, kata itu”

(“... the role-play, the role-play could be taken from a dialogue, usually a dialogue (to practise with) two persons, or possibly (with) four persons rr with their experiences, for example they come ..., Scrabble had been used in grade 6 ... Errr it’s for teaching vocabulary ... what vocabulary ..., sentences. ... only words, words, the words were organised, then they were stuck on the board, that’s the sentences,(based on) these words”)

(T3, excerpt 5.5)

“... ABC, terus nanti yang berbentuk alfabet itu ABC, terus ada penggunaan have ...”

(“... ABC, the alphabet, the use of ‘have’ ...”)

(T8, excerpt 5.5)

On the other hand, role-play (drama) and the board game Scrabble were indicated as being used by the teachers. The dramas were practiced between two or four persons (see T3). Scrabble was also mentioned in regard to vocabulary practice.

Use of these games was important to introduce students to new vocabulary items and for sentence structure mastery, so that they could improve their ability at oral performance, as well as speaking ability.

5.3 Aspects reflected as significant in selection and use of resources

How the teachers used the English teaching and learning resources (that is textbooks, poster pictures, real objects, radio-cassette player, miscellaneous personal items, clippings, songs and interactive games) related to several aspects of socio-culture, curriculum, and their teaching experiences. Teachers' thoughts on these aspects could indicate their awareness of the influence of these aspects when planning and using their teaching strategies, as well as making decisions about the use of resources in the classroom. In regard to socio-cultural factors, the teachers' use of resources was intended to deal with aspects of students' characteristics; students' nature; students' social background; the context of teaching; the influence of socio-cultural organisations; social class in society; the economic and political situation; institutional factors and technology development; the teachers' personal thoughts, beliefs, and preferences; and teachers' characteristics. In terms of curriculum, the teachers considered orientation and objectives of ELT, language skills and content, teaching methods, teaching activities, teaching interaction, and timetable and evaluation. In relation to their teaching experiences, the teachers' use of the resources related to their knowledge about and familiarity with their students, their socio-cultural environment, and personal professional values, as well as the ELT curriculum. In particular, how these aspects were indicated in the teachers' use of the resources as a part of their strategies to facilitate students' English language learning is described in sections 5.3.1 to 5.3.3.

5.3.1 Aspects of socio-culture reflected as significant in teachers' resource use

In terms of socio-cultural factors, the teachers' views emphasised particular aspects of students' characteristics; students' nature; students' social background; the context of teaching; socio-cultural organisation influence; social class in society; economic and political situation; institutional factors and technology development;

teachers' thoughts, beliefs, and preferences; and teachers' characteristics. These particular aspects were considered significant to ensure the students' interest and involvement in the classroom English language teaching learning activities (see Table 5.2 for summary). It also indicated attempts to attain the objectives of English language teaching in primary schools. In particular, these aspects are explained in sections 5.3.1.1 to 5.3.1.9 following.

Table 5.2: Summary of teachers' views about the aspects of socio-culture reflected in the use of English teaching and learning resources

Students' characteristics	<ul style="list-style-type: none"> • Aspects regarding the students' learning experience, language ability or proficiency, age, aptitude, and interests were considered in teaching, including in the use of the resources. • Aspects related to the students' different physical (dis)ability and ethnic background, gender, and religion were not greatly considered in the teaching.
Students' nature	<ul style="list-style-type: none"> • Teaching was adjusted according to the students' personality in learning, students' motivation (not shy to practice) and general preference, i.e. colourful picture books, students' familiarity with things in the environment and preferences, interests (i.e. compare and demonstrate personal items, games), preferences (songs, stories, and games), and personality (e.g. curious about something new).
Students' social background	<ul style="list-style-type: none"> • Teaching was undertaken considering the education of and financial support by parents, parents' participation in looking after students' learning activities at home (i.e. signing the homework book), and parents' support for the English program (i.e. donating picture charts and poster pictures, making clippings, buying a dictionary for students to study).
Context of teaching	<ul style="list-style-type: none"> • School location was considered by relating the teaching materials to the easily found environmental objects. • Major religion was considered by linking teaching materials to the Islamic beliefs.
Socio-cultural organisation influence	<ul style="list-style-type: none"> • The religious mission of the schools was taken into account in the teaching.
Social, economic, and political situation	<ul style="list-style-type: none"> • Economic situation (i.e. parents' inability to purchase the textbook) was considered by photocopying teacher's handbook or textbook, instead of requiring the students to purchase it, and choosing a textbook that could cover a whole year program.
Institutional factor & technology development	<ul style="list-style-type: none"> • General guidelines outlined by the principals (i.e. maintaining an inclusive classroom atmosphere and attaining target ability for the students' English) were taken into account when conducting the teaching. • Teaching was related to the technological development needs.
Teachers' thoughts, beliefs & preferences	<ul style="list-style-type: none"> • Thoughts were reflected in the teachers' personal experiences in determining what the students should/(not) learn (i.e. materials which were too easy, to relate to students' daily life and environment) including employing the best knowledge in selecting and making use of textbook or teaching materials in accordance with the students' ability level. (Cont.)

(Continued)	<ul style="list-style-type: none"> • Beliefs were indicated through the teachers' selection of vocabulary to teach to the students from the textbook and other supplementary materials, which suited the level of the young learners. • Preferences were related to the use of certain textbooks.
Teachers' characteristics	<ul style="list-style-type: none"> • Length of service was regarded as an indication of ability to manage the teaching, particularly ability to select appropriate materials (book/resources) for young learners, ability to select practical and economical materials for students, ability to make learning enjoyable for the students despite underdeveloped professional teaching skills or irrelevant educational background for teaching English.

5.3.1.1 Teachers' views on the significance of students' characteristics

The teachers' views about the students' characteristics focused on the students' general English proficiency level, age level and interest in learning English. Their use of resources indicated a relationship to these elements. Their considerations of proficiency level and age level could influence their attempts to adjust the learning materials according to students' ability. On the other hand, their consideration of students' interests related to making the learning of English a comfortable experience.

As far as the students' proficiency level was concerned, the teaching materials were graded according to the students' abilities. A review of the materials given in the previous year was undertaken to determine the upcoming materials (see T3). Although the students might have different abilities and learning experiences, they were guided through the classroom teaching and learning process so that they could understand the materials.

"... Kalau menurut pendapat saya pak, karena ini merupakan pertemuan kedua, pelajaran ulangan sambilan itu kan, kalau sementara menurut pendapat saya itu cocok rasanya, sebab anak itu memang dibimbing, ..."
("... in my opinion, since it is my second session, it is a remedy, in the mean time I think (the materials) are suitable for the students, because they are guided in learning, ...")

(T3, excerpt 5.6)

"... Ya ya, yang paling dasar kan usia mereka itu kan, karena bahan itu barangkali pak? ... Usianya, anak anak itu kalau kelas 4 masih pengenalan, dicari yang paling mudah apa kira kira yang bisa mereka cerna kan, err berdasarkan usia, ... Lumayan lah, untuk bahasa Inggris semuanya minat, kelas 4 sampai kelas 6 kan minat, bertanya terus tuh, ditanya tanya terus kapan bahasa Inggris, terus seperti, [laugh] minat dan kemampuannya"
("... Ya ya, basically, it is due to their age, because the materials (could be interesting for them)? ... their age, at grade 4, they are still given some

introduction, based on the easiest, easy for them to understand, err based on their age, ... not bad, for English they all like the materials, from grade 4 to grade 6, they ask many questions, they often ask when they will have an English class again, often like that, [laugh] (which shows) their interest and ability")
(T7, excerpt 5.6)

Use of teaching and learning resources also indicated consideration of the students' age. As indicated (see T7), the age factor was taken into account when deciding if the students might have different aptitudes for and interests in learning English as a foreign language. Consequently, different resources and materials, which were believed to facilitate their English language learning, were combined.

5.3.1.2 Teachers' views on the significance of their students' nature

The teachers' views about their students' nature was indicated as being considered in relation to students' preferences and personality. Students were identified as having interest in and preference for colourful picture books, demonstrations, displays, or use of personal items in English language learning. Acknowledgement of students' personality was also represented through students' enjoyment of singing songs, curiosity about having something new such as pictures to focus their attention, and the like. They also liked materials closely related to their familiar environment.

The teachers used resources that related to students' preferences and personality, believing that this would encourage students' motivation and interest in the teaching and learning activities. For example, teachers used textbooks with colourful pictures. They also demonstrated examples and displayed items which were familiar to the students (see T3 and T5 for examples). Such attempts reflected the teachers' strategies to attract students' interest in the classroom activities.

"... Rrr kalau yang sering digunakan, seperti bentuk bukunya pak, ini, ini hal-hal yang sering kami ajarkan ini, rrr artinya yang sering dijumpai oleh anak-anak, disesuaikan juga, ada kecocokan. Hanya saja yang seharusnya disini, misalnya, benda-benda yang ada di rumah itu harusnya di kelas 4, rrr ini kan?"
(*"... Rrr as it is like the textbook, things that the students often find in their environment are taught about, there seem to be some connection. Only that which is in the surrounding, for example; things in the house should be taught at grade 4, like this isn't it?"*)

(T3, excerpt 5.7)

“... Misalnya kalau minggu yang lalu saya mengajar mengenai peralatan tulis, dari err misalnya pensil. Pertama saya **brainstorming** dulu. Misalnya, anak anak ibu semuanya kalau kalau menulis kita pakai apa? Pensil. Pensil itu bahasa indonesia kan? Ya. Nah hari ini kita belajar bahasa Inggris, pensil itu kita baca begini. ... Jadi mereka tertarik ... Ya diperagakan. Mereka langsung, diletakkan diatas meja benda yang dimaksud, nanti disebutkan, saya juga ada bendanya, disebutkan seperti itu. nanti saya letakkan bendanya, coba ibu mau tahu yang ibu katakan ini yang mana bendanya? Nanti mereka begini kan, ini bu. Apa itu yang dipegang? Begitu. ... Ya. Ada yang kira kira tidak bisa itu sekitar 5 orang. Faktor yang pertama agak malu, begitu.”

“... **Learning by doing** itu kan mereka suka ... Permainan, permainan ya. Tapi permainannya saya kreasikan sendiri, bukan dari buku, begitu.”

(“... for example, last week I taught about stationery, from err for example pencil. Firstly I brainstormed them. For example, I asked them what we use for writing? Pencil. Pensil in Indonesian? Ya. Now today we are talking about pencil in English, ... so they were interested, ... Yes they (the stationery) are displayed, directly, they are displayed on the table, then (the students are asked to) articulate: I put the pencil on the table, then the word pencil is pronounced, the students are asked which one it is. Then they say: that one, this one. What is this that I am holding,Yes, several students seem unable to describe it, about 5 pupils, The main factor, I think is that they are a bit shy.”)

(“... Learning by doing, they like it ...(such as) games, games ya, but I created the game myself, not from the book.”)

(T5, excerpt 5.7)

“... Nyanyi, kemudian ada, saya suruh mereka mencari kata kata, saya kosongkan kan, kemudian saya apakan, ... tapi nampaknya kalau diberi lagu itu, mereka paling suka sekali nampaknya itu”

(“... singing, then I asked them to find certain words (from the songs) to fill up spaces, ... but it seems if they are given songs, they enjoy them very much”)

(T6, excerpt 5.7)

“...Kalau kelas tinggi kadang-kadang saya berikan sebuah cerita, **reading test**, saya suruh dia mengartikan dulu, kata kata sulit cari dulu, mana yang sulit, cari dalam kamus, kalau tidak tahu baru ditanya ...”

(“... for the upper grade, I sometimes told stories, Reading test, I firstly asked (them) to translate, to find out difficult words, and to look up the dictionary, they may ask if they don't understand ...”)

(T11, excerpt 5.7)

Similar attempts also reflected teachers' consideration of the aspect of students' personality. The teachers' use of the resources related to making learning enjoyable by playing and stimulating curiosity and students' interest in something new. For example, songs were used to attract the students' interest. The songs were usually provided before ending a session (see T6). Sometimes, pictures were used in the classroom teaching and learning activities to encourage students' curiosity. Stories were occasionally told, and some difficult words the students might encounter were explained (see T11). Such stories could help avoid monotonous classroom situations

which might lead to boredom and inattention. Overall, the teachers' focus on students' preferences and personalities in their use of resources could reflect the teachers' awareness of their students' natures, and enable development of effective strategies to facilitate students' English language learning.

5.3.1.3 Teachers' views on the significance of students' social background

The teachers' views about the students' social background were revealed in relation to both the students' parental background and their social status. Teachers identified that students' parents generally provided some financial and materials support to the English language programs at the schools. Parents' ability to afford the learning resources needed by the students was a consideration. The parents also donated some poster pictures that teachers could use in their school English programs. Thus, the parents' situation could influence the teachers' choice of which English teaching and learning resources students could use in their learning activities. Parent support and enthusiasm could also motivate the teachers in their teaching program.

In particular, teachers' decisions about which materials and resources students could have also indicated a relationship with the parents' control of their children in learning English. As parents have a role to play in their children's success at learning English, parents also participated by checking students' learning activities at home, and signing the students' homework (see T2 and T3 for example), indicating that their children's work had been checked.

“... Contohnya begini, bersyukur sekali anak ini belajar bahasa Inggris pak, di SMP 9 9 saja nilai bahasa Inggris nya, ... Kalau dilihat dari gaya rr, apa cara berpakaian saja, itu agak mampu orangnya, memang orang mampu ...”
 “... Ada dilakukan, seperti tadi, ini pakai signature semuanya, dua orang yang tidak tadi itu, dua orang yang tidak, jadi yang tidak ada itu, saya cukup jenuh menghadapi anak anak yang tidak ada itu, mereka menandatangani sendiri,”
 (*“... for example, they are happy when they know that their children have English lesson at school, at secondary school their children got 9 in English, ... if looked from the way the parents dress, they are pretty middle class”*)
 (*“... yes I did (ask the parents to check the students' homework), for example, the homework is signed by parents, except two pupils, so I got bored with those whose homework has no parent's signature ...”*)

(T3, excerpt 5.8)

Kalau saya, kalau PR kan, dikatakan kepada anak, harus harus ada tanda tangan orang tua, ... Ya Harus ... Ya, walaupun tidak apa kan, tidak, yang penting ada

perhatian kan, mencek Prnya anak anak, ada anak membuat PR atau tidak”
 (“... if there is homework, I inform the pupils that their homework must be signed by their parents ... Ya it must ... Ya, it is err actually not so important, the most important thing is their (parents) attention to their children’s homework, if they do the homework or not”)

(T7, excerpt 5.8)

Parents’ participation in their children’s English language learning could also suggest that the parents had a good educational background. The parents might know English and understand its role in their children’s learning success. This situation could make teachers carefully consider what materials and resources they would use in their teaching program, as the community indirectly observed their actions.

5.3.1.4 Teachers’ views on the significance of context of teaching

In relation to the context of teaching, teachers’ views about the use of English teaching and learning resources were related to the aspects of school location and major religion in the community. The teachers’ awareness of the teaching context was indicated in their attempts to modify teaching materials related to tourism in accordance with the tourist areas around the schools (see T2 for example). They did not simply pick up any content provided in the textbooks (which were used as a reference), but they determined which materials would be appropriate to their students’ cultural context. Descriptions of places which were similar to places around the school location were used to provide examples needed for certain topics.

“... Ini kan pariwisata di daerah lain, kan begitu, di Bali kan begitu pak, nah sekarang ditukar dengan yang lain, ... Misalnya Bungus barangkali kan ...”
 (“... it is (this book) about tourism in other regions, like in Bali, now it can be modified (to suit tourism here) ... for example, Bungus Beach perhaps ...”)

(T2, excerpt 5.9)

“... Err itu tergantung pada cara kita pak, ... Kalau kalau .. cara penyajian dan cara mambatasi, misalnya begini seperti pernah bapak katakan dulukan, hendaknya kita kenal dengan agama diajarkan bahasa Inggris ini arahnya kesana, ... Misalnya kan, errr mengapa kita bisa melihat? Err why can see? ... Because Allah gives us [...], rrr dilarikan (dibawakan) dia kesana”
 (“... it depends on the ways we are teaching them, ... if if.. the ways to present and to limit, for example, they are introduced with religious values while learning English, they are directed to that point ... for example, errr why can (we) see? Err why can see? ... Because Allah gives us sight..., rrr they are directed to that point”)

(T3, excerpt 5.9)

Materials related to culture were also adjusted to suit local cultural nuances. In this regard, the teachers were aware of the common culture around the schools. In accordance with certain religious influences in the society, the English teaching and learning materials that the teachers used were related to religious knowledge. By so doing, the classroom activities were directed to a religiously appropriate observation. For example, when the teachers taught about the parts of the human body, the students were asked why they could see (see T3 for example). Then, the students' answers were connected with the greatness of God, because God gave living being eyes.

5.3.1.5 Teachers' views on the significance of social and cultural organisation influence

The teachers' views about the influence of social and cultural organisations were mainly related to their affiliation to the teaching professional and cultural organisation missions. In this regard, it was indicated that the teachers' association had no influence on the teachers' job or on determining the use of English teaching and learning resources. However, the aspect of the cultural and religious institutions' missions might be included in the teachers' considerations. This particularly occurred if the schools were under a certain religious affiliation (see T14 for example).

"... Ini kan masalahnya kan persatuan haji kan. Bisa jadi cucu haji, anak haji, itu seluruhnya kan, ... Yang Hujaj itu kan haji kan, jami' kan. Pada umumnya orang tuanya orang yang mampu."

("... this (school) is under a pilgrimage association. Here the students are associated with the pilgrimage family. The Hujaj is pilgrimage, jami', isn't. Generally the parents are in the upper group.")

(T14, excerpt 5.10)

As indicated, the organisation's mission was considered in the teachers' decision about the materials to use to teach their young learners. In this circumstance, the teachers attempted to adjust the materials used according to the school mission. This could relate to the aspect of major religious influence in the society, as indicated in the previous section. In this regard, the introduction to English for the young learners should include religious content as a part of the religious teaching that commands people to achieve excellence for a prosperous life.

5.3.1.6 Teachers' views on the significance of social class and economic and political conditions

Teachers' views on the influence of social class, and economic and political situation focused on student, parent, and general regional economic conditions. In this regard, students' materials and resources should be efficient to use. Efficiencies included attempting to use teaching and learning resources to achieve teaching and learning objectives. For example, the students should not be required to purchase textbooks, as the textbooks could be borrowed from the library. Also the teachers could photocopy the materials (see T1, T6, and T8).

“... Buku ndak diwajibkan pak, ... Kadang Fotokopi ...”
(“... *the textbooks are not required, ... sometimes they are photocopied ...*”)
(T1, excerpt 5.11)

“... Apalagi politik, kalau ekonomi entahlah pak ya ... mana tahu orang tuanya yang apa, oleh karena ekonominya apa ..”
(“... *T6: none in politics, in economic situation, maybe, who knows, the parents are unable because of the economic situation ...*”)
(T6, excerpt 5.11)

“... Buku ini karena lengkap 1 tahun, untuk mengingat ekonomi juga pak ya ... Ekonomi anak begitu”
(“... *this book is comprehensive for a year, (the use of the book) consider the economic situation ... the students' economic background*”)
(T8, excerpt 5.11)

Effectiveness of resources was also a factor in teachers' choices of English teaching and learning resources; for example, selecting certain textbooks for students to use in their learning activities. The textbook selected should cover the materials for a one-year English language program, so that students would not need to buy a textbook every term (see T8 for example). Effectiveness of the resource was an important consideration in running the ELT programs in the primary schools in view of current economic conditions.

5.3.1.7 Teachers' views on the significance of institutional factors and technological development

Institutional factors and technology development were a consideration for teachers when selecting and using English teaching resources. The institutional factor related to the principals' general guidelines about how the English class should be undertaken. Although principals did not rigidly specify guidelines (see T2 for example), the teachers indicated that they took them into account in conducting their teaching, as well as in determining the materials and resources to use for their students. Their consideration of the guidelines included the objectives of ELT in which the students' ability level in English and the conduct of classroom activities should be developed in a pleasant situation.

"... rr pengarahan secara untuk materi tidak pak ... ya tidak ada, cuma pengarahan untuk motivasi saya saja, kalau anak-anak ini dari kelas 1 mulai belajar bahasa Inggris, kira-kira kalau 6 tahun sampai kelas 6 tentu mereka sudah pandai,"

("... rr there is no orientation in terms of materials to teach, ..., the only orientation was just to motivate my teaching, if these children in grade 1 were beginning to study English, possibly after 6 years, by grade 6, they would be good at it, ...")

(T2, excerpt 5.12)

"... Anak itu errr ya misalnya dapat mengetahuilah sedikit banyaknya istilah dalam bahasa Inggris itu yang disajikan"

"... Kalau disini ditekankan oleh kepada sekolah anak ini supaya lancar, harus bisa berbicara"

("... for example, the pupils should know more or less important English terms used in technology")

("... it is emphasised by the principal that the students should be fluent (in English), they must be able to speak (English)")

(T6, excerpt 5.12)

In relation to their principal's guidelines, the teachers' use of the resources also related to their awareness of technological advancement in an ELT context: teachers selected and used resources and materials that could introduce students to technological terms. Their principal also suggested such a focus for the ELT program (see T6). As exemplified, the materials/resources used in the teaching attempted to focus on vocabulary items related to technology, in order to familiarise the students with some technological terms of English, for example, components of television.

Overall, the teachers' awareness of the importance of technological advancement through the ELT programs in the primary schools was indicated.

5.3.1.8 Teachers' views on the significance of their personal thoughts and beliefs

Teachers' views about how their thoughts, beliefs, and preferences impacted upon their use of English teaching resources was reflected in their strategies to facilitate students' English language learning in the primary school context. The teachers' reflections of their thoughts, beliefs, and preferences indicated an attempt to apply their best knowledge in determining the resources. The teachers knew which materials were too easy or too difficult for the students, and which therefore might not be useful in teaching. For example, the materials provided in the textbook were adjusted to suit their students' levels of ability (see T14).

In applying their thoughts and beliefs, the teachers also considered how the materials related to the students' daily life. These materials were compiled from several sources (see T3 and T7 for example). In addition, the materials and textbooks were carefully selected to be suitable for young learners. The teachers' careful selection of the materials (resources) reflected their awareness of the general ability of the students who were still at the introductory stage of learning this foreign language.

"... Diramu, kebetulan sekali saya tidak pakai buku pegangan, hanya berdasarkan kursus sementara bukunya tidak ada, lalu saya sadur dari beberapa buah buku, saya gunting saya buat ... Dihimpun sendiri ... Rrr cuma nanti diramu kembali, mana yang ditambah, sampai dengan adanya permainan permainan, mungkin alat alat ini dibawa ke dalam kelas rrr supaya lebih jelas bagi anak-anak, sambil diucapkan, tidak makanya bahan-bahan ini masih agak rendah caranya ..."

("... compiled, luckily I don't use the handbook, only based on my basic training course. While a special textbook is unavailable, then I compile (the materials) from several textbooks, I design my course from them, ... I put them together myself ... Rrr only I have to re-organise, which materials to add, until there are games, maybe those tools are brought into the classroom rrr to clarify things for the students, while being articulated, no so the materials are still basic ...")

(T3, excerpt 5.13)

"... Lebih mengacu kepada kehidupan sehari-hari ini lagi, bagaimana, kalau kami kan di daerah belakang tempat tinggal ini pak umumnya anak-anak SD disini kan disini tinggalnya, mereka itu kalau, bagaimana kalau sehari-hari, yang menarik dalam bermain mereka bisa menggunakan bahasa Inggris, pernah saya dengar, ..."

(“... more relevant to daily life, as we are living around this school, the students are living around the school, how if everyday, which interests them in their play they can use English, I have heard them (using English), ...”)
(T7, excerpt 5.13)

“... Ilmu dari guru saja, begitu ... Misalnya, err ada pelajaran di dalam yang rasanya terlalu easy bagi anak, easy sekali, begitu. Ya kan. Kalau easy ditarik untuk pelajaran anak dibawah. Itu yang ilmu guru, ada dialog misalnya kan, kan tidak berdasarkan buku cetak yang ada ya kan. Err diberikanlah tambahan dari itu. tambahan yang betul betul, ya walaupun tidak ada dibuku cetak, tapi berupa tambahan yang siswa bisa mem... pelajaran yang sudah mereka pelajari.”
(“... from my knowledge I think, ... for example, err some topics are very easy for the students, very easy, I think. So. If they are easy, they are given to lower students. That’s based on the teacher’s knowledge; for example, a dialogue; it is not based on the textbook. Err it is upgraded from that, upgraded accordingly, ya although it is not available in the textbook, but it is upgraded based on what they have learned.”)

(T14, excerpt 5.13)

The teacher’s beliefs and preferences also related to applying their thoughts in an appropriate way. In this regard, teachers ensured that materials they used for teaching were suitable for the classroom situation and ability of their students (see T7). To support the students’ classroom situation, teachers used materials which they hoped would maintain an enjoyable learning environment in the classroom, as well as being relevant to the students’ interests, as the students’ nature indicates that they learn by playing. The classroom teaching and learning activities were also managed through play and were related to the students’ daily life.

The teachers also knew the extent of their students’ general ability and used materials which were believed to suit that ability. These materials were compiled from several sources, and difficult and complicated materials or resources would be eliminated.

5.3.1.9 Teachers’ views on the significance of their personal characteristics

The teachers’ personal characteristics were reflected in the strategies they applied in the use of English teaching and learning resources. The main aspect emphasised was length of service. This related to the teachers’ confidence about their authority in ELT, as well as their ability to determine which English teaching and learning resources should be used. On the other hand, their educational background,

which was supposed to be the major aspect influencing their decisions, did not seem to be emphasised, indicating that educational background was less relevant. However, they felt being authorised to teach English due to their length of service in teaching the language (see T3, T4, and T12 for examples). All the teachers interviewed had at least 3 years of teaching experience.

“... Kalau bahasa Inggris lebih kurang 3 tahun ... 3 tahun ... Latar belakang saya kan dari IAIN, sedangkan penguasaan bahasa Inggris ini saya dapat dari kursus lebih kurang 1 tahun di PPLK Nusantara”
 (“... *(I have been) teaching English (for) more than 3 years, ... 3 years ... my (training) background is from the Institute of Islamic School. In regard to my English mastery, I got an English training from studying for more or less one year in an English course at PPLK Nusantara.*”)

(T3, excerpt 5.14)

“... Di err, saya sebenarnya di akademi pariwisata dulu ... Kebetulan disertai saya mengajar, saya kebetulan punya teman mengajar di LPKDES, ikutan jadi lama lama bisa ... Itu awalnya cuma seperti begitu”
 (“... *at err, actually I graduated from the Academy of Tourism, ... the principal assign me to teach, I luckily have friend teaching at LPKDES, I join them, and I like teaching, ... that's the history*”)

(T4, excerpt 5.14)

“... Err semenjak masuk sini, sudah hampir 20”
 “... Semenjak saya mulai ditatar itu sudah disuruh saya langsung mengajar oleh ibu [kepala sekolah]”
 “... D2 yang saya penyetaraan ... Ya penyetaraan ... Sebagai tambahan bagi saya. Ditambah itu. mengajar dikelas 1, err jam saya sekian, ditambah dengan bahasa Inggris kelas 4 5 6 sekian jam, dibuatkan di SK saya pak, untuk bahan kenaikan pangkat”
 (“... *Err since I teach here, for nearly 20 years*”)
 (“... *after I did the training course, I was assigned to teach English (by the principal)*”)
 (“... *(I attended an) upgraded 2 years diploma program, ... Ya an upgraded program ... (this is) as an additional subject for me to teach, an additional (duty). (My main duty is) teaching at grade 1, err my teaching time has been determined, (my duty is) added to teaching English at grades 4, 5, 6 for certain hours, it was officially assigned to me, on paper, to improve my rank (later)*”)

(T12, excerpt 5.14)

Years in the teaching service seemed to have convinced teachers of their competence to teach English. A formal background in English language teaching, which appears less relevant to several teachers, did not seem to make them to be unconfident in teaching. Also, the teachers' confidence in providing their service was boosted by the encouragement that their principals gave them and the assumption of

English teaching duties after some short Basic English teaching training. This result could suggest that length of service was an important aspect that could reflect teachers’ professional ability to manage classroom teaching and learning activities and make use of English teaching and learning resources, in addition to their relevant formal education background.

5.3.2 Components of curriculum reflected as significant in teachers’ resource use

The teachers took ELT curriculum into account in their selection and use of English teaching and learning resources. Although no official local curriculum was publicly available, teachers considered several components of curriculum when preparing their teaching, according to their views. The indications were that teachers’ views about the ELT curriculum involved most components of curriculum, including orientation and objectives of English language teaching (ELT), language skills and content, teaching methods, teaching activities, teaching interaction, and timetable and evaluation.

Particular emphasis was given to these components in teachers’ use of English teaching and learning resources. The emphasis related to teachers’ attempts to achieve the ELT objectives, as well as to attracting students’ interest to and motivating them in the English language learning process. The ways in which the emphasis on curriculum aspects was revealed is summarised in Table 5.3, and is particularly explained in sections 5.3.2.1 to 5.3.2.6.

Table 5.3: Summary of teachers’ views about curriculum practices reflected in the use of English teaching and learning resources

Orientation and objectives of ELT	<ul style="list-style-type: none"> • ELT objectives indicated included: <ul style="list-style-type: none"> – to make the students understand simple English – to widen the students’ horizon, so that they were able to communicate – to accommodate students with basic English for their advanced English lessons in secondary school. • Due to the unavailability of an ELT local curriculum, the objectives were specified based on the guidelines attached to the textbooks. • The objectives set were considered to meet local objectives of ELT and situations, as well as the school objectives. • The school’s objectives were identified competing to be best school which would impose business profits. <div>(Cont.)</div>
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Language skills and content	<ul style="list-style-type: none"> • Language aspects such as vocabulary, pronunciation, and sentence structures were focused on in teaching, leading to improvement of students' speaking skill. • Daily, simple expressions about objects in the environment were introduced to students to develop their speaking skill. • Reading and writing were also introduced to the students. • Listening skills were also introduced.
Teaching methods	<ul style="list-style-type: none"> • Teaching was undertaken in various ways i.e. questions on Indonesian, speaking, reading, and writing methods as well as using some similar speech for pronunciation and vocabulary. • The teaching was based on communication practice and interaction, where the students repeat after the teachers, making various sentence types (i.e. positive, negative, and interrogative structures). • Total physical response and grammar translation method were recognised and applied in the classroom. • Lectures were also used (i.e. explanation in both Indonesian and English). • Reading aloud and exercises were also given. • Methods used were considered to suit the students' learning situation.
Teaching activities	<ul style="list-style-type: none"> • Teaching activities were managed through role-play (i.e. Grouping students to practice), story telling (i.e. story about wedding culture), dialogues, reading activities to practice vocabulary, and singing songs.
Teaching interaction	<ul style="list-style-type: none"> • Class was mainly organised into class-work (whole class) interaction • Pair-work and group- work were occasionally organised because of difficulties controlling young students, also they did not understand how to work in groups or pairs. • Group-work might be organised at the initial stage of teaching to practice dialogue. • Less formal classroom interaction was attempted. • Individualised interaction was managed to control students' assignments and to give personal guidance.
Timetable and evaluation	<ul style="list-style-type: none"> • Target achievement was evaluated weekly. • Students were expected to improve ten vocabulary items per week. • Evaluation was undertaken to identify the students' vocabulary (i.e. students write on piece of paper and memorize, or perform the vocabulary orally). • Most of the teaching time was managed to review the students' vocabulary, practising sentence, correcting mistakes). • Timetable (students learning situation in the morning and in the afternoon) was taken into account to manage the class. • Daily evaluation was undertaken in oral or written form, summative testing was undertaken per a term; final test was conducted at end of school year. • Individual or group of students were evaluated to enable remedial teaching. • Monthly test results were usually forwarded to parents, • Direct evaluation in the classroom. • Students were evaluated through homework.

5.3.2.1 Teachers' views on the significance of orientation and objectives of ELT

The orientation and objectives of ELT—the purpose of teaching related to local situations and school objectives—were indicated in teachers' views on choice

and use of teaching and learning resources. In this regard, materials related to cultures were adjusted to the local situation. For example, names of places, names of persons and other specific items mentioned in textbooks, which could be unfamiliar for students in their environment, were modified in accordance with names suitable for *Minangkabau* culture (see T2). This could indicate that teachers were well aware of the importance of adjusting the materials to suit their students' local situation.

“... Barangkali, belum jauh saya mengajar ini lagi pak, hanya untuk masalah budaya, tentu disesuaikan dengan minangkabau, itulah pak.”
 (“... *maybe, I haven't taught that far, only for (teaching about) culture, of course, (the materials) are adjusted to Minangkabau culture*”)

(T2, excerpt 5.15)

Specifying objectives of ELT was also indicated in the teachers' strategy through the guidelines attached to the textbooks. Due to the draft ELT curriculum published by the Regional Department of Education of West Sumatra province not yet being publicly recognised, teachers referred to the guidelines provided in the textbooks, and adjusted them to meet their teaching objectives.

The objectives were then indicated from two perspectives. First, the objectives were directed to provide students with Basic English in order for them to be able to learn English for their advanced education purposes (see T6 and T10). The teachers' selection and use of resources could then facilitate students' English language learning so they could obtain a command of Basic English.

“... Err biasanya ya pak ya, dengar dengan dari sekolah, bahasa Inggris di SD itu kan dasar diajarkan, di SMP tidak begitulah dasar ini diajarkan, jadi itu yang mendorong sekolah ini, kalau bisa anak anak diajarkan dasarnya, di smp kan langsung ke tenses sementara anak belum tahu mana yang subjek mana yang to be, ...”

(“... *Err usually, hearing from the school, basic English is taught in the primary schools, the basics are not taught in the secondary school (any more), so it motivates this school, if possible the pupils are taught basic English, in secondary school they are taught (advanced) 'tenses' while the pupils don't know which the subject is, which the 'to be' is, ...*”)

(T6, excerpt 5.15)

“... Tujuannya ya, ya supaya anak SD yang itu ada modal dasar untuk di sekolah lanjutan nantinya ...”

(“... *the objective is to provide the primary school pupils with basic knowledge (of English) for their advanced education in the future ...*”)

(T10, excerpt 5.15)

Second, the objectives for introducing English were directed to the schools' business orientation. As indicated (see T9), teachers' awareness of the school objectives and orientation in introducing English were also identified. ELT programs were regarded as an attempt to make their schools the best schools in town, so that the student enrolment rate could be increased, which would improve profitability. However, the objectives of providing students with Basic English competence were still indicated.

"... Kalau dulu rasanya sasarannya, kalau dulu ya pak ya, pertama saya mengajar disini, sepertinya sasarannya untuk menarik minat, err di SD itu ada bahasa Inggris. Mungkin saja yayasan hanya sekedar mungkin yayasannya laris, sekolahnya laris, sehingga di yayasan itu diadakan tambahan pelajaran bahasa Inggris. Sehingga anak anak banyak yang masuk kesini. Tapi setelah sekarang ini, sekarang ini saya lihat, semakin ada, bahasa Inggris sekarang ini, karena banyak kita lihat sehingga anak anak ini bisa mengerti, dilihat di tv itu itu, itu saja sasarannya untuk masuk dimasa yang akan datang"
 ("... I think the aim, firstly as I am teaching here, is to attract (students') interests, err with English in the primary schools. Maybe, in order to make the school foundation gain profits, the school also has advantage, that is why English lesson is added (into the school program), so that many students would study here. But now, now, it seems to me the children understand English, they understand TV (English movies), that's the aim (of English), as well as the aim for their future")
 (T9, excerpt 5.15)

Overall, the teachers' views about the orientation and objectives of ELT were directed to the local situation. In this case, the teaching of English was regarded from two perspectives: providing students with Basic English to enable them to continue their education, and gaining a public reputation of being a better school. For these purposes, teaching objectives were specified from the general ELT guidelines provided in the textbooks, as the ELT curriculum was not publicly available.

5.3.2.2 Teachers' views on the significance of language skills and content

In relation to language skills and content, the teachers' use of resources emphasised the need to develop students' speaking skills. Speaking skills were developed through the practice of simple or common expressions. The expressions (dialogues) were related to environmental objects with which the students were familiar. For example, students were introduced to discussion about objects around them in the classroom (see T14 for example).

“... Pengenalan lingkungan, misalnya, kalau anak kelas 1 kan misalnya benda benda yang ada disekitar dulu ... Didekatnya kan, kok pensil kok buku misalnya kan. Terus kelas 2 masih benda, kelas 3 itu mulai membuat kalimat.”

“... Tapi kelas 2 menjelang naik kelas 3 sudah mulai membuat kalimat itu. misalnya saya membetulkan 2 buah pena ...”

(“... for example, in introduction to environment, to grade one students, objects around them are used, ... it is presented to them, pencil, book, for example. Then at grade two, it is still about objects, at grade three, it begins with sentence compositions.”

“... but at grade two approaching grade 3, (they) have started to compose sentences, for example, I repair two pens ... ”

(T14, excerpt 5.16)

The emphasis on speaking skills was believed to develop students' abilities in other aspects of language, including reading and writing skills, improving pronunciation, vocabulary items, and sentence structure. Speaking ability was used to lead students to improve skills in written English as well as language accuracy. These were aspects believed to benefit students' advanced English language skills, as required in the secondary schools (see T3 and T5).

“... Kalau prioritas di kelas 5 kini, di samping kosakata, juga **pronunciationnya** pak, itu dasar bagi kita untuk kelas 6 nanti, kalau dikelas 5 ini sudah mantap **pronunciationnya**, artinya nanti dengan berdialogue, memperbanyak reading, rr di kelas 6 diharapkan anak itu berani hendaknya,”

(“... now at grade 5, along with the vocabulary, pronunciation is also prioritised, it provides a basis for us for (teaching at) grade 6 later, if their pronunciation is good at grade 5, it means that having dialogue practices and more reading, rr at grade 6, they are expected to be more willing to take risks”)

(T3, excerpt 5.16)

“... Fokusnya err kalau yang 4, 5, 6 itu pada, ada errr kosakata, tapi saya mengarahkan nanti kepada err penguasaan membuat kalimat, begitu. “

(“... the focus err for grades 4, 5, 6 mainly on errr vocabulary, but I will lead them to err skill, to make sentence.”)

(T5, excerpt 5.16)

Despite this, level of difficulty was indicated by speaking skill, and indicated through the students' grades. As indicated (see T2), for example, accuracy of pronunciation was emphasised much more for higher-grade students (such as grade 4, 5, and 6) when they were encouraged to practice simple expressions. On the other hand, the lower grades were only introduced to speech recognition.

Writing was also indicated, although it was not the main priority. If writing was introduced in the classroom, focus seemed to be on vocabulary items aimed at introducing the students to word spellings.

“...Nampaknya dari kelas 1 sampai kelas 3 dulu difokusken pada keterampilan, umumnya pada keterampilan untuk berbicara pak ... Ya kalau misalnya mengenai speaking di kelas 1, 2, 3 barangkali pak, ada kekurangan-kekurangan yang pada anak itu ya ok lah tidak apa-apa, misalnya rrrr jam 1 2 kan, rrr **good day** eh **good morning**, sir, ya kan yaa **good morning**, kadang kadang kelas 1 seperti kemarin mereka ke sini, **goor morning** sir, ya **good morning**, jadi nanti dirubah sedikit, bukan **good morning**, rrr **good afternoon**, rr tiba di kelas yang lebih tinggi, kelas 4, 5, 6 barangkali, kalau mereka salah, ya jawabnya langsung saja rrr **good afternoon**, kalau salah terus rrr **good afternoon**, tapi sudah bapak ajarkan kemarin, itu salah satu “

(“... it seems from grade 1 up to 3 the lessons are focused on skills, generally on speaking skills, ... for example, maybe speaking at grades 1, 2, 3, the children make some mistakes, that's OK, it doesn't matter, for example, rrrr at 1 or 2 o'clock, rrr (for example) "good day" eh "good morning, sir", isn't it "good morning". Sometimes at grade 1, like yesterday, they said: "good morning sir", ya "good morning". So they are told, not (to say) "good morning", rrr (but) "good afternoon". rr At upper grades, (such as) 4, 5, 6, perhaps if they make mistakes, ya correction is directly given rr "good afternoon". If they keep making mistakes rrr (for such) "good afternoon", (they are reminded) I've told you yesterday, that's one of the examples")

(T2, excerpt 5.16)

5.3.2.3 Teachers' views on the significance of teaching methods

The teachers' views about teaching methods were identified as influencing their attempts to motivate the students through the teaching and learning process. This was indicated in the application of oral communication, as it could reflect interaction in the classroom teaching and learning activities. This included question and answer activities using both Indonesian and English, giving examples of speech patterns, and giving drills, reading aloud, and providing discussions and dialogue activities in the classroom. The teachers' views about teaching methods, which indicated communicative teaching, are exemplified in the following responses.

“... Misalnya TPR, **total physical response**, **total physical response**, langsung. Kemudian ada er er er **translation method**, membanding bahasa indonesia dengan bahasa Inggris. .. **silent way**, Err ya prakteknya langsung seperti TPR, itu diantaranya, ... Kebanyakannya TPR dan **translation method**”
(“... for example TPR, The total physical response, Total physical response, directly. Then there is er er er translation method, to identify (meaning in)

Indonesian and English. .. the silent way, Err ya it was practiced like the TPR, they are all, ... most of the methods used are TPR and translation method")
(T5, excerpt 5.17)

"... total physical response, misalnya kan err kalau kelas 5 ada tu menganal dari ujung rambut sampai ujung kaki kan, disuruh anak anak itu memegangnya sendiri, umumnya yang seperti itu, kalau kelas 6 biasanya lanjutan di SMP"
("... Total physical response, for example err at grade 5, I gave them an introduction to things from hair to toes, the pupils were asked to touch those parts of themselves, generally it was like that; at grade 6, usually the activities were introduced (to those) which were relevant to their advanced study in junior high school")
(T7, excerpt 5.17)

"... Err ceramah masuk sedikit ya, ceramah, kadang kadang eksperimen juga ada ..."
("... Err lectures are given a little bit ya, lecture, sometimes there is also an experiment...")
(T8, excerpt 5.17)

Although the teachers might not label such oral communication-based teaching methods, their attempts indicated that they related to communication practices in which the communicative teaching interaction was usually applied. In carrying out communicative teaching, interaction between the teachers and students as well as among the students was indicated.

As the oral-based communication teaching methods were regarded as the teachers' communicative teaching, several teachers seemed to have recognised other teaching methods well. Among the methods mentioned were eclectic method, grammar translation method (that is, the use of mixed codes—English and Indonesian), total physical response (that is, students demonstrate their oral language), and the like (see T5 and T7). These methods seemed to be theoretically recognised. The application of these methods would need further confirmation in classroom teaching and learning contexts.

5.3.2.4 Teachers' views on the significance of teaching activities

Role-play (game) activities, story-telling activities, and singing activities were considered in the teachers' views about teaching activities. These activities mainly related to attempts to develop students' vocabulary items, in order that they may be able to perform English sentences appropriately. For example, in the role-play

activities, teachers indicated attempts to develop students' vocabulary items when using resources. The activities were managed by placing students into two groups—A and B—to practice dialogue. Each group played their roles in the dialogue (see T3 for an example).

“...Kemudian dari dialogue, misalnya anak ini diberi dialogue singkat rrr dikenalkan kata kata barunya nanti vocabularynya rrr disana anak juga menghafal itu”
 “... Kalau dialogue kan berpasang, mungkin dia seorang ... Sudah itu, saya sebagai A mereka sebagai B ... mereka sebagai B saya sebagai A ...”
 (“... then from the dialogue, for example the students are given a short dialogue rrr (they are) introduced to new vocabulary, then the vocabulary rrr then they are going to memorize (the vocabulary)”
 “... if the dialogue is made in pairs, maybe they are alone, ... then, I will act as the A, they are as the B, ... they are as the B, I am as the A ...”)
 (T3, excerpt 5.18)

Story-telling activities were also used especially to attract the students' attention to learning. However, these activities primarily provided students with practice in new vocabulary items. This included the practice of making sentences in the past tense. These objectives were attained by managing topics that the students knew very well, such as a wedding ceremony from their local culture, unforgettable experiences and TV movie stories (see T5 for examples).

“Err ceritanya saya karang sendiri err ada anak itu saya minta menceritakan apa yang saya ceritakan. Misalnya saya menceritakan kegiatan saya atau mengenai ... yang telah berlalu. Tapi hanya satu kalimat. Misalnya **I went to Minang Plaza**, jadi begitu satu kalimat. Jadi anak anak diminta mengulang per kalimat”
 (“... Err the story, I created it by myself err also I asked some students to retell the story I had told. For example, I told them about my activities, or about ... my recent activities, but it was only in one sentence. For example “I went to Minang Plaza”, so that's only one sentence. Then the students were asked to repeat each sentence.”)
 (T5, excerpt 5.18)

“... Kadang kadang yang pakai nyanyi, kadang kadang seperti apa percakapan, begitu atau pakai wacana, begitu.”
 (“... sometimes songs are used, (things) like conversation too, that's it, or (they are) given discourse, that's it.”)
 (T13, excerpt 5.18)

Occasionally, singing activities were used in teaching. Teachers indicated that

singing activities were attempts to attract the students' attention. The activities were also intended to foster pronunciation accuracy, as well as improve English vocabulary items (see T13 for example).

5.3.2.5 Teachers' views on the significance of teaching interaction

The aspect of teaching interaction was regarded by teachers as an attempt to avoid monotonous situations in classroom teaching and learning activities. This aspect was indicated through control of and encouragement to the students to practice spoken English. The teachers managed the use of English teaching and learning resources by organising class-work interaction, group-work interaction, pair-work interaction, and informal interaction.

In the class-work (whole class) interaction, teachers addressed instructions to the whole class. The instructions, mostly from the teacher to the students, steered the students to perform desired classroom activities leading to a certain achievement of the learning outcomes that the teachers initially established. Such attempts reflected the teachers' control of the direction of classroom teaching and learning activities (see T5 and T6, excerpt 5.19).

“... Err begini. Disini saya mengajarkan mengenai, cara mengajarnya klasikal, begitu, keseluruhan. Jadi anak, murid itu duduk dua-dua, begitu. Jadi saya rasa, bangku dua-dua itu cukup untuk gerak mereka, karena saya dalam hal pengarahan, misalnya mengenai bagian bagian tubuh. Nanti mereka langsung praktek, jadi tidak mengganggu teman, begitu. Bisalah, ... Bangkunya, bisa kalau untuk kelompok. Tapi pernah saya coba untuk berkelompok, tapi saya tidak bisa mengontrol kelas, karena terlalu ribut, jadi tidak bisa kelompok, klasikal saja lagi. ...”

(“... Err I see. Here I teach about, the way I teach is conventional, that's it, all together (are involved). So they sit in pairs, that's it. I feel, the seating arrangement is OK for their movements, because, in terms of teaching, for example, it's about the parts of the human body. Then I asked them to practice, so (their seat arrangement) should not disturb their friends, that's it. It's OK, ... Their seats, can be used for groups. I tried to organise them into groups, but I wasn't able to control the class, because of the noise, so I could not group them, I just used the conventional way. ...”)

(T5, excerpt 5.19)

The teachers also indicated that they managed the class-work interaction in an informal manner (see T2 for an example). The way in which teachers managed the

classroom was intended to avoid a situation that might discourage students from classroom participation. Under these circumstances, the classroom environment was made as relaxed as possible, so that students' participation in the teaching and learning process could be optimised. Additionally, informal interaction activities were indicated, as they could assist the students to enjoy their learning activities as well.

"... Good morning students, like that, isn't it, rrr (they) dijawabnya pula begitu, kadang-kadang ganti-ganti masing-masing siswa itu, atau per kelompok dibagi kelas, kelompok A dan kelompok B, begitu Satu lagi bisa juga kegiatan awal itu antara murid dengan murid"

"... Kadang-kadang kurang formal, kadang kadang kita harus meng .. anak, mana yang bersembunyi sembunyi itu mesti diperbaiki rrr Kadang-kadang kita dibelakang dipengangnya punggung kita, anak kelas 1"

("... Good morning students, (they are greeted) like that, isn't it, rrr (they) also answer like that, sometimes I give practices that every student is given turns, or they are grouped, for example group A and group B. This can also be given at the pre-teaching stage, practiced among the pupils")

("... sometimes I make less formal interaction, sometimes I have to make informal, for example, some play hiding, they must be instructed rrr sometimes when I turn my back, I am touched, (this happens with) the grade 1 students")

(T2, excerpt 5.19)

Teachers' views about class-work interaction activities particularly related to some difficulties encountered when organising group-work activities, for example, group discussion. As young learners were still inexperienced with group discussion, whole-class interaction was the main classroom management choice of teachers (see T6 and T11 for examples). In spite of that, group-work and pair-work interactions were occasionally used, especially for drama or dialogue activities. In this circumstance, the students practiced greetings with their friends who were sitting next to them. However, the practice remained under the teachers' prime control, indicating that whole-class interaction (class-work) was the predominant mode of classroom interaction.

"... Soalnya kalau, kalau menurut saya, kelompok itu, kadang kadang pernah dicoba pak, kelompoknya karena dia tidak pakai buku kan, digrup-grupkan anak in, banyak berbicara dari mereka pa, tidak ada belajar ... Ribut jadinya, err mendingan mereka secara itu saja, ..."

("... because, in my opinion, grouping class had been tried, but, because they had no books, when they were grouped, they just talked (to their friends), they were not learning (in the group) ... they were noisy, err it's better to work as a whole class, ...")

(T6, excerpt 5.19)

“... rr diskusi itu pak, ya sampai kini belum terlaksana, karena anak-anak belum mengerti betul tentang diskusi bahasa Inggris ...”
(“... rr the discussion, ya it hasn't been done, because the pupils don't yet understand how to discuss(things) in English ...”)

(T11, excerpt 5.19)

Pair-work interaction was also identified in the ways the teachers managed classroom activities. The pair-work interaction occurred due to the students' classroom desks being fixed in place. In this circumstance, pair-work activities such as dialogue or question-and-answer activities were performed or practiced between students sitting next to each other. Students could not freely select their pairs to practice their English, as students' seats could not be moved.

5.3.2.6 Teachers' views on the significance of timetable and evaluation

The aspects of timetable and evaluation were indicated in relation to the students' learning situation and attainment of priority objectives. In this instance, the teachers' use of the English teaching and learning resources was indicated in the timing of teaching, which might impact upon students' psychological condition or learning mood. For example, students were considered to be energetic in the morning, but they would be tired in the afternoon when English was taught (see T4 and T7 for examples). This suggested that the teachers' use of the teaching and learning materials or resources included consideration of when the teaching was undertaken.

“... kalau pagi, semangat mereka itu masih tinggi itu, ... jadi kalau sudah sore itu sudah berkurang itu, ... berkurang itu, mungkin ada gangguan dari lingkungannya, atau apa.. lama menunggu sampai sore itu ... banyak faktor yang lain itu, mereka itu bosan, nampak disitu bosannya”
(“... in the morning, they were in high spirits, ... in the afternoon they were quieter, more subdued, ... maybe because of disturbances from their environment, or what.. a long wait until afternoon ... there were many external factors, they got bored, it seems (to me) they got bored”)

(T4, excerpt 5.20)

“... Harian, ya harian, ujian sumatif, sudah itu kalau nilai apanya kan, nilai rapor, harian itu dengan sumatif, ... Seperti tadi umpamanya kan, seperti tadi itu bisa secara oral kan begitu, ada juga yang *textbook* ...”
“... Ya tentu saja ya, kalau anak anak ini jam istirahat, mereka berlari lari, setelah itu pulang, pada saat masuk itu, masuklah, sudah jam barapa ini, err harus di ... pula dulu supaya dia masuk kan, sudah itu berkipas-kipas mereka kan

[laugh], itulah anak SD ini ... Ya harus ditenangkan dulu kira kira 5 menit, bermain main pula kita dulu, baru asuk kepada pelajaran berikutnya ..."
 (... evaluation is conducted on a daily basis, ya daily, then summative testing. For their final report, their daily and summative evaluation are combined, ... For example, as I did, they are evaluated based on their oral performance daily. The testing items were taken from the textbook ...")
 (... of course, at the break time, these children are playing, running everywhere, after that, when they come into the classroom (for their lesson), what time it is, err they have to be calmed down first before starting the lesson, they feel very hot [laugh], that's the children ... they must be cooled down for about five minutes, they are playing (in the classroom too), after that the lesson can be started ...")

(T7, excerpt 5.20)

The timetable was also devised to aid measurement of level of students' attainment in vocabulary. This was indicated when the teachers evaluated the number of vocabulary items that the students should acquire per week and the number of vocabulary items that should be achieved in a certain period of time. If students were given 10 new vocabulary items per week, in one term they should attain about 120 new vocabulary items (see T6 and T10).

"... Setiap masuk itu ada latihan, kemudian itu nanti ada juga ulangannya, setiap habis 1 topik, diadakan ulangan, ... Err kadang kadang 3, kadang 4 ..."
 (... they are given exercises on every session, then there are also given evaluations, after finishing one topic, ... err sometimes they are evaluated after 3, sometimes 4 topics...")

(T6, excerpt 5.20)

"... Ya dari latihan, terus yang disuruh kedepan itu, biasanya pertama mereka salah, untuk seterusnya bisa mereka merubahnya. Soalnya pa ya, kalau my itu dibacanya /me/. Err untuk pertama pasti, sudah berapa kali diulang, itu juda ada, itu juga ada. Nanti, setelah itu kalau masih salah diulang kembali, begitu. Jadi mereka sudah ada perubahannya dari situ. ..."
 (... Ya based on their exercises, they are asked to come forward, usually they make mistakes, later they (after exercises) make some progress. (it is because of English not their native language). For example, (use of) "my" is pronounced /me/. Err they must make mistake for the first time, then after some exercises, mistakes still occur, then, when the mistakes are still found, the exercises are repeated. Slowly afterward, they make progress ...")

(T10, excerpt 5.20)

To attain the objectives, exercises or examinations derived from the resources or materials that the teachers selected seemed to be periodically undertaken. These were especially conducted after a topic was completed (a topic taught usually lasting

about 3 to 4 sessions). Afterward, some evaluations were administered.

In undertaking the evaluation, the students were directly (orally) evaluated. Such direct evaluations were conducted mainly by observing the students, asking them to come to the front of the classroom to perform their English orally (for example, their English vocabulary). This method of evaluation was considered practical because it allowed teachers to correct students' mistakes directly. Also, teachers could obtain immediate information regarding students' progress, so that immediate teaching remedies could be planned.

5.3.3 Teaching experiences reflected as significant in teachers' resource use

The teachers' views about their teaching experiences were reflected in their familiarity with and knowledge of their students, the social–environmental aspects and personal professional values, as well as the ELT curriculum, when selecting and using English teaching and learning resources to teach their young learners. In Table 5.4, how the teachers considered their students, social–environmental aspects and personal professional values, as well as the ELT curriculum, is summarised. Particulars of the teachers' views about their experiences are explained in sections 5.3.3.1 to 5.3.3.4.

Table 5.4: Summary of teachers' views about their teaching experiences reflected in the use of English teaching and learning resources

Student aspects	<ul style="list-style-type: none"> • The teaching and the materials used were considered to suit the students' conditions, as the students were individually recognised well (e.g. their background, daily life, social conditions, ability, and level or grade).
Social-environmental aspects	<ul style="list-style-type: none"> • Materials and topics used were believed to relate to the contexts of teaching, including the students' environment. • Indonesian was mostly used as a medium of instruction, as it was suited to the students' environment.
Personal aspects	<ul style="list-style-type: none"> • Length of service was identified as a factor that convinced the teachers of their teaching authority. • Educational background of teaching English may be ignored if teachers have teaching experience of more than 2 years, and they were assigned to teach the subject by the principals. • Confidence in teaching ability, including knowledge and ability to prepare teaching program, improved due to the length of service.
Curriculum aspects	<ul style="list-style-type: none"> • General guide (syllabus-like) available in textbook was mainly referred to and adjusted to suit the school/local objectives. • Knowledge of materials/topics taught, despite following the order of materials organised in the textbook. • The teaching materials were varied.

(Continued)	<ul style="list-style-type: none"> • Teaching steps were managed, and certain language skills were focused on. • General curriculum objectives were referred to develop specific teaching objectives. • Teaching activities such as question and answer (elicitation technique), guided practice, e.g. drill, group/pair learning, and discussion, as well as checking attendance, reviewing and re-practising last lesson, and explaining new lesson were recognised very well. • Teaching steps (i.e. introduction or greetings, telling about materials/ topics, managing question-answer session and class discussion) including explanation, drill to practice, and students individual practice were used in the teaching.
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5.3.3.1 Experience reflected in teachers’ knowledge of their students

The teachers’ experience of their students was reflected in their awareness of the students’ needs and characteristics. The awareness was indicated by the teachers’ knowledge of and familiarity with the students they taught. The intention was to make the English teaching and learning resources suit the students. Knowledge of and familiarity with students were considered significant, particularly to select and adapt teaching materials according to students’ ability, so that the classroom teaching and learning activities would motivate the students and attract their interest.

The teachers’ experiences of their students mainly related to the students’ individual backgrounds, their grades, and their daily life (see T2, T3 and T7 for examples). In this circumstance, the teachers identified the students’ differences to determine whether the materials or resources used were suitable for them. Identifying students’ individual backgrounds, the teachers indicated that they were well aware of their students’ different abilities in the classroom. The teachers knew at what level the students were, and could adjust resources and materials used in teaching. As exemplified by T3, the teachers knew their students’ basic ability in vocabulary when using a certain textbook, prior to undertaking any remedial teaching. The example also suggests that the teachers were aware of exercises needed to improve the students’ English abilities. Students would not be given materials which would go beyond their ability.

“... Kemungkinan bagi anak-anak cepat ditangkap (dipahami) ... Cepat ditangkap, tinggal nanti pengayaan dari guru lagi, ini kan tidak monoton, sebab itu kan nanti dari rrr apa ini, bagian pertama, lalu yang ini tinggal pengayaan guru nantinya ...”

(“... then the pupil can quickly understand (the lesson) ... they understand it quickly, then later, remedial teaching is provided, this is not considered to be monotonous, because it is rrr what’s that, in the first part of teaching (they are introduced), then later remedial teaching is provided for them ...”)
(T3, excerpt 5.21)

The students’ different grades were also a consideration when using teaching materials or resources. The teachers distinguished different resources for different emphasis for different grades. For example, different resources would be used for different language focus or skills such as vocabulary, pronunciation, sentence structures, and the like, as exemplified in T2.

*“... rrr strategi dalam hal ini, 1 2 3 tentu dibedakan juga antara 4 5 6 “
(“... rrr in this circumstance, the strategies for teaching grades 1, 2, and 3, are, of course, distinguished, also for students of (grades) 4, 5, 6 “)*
(T2, excerpt 5.21)

Recognizing the students’ environment was also considered a significant factor in managing the resources. For example, awareness of students’ different environments or social life background meant that element of students’ daily life (see T7) could be used to help motivate and attract the students to the English classroom teaching and learning activities.

*“... Lebih mengacu kepada kehidupan sehari hari ini lagi, bagaimana, kalau kami kan di daerah belakang tempat tinggal ini pak umumnya anak anak SD disini kan disini tinggalnya, mereka itu kalau, bagaimana kalau sehari hari, yang menarik dalam bermain mereka bisa menggunakan bahasa Inggris, pernah saya dengar, ...”
(“... the teaching materials used refer to daily activities, as we live in this area. The majority of students also live in this area, ..., then their learning materials are related to how their daily activities are, it is interesting for them. I heard them using English when they played ...”)*
(T7, excerpt 5.21)

5.3.3.2 Experience reflected in teachers’ knowledge of social–environmental aspects

The teachers’ experiences in the social environment were considered in their use of teaching materials, selected from those that were easily found and recognised by the students in their socio-cultural environment. This included items found at home

and at school (see T3 for example). The teachers' consideration of this aspect indicated their attempts to motivate students' English language learning in classroom activities.

"... Rrr kalau yang sering digunakan, seperti bentuk bukunya pak, ini, ini hal-hal yang sering kami ajarkan ini, rrr artinya yang sering dijumpai oleh anak-anak, disesuaikan juga, ada kecocokan. Hanya saja yang seharusnya disini, misalnya, benda-benda yang ada di rumah itu harusnya di kelas 4, rrr ini kan?"

"... Melihat materinya, kalau tadi itu kan secara umum, jadi yang dua itu yang saya kejar dulu, nanti kalau mengenai activities itu, baru masuk nanti ke latar belakang sosial budaya anak-anak itu, ..."

("... rrr I often used, such as textbooks, these, these are things I often taught, rrr I mean things that students often encountered, the materials are adjusted, they are matched. Only what I should do here, for example, things in the house should be given to grade 4, rrr like this, isn't it?"

"... Looking at the materials, it was intended for an introduction. Those things that I prioritised regarding the activities. Then I related the activities to the pupils' socio-cultural background, ...")

(T3, excerpt 5.24)

5.3.3.3 Experience reflected in teachers' personal values

Teachers' experiences that related to their personal values were reflected through their educational background and length of service. In this regard, teachers identified that their educational background and length of service gave them the authority to provide English instruction. The teachers were assured of their decision on choice and use of teaching materials and classroom management.

Length of service also seemed to be a predominant aspect reflecting their teaching experiences. This was indicated in the phenomenon that several teachers had an educational background in teaching English which was not considered relevant; they were assigned and authorised to teach English by their principals because of their length of service, having had several years experience in teaching primary school students (see also Table 3.6 in Chapter 3).

"... Kalau tahun pertama saya mengajar disini, karena dulu saya baru mengajar dan masuk kelas juga baru itu, jadi saya, waktu pertama dulu ada juga begini. Err menghadapi murid. Tapi saya sudah mempersiapkan materi dengan mantap, kebetulan saya persiapan di rumah err bisa saya menguasai kelas, yang merasakan saya waktu itu **pronunciation** anak itu err apa itu, tidak sesuai dengan apa yang saya ucapkan. Itu tadi contohnya tadi. Itu lucu bagi saya, begitu."

(“... in my first year of teaching here, because I was still new, and it was the first time to come into the classroom, I felt nervous to encounter the pupils. But then I prepare my teaching materials accordingly, I prepare it at home err I can control the class, when I identified that the students could (not) pronounce (words) properly, I gave them pronunciation practices, because their English pronunciation was not as appropriate as I pronounced. That’s the example. It is funny to me, isn’t it.”)

(T5, excerpt 5.23)

“... Kalau yang dulu itu err saya agak kaku mengajarnya, oleh karena baru kan, kalau sekarang sudah santai, sudah bisa mengonggok-onggokkan apa itu, membagi bagi waktu ...”

(“... I felt frozen in my first time of teaching, because I was new. Now I can do it easily. I can organise the teaching materials, (and) manage the time as well ...”)

(T6, excerpt 5.23)

“... Ya karena pertama itu karena materi itu tidak tahu, tentu kita harus pelajari materinya ini untuk kelas berapa, dan sedangkan kurikulum yang ada dibuku saja, kurikulum yang ada pada kita, yang datang dari dinas tidak ada itu, kurikulum dari buku saja. Pertama kita tidak tahu, tentu harus kita pelajari dulu, ulang ulang, diulang, err ini untuk kelas 4 kelas 5 kelas 6, dikelompokkan. Kalau sekarang ini karena sudah sering, jadi tidak perlu sering betul diulang, barangkali yang tertentu saja kita buat ... Ya, sampai dimana yang cocoknya untuk anak ini err apa ini cocok dipahami anak atau tidak, jadi kita seleksi itu ...”

(“... Yes, at first, I had no ideas the materials to teach. Of course, the materials must be studied, and (for example) for what grade they are, while the curriculum to refer, which is sent by the authority, it’s not available. So I just referred to the outline in the textbooks. Firstly, I don’t know what to do, then after I studied, reviewed and reviewed,... err For students of grade 4, grade 5, and grade 6, I tried to organise the materials. Now, because I often reviewed, I know (what to teach). It’s not necessarily reviewed many times, maybe I still have to review certain materials ... Ya, for example, which suit the students err which they can (not) understand, so the materials are selected ...”)

(T8, excerpt 5.23)

The teachers also felt that their ability improved due to their years in the teaching service. This was indicated by their comparing their teaching experience in the first year of service with that of later years. As exemplified (see T5, T6, and T8), their ability to control classroom teaching and learning activities as well as to manage and make use of the curriculum improved. This gave the teachers confidence in their ability to manage the teaching materials and to suit them to their students and the curriculum.

5.3.3.4 Experience reflected in teachers’ knowledge of ELT curriculum

The teachers’ experience with the ELT curriculum was particularly indicated by their knowledge of objectives and familiarity with the ELT materials and the topics

they taught, as well as the steps of teaching. These aspects of curricula were particularly acknowledged as attracting the students' interest to classroom teaching and learning activities. For example, teachers made some improvements on the teaching materials every year, which were based on the materials outlined in the curriculum. This was done to motivate students in their English language learning (see T1 and T5).

“... ada .. ada perubahan sebab tidak mungkin mengajar yang dulu tidak sama dengan sekarang ...”

(“... I make .. I make some changes, because it is impossible for me to use the same teaching methods used last time in today's teaching ...”)

(T1, excerpt 5.22)

“... Ya saya rasa sekarang semakin bisa, saya lebih bisa memvariasikan dari pada tahun pertama dulu, begitu. ...”

(“... yes I feel, I become familiar with my teaching, I can vary (the teaching methods), if I compared with my methods in the last time ...”)

(T5, excerpt 5.22)

The steps or methods of teaching were also recognised as having been developed through the teachers' experiences. The teachers knew techniques or methods that would interest the students in the teaching and learning activities they managed (see T7 and T11). Their experience of using the teaching techniques or methods related to their experience of the curricula component as well.

“... Kemudian kalau dalam penerapannya, saya biasanya berdasarkan pengalaman saja yang lebih tertarik, begitu. Kalau faktor pertama yang diambil dalam mengajarkan ini kan kurikulum, kemudian bagaimana cara kita mengpakannya lagi, begitu ...”

(“... then in its implementation, I usually do it based on my interesting experience. The first aspect I consider in teaching is the curriculum, then I will take into account how to manage the classroom activities, that's it ...”)

(T7, excerpt 5.22)

“... Pengalaman dalam mengajar itu Pak ... Ya metode mengajar, karena saya bukan dari pendidikan, biasanya saya mengadakan les, karena mengajar bertambah pengalaman mengajar ...”

(“... it is my teaching experience ... Ya teaching methods, because I am not from the teaching (education) background, but I used to teach in a private course. Because of my teaching experience, my teaching ability improves ...”)

(T11, excerpt 5.22)

5.4 Conclusion

This chapter presents the results of interview data analysis. The results relate to research question 1 of this study. The teachers' views were obtained from a sub-set group of participants (14 teachers) through interview sessions. The results could enrich as well as confirm the results obtained from the questionnaire analysis, as presented in Chapter 4.

In this study, the teachers' views about using English teaching resources indicated their awareness of aspects of socio-culture, curriculum, and their teaching experiences. This was reflected in the teachers' consideration of a number of aspects, and was seen to have a major influence on the introduction of English as an elective subject and as a foreign language for primary school students. The influence of these aspects was acknowledged by suiting students' interests and motivation to facilitate the students' English language learning.

The teachers' views about the types of resources used in their teaching were also confirmed. Textbooks sold in markets were widely indicated as the major teaching and learning resources. The textbooks were the teachers' major choice as well, among others categorised as printed materials. Poster pictures, real objects and a radio-cassette player, classified as audio-visual materials, were also indicated. These types of resources were especially used in teaching pronunciation and vocabulary. Miscellaneous personal items and clippings, categorised as materials and artefacts, were also included as teachers' popular choices. Songs and interactive games were identified as becoming the major teaching resources in the category of work on arts and culture, as these resources were significant for teaching pronunciation and vocabulary as well as for motivating the students in their learning activities.

As mentioned above, there were a number of aspects of socio-culture, curriculum and teachers' teaching experience that influenced the teachers' decisions on the use of resources. These aspects were summarised in Tables 5.2, 5.3, and 5.4, and further explained in sections 5.3.1, 5.3.2, and 5.3.3. Through consideration of these aspects, the teachers were assured that the ways they managed the classroom could effectively facilitate the students' English language learning.

CHAPTER 6

RESULTS OF THE OBSERVATION DATA ANALYSIS

6.1 Introduction

This chapter presents the results of the observation data analysis. It includes identification of teachers' actions in their use of resources, and students' responses in classroom teaching and learning activities. The teachers' actions and the students' responses relate to research questions 2 and 3 in this study, which may reflect the effectiveness of the teachers' strategies in their use of English teaching and learning resources to facilitate students' English language learning.

The results of observation data analyses were obtained by using both the adapted Flanders Interaction Analysis Category (FIAC) and paper-based classroom observation field notes (see section 6.2). The results of the adapted FIAC indicated patterns and trends in the ways in which teachers managed English teaching and learning resources. It also indicated the ways in which students behaved in response to classroom activities. These were illustrated through frequencies and percentages of the focused classroom events.

In particular, the results of field note data analysis indicated particulars of how the teachers managed the English teaching and learning resources and how the students responded to the classroom activities (see section 6.3). These results could provide richer information about the focused questions of this study.

6.2 Results of the adapted FIAC

A number of interactional features, as categorised under the adapted FIAC, were identified to indicate patterns and trends of how English teaching and learning resources were managed to facilitate students' English language learning. It also included how students responded to classroom teaching and learning activities. The patterns and trends were indicated in the frequency and percentage of the occurrence of the interactional features. In Table 6.1, these frequencies and percentages are presented.

As mentioned in section 3.9.3 (Chapter 3), there were ten criteria used to identify the interactional features. The criteria were grouped into teacher talk, student talk, and silence or confused period. The criterion of teacher talk was related to teachers' indirect and direct influences. The teachers' indirect influences were categorised by four criteria:

- 1) Teacher accepting what the students felt and thought regarding responses/talk by clarifying or recalling in the context of using English teaching and learning resources (Accepts feelings);
- 2) Teacher allowing student behaviours or actions, using some verbal or non-verbal expressions in relation to their responses to teacher's use of the English teaching and learning resources (Praises/encourages);
- 3) Teacher building or developing students' thoughts as a response to the teacher's use of English teaching and learning resources by using some verbal/non-verbal expressions, for example: yes, OK, hm, all right, agree, etc. (Accepts/uses students' ideas);
- 4) Teacher using yes/no question or wh-questions or intonation (questions) to elicit students' answers/responses about the contents or procedures of the subject being learned in the context of using the English teaching and learning resources (Asks questions).

The teachers' direct influences were categorised by three criteria:

- 5) Teacher delivering information or contents of the subject by using/showing English teaching and learning resources (Lectures);
- 6) Teacher giving commands or instructions or orders indicating what students had to do with the English teaching and learning resources being used, in the context of the students' English language learning, e.g. repeating after the teacher, doing an exercise, writing/copying an exercise, etc. (Gives directions);
- 7) Teacher changing, controlling or driving students' behaviours or responses, by drilling practices, correcting mistakes, calming down or walking around the room, in the context of using English teaching and

learning resources in classroom teaching and learning activities (Criticises/justifies authority).

The categories included in student talk had two criteria:

- 8) Students responding to the teacher, or to other classroom members with verbal/non-verbal expressions in relation to the use of English teaching and learning resources (Student answer);
- 9) Students initiating talk such as asking questions or giving comments in relation to teacher talk, in the context of using the English teaching and learning resources (Student initiation).

Finally, the category of silence or confused period, coded as 10, was explained as some period of pause or silence or confusion when there was no talk/responding activities in the use of the resources in the classroom context. This included times when the class was noisy due to other activities, or the students were doing an exercise/copying/note-taking and the teacher was sitting or copying the materials onto the board).

As indicated in Table 6.1, criteria 6 of the interactional features was identified to be predominant as an indicator of the teachers' methods of managing their use of English teaching and learning resources. This related to the teachers' direct influences in the classroom interaction. In this regard, 19% of teacher talk referred to directions or instructions, where the teacher gave commands or instructions about what students had to do with the English teaching and learning resources. This included asking the students to repeat (i.e. drill practice), to do exercises, or to write or copy exercises. Although the feature could be different for every teacher, giving instructions or directions was indicated as the major interactional feature in this study. Therefore, this could convey the sense that how teachers demonstrated their management of English teaching and learning resources could relate to their views, as identified from the questionnaire and interview sessions.

Table 6.1 Results (frequency and percentage) of the adapted Flanders Interaction Analysis Categories identifying the teachers' use of the teaching resources and the students' responses in the classroom interaction

Flanders Categories Parts.	Teacher Talk														Student Talk				Silence/ Confused		Total		
	Teacher's Indirect Influence								Teacher's Direct Influence														
	1		2		3		4		5		6		7		8		9		10		Freq. f	(%) %	Minutes
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%					
T1	8	9	1	1	0	0	13	14	8	9	9	10	13	14	19	20	0	0	22	24	93	100	50
T2	0	0	0	0	0	0	4	5	5	6	13	15	21	25	24	29	15	18	2	2	84	100	43
T3	9	4	16	6	20	8	32	13	8	3	64	26	37	15	61	24	2	1	0	0	249	100	80
T4	0	0	0	0	1	1	1	1	24	25	24	25	5	5	18	19	4	4	20	21	97	100	41
T5	0	0	24	12	26	13	28	13	6	3	34	16	30	14	38	18	14	7	8	4	208	100	56
T6	0	0	1	1	4	3	25	21	4	3	16	14	18	15	27	23	1	1	21	18	117	100	62
T7	14	7	2	1	6	3	21	10	1	0	53	25	22	10	45	21	21	10	27	13	212	100	83
T8	10	6	10	6	13	8	18	11	3	2	25	16	25	16	40	25	12	8	2	1	158	100	69
T9	4	2	1	1	22	13	20	12	0	0	37	22	35	21	35	21	6	4	7	4	167	100	54
T10	0	0	0	0	0	0	6	5	6	5	32	27	9	8	20	17	1	1	44	37	118	100	76
T11	0	0	0	0	20	13	32	20	23	14	16	10	19	12	36	23	1	1	12	8	159	100	54
T12	0	0	8	5	13	8	8	5	22	13	38	23	18	11	32	19	13	8	16	10	168	100	70
T13	0	0	0	0	1	1	20	18	9	8	18	17	18	17	21	19	2	2	20	18	109	100	56
T14	8	7	0	0	1	1	17	16	3	3	22	20	7	6	21	19	1	1	29	27	109	100	66
Sum	44	35	46	33	103	71	231	165	82	95	401	265	250	189	437	298	76	63	193	186	1863	1400	
Average	3	2	3	2	7	5	17	12	6	7	29	19	18	14	31	21	5	5	14	13	133	100	

Notes: f = Frequency % = Percentage Average = The sum divided into the number of subjects
T1, T2, T3, ... Tn = Codes of participants/teachers

Parts. = Participants/teachers

The teachers' direct influence in the use of the resources in the classroom teaching and learning activities was also indicated by criteria 5. In this regard, 14% of classroom interactional features referred to teachers' criticizing/justifying authority. This means that the teachers' direct influence in managing the use of English teaching and learning resources included criticism or authority justification. On the other hand, lecturing, which was coded as 7, was regarded as the least direct influence, only occurring in 7% of the teacher talk.

Using questions (category 4) was also indicated as significant in terms of teachers' indirect influences. Compared with other features, asking questions occupied 12% of the teacher talk; for instance, teachers were indicated as using various questions to manage the English teaching and learning resources in the classroom.

Other features such as criteria 3, 2, and 1 were also indicated, but their occurrences seemed very low in this context. These categories included teachers' acceptance or uses of students' ideas, praise or encouragement of students, and/or acceptance of their feelings. This suggests that teachers rarely demonstrated acceptance or use of students' ideas, and praise or encouragement of students in the classroom interaction was infrequent.

In relation to students' responses, answering questions (criteria 8) was identified as the predominant interactional feature of student talk. This was indicated in the percentage for this criterion, which reach 28% of the overall interactional features in the classroom interaction. This could depict management of classroom activities in which students only gave answers or responses to teacher talk.

Students' initiations (category 9) gave a sense that the students might initiate asking questions or giving comments. However, its occurrence seemed relatively low, as the teachers tended to dominate most of the classroom talk or may not have encouraged the students' participation. The percentage of this criterion describing the teachers' acceptance or uses of students' ideas, praise or encouragement of students, and/or acceptance of students' feelings, which seemed to be relatively low as well.

Silence or a confused period, as categorised in 10, was also regarded as significant, as its occurrence was identified during 13% of the observation sessions. This situation indicated when there was no single response from the students, because

the teachers' instructions may have confused them. This situation might also arise when teachers allowed no talk in the classroom or they just sat while watching and letting the students do exercises or copy materials from the board, after instructing them to do so.

To conclude, the results of the adapted FIAC revealed how patterns of teacher talk and student talk in the classroom reflected the processes teachers used to manage resources, which included the ways in which students responded in the context of the classroom teaching and learning activities. In this study, giving directions or instructions, criticizing/justifying authority, and asking questions were indicated to be the major interactional features of the teachers' teaching. These criteria reflected the teachers' direct and indirect influences when making use of resources to manage the classroom activities.

On the other hand, students' answers were indicated as the major feature of their talk. This kind of response occurred due to the teachers' instructions or directions, criticizing/justifying authority, asking questions, and lecturing. The students rarely initiated the interactions, which were believed to be an indicator of whether the teaching strategy, undertaken effectively, facilitated the students' English language learning to achieve the desired learning outcomes.

6.3 Results of the observational field note data analysis

How the teachers managed the English teaching and learning resources and the way students gave responses in classroom teaching and learning activities were also analysed from the field notes data, recorded during classroom observation sessions. The field notes elaborated particulars when describing the focus of the study. They could also compensate for possible weaknesses arising from use of the results of the adapted FIAC analysis to identify how the focused events took place in the classrooms.

The use of the field note data analysis enhanced the picture of classroom activities, including types of resources chosen by teachers, the ways they organised classroom activities, topic lessons given to the class, and other general issues related to classroom activities. This was also considered as an attempt to verify information

initially obtained through the adapted FIAC, as validity and reliability issues were of concern (see section 3.10). As explained in section 3.9.3.3, brief information recorded in the field notes as well as the brief notes in the margin of the adapted FIAC format were combined when reviewing the video recordings of the classroom observation sessions. Overall, the results then helped provide richer information about the teachers' actions and students' responses in the classroom interaction. Results regarding the teachers' actions are described in section 6.3.1, and results explaining the students' responses can be found in section 6.3.3.

6.3.1 Teachers' actions

The results of the field notes data analysis indicated how instructions or directions, criticism/authority justification, questions, and lectures occurred, as the primary phenomena occurring when the teachers managed the English teaching and learning resources. This also included teachers' praise or encouragement of students, despite its only occasional occurrence. In Table 6.2, a summary of the teachers' actions in managing the classroom is presented. The resources used, classroom organisation, language aspects and focus skills, and topics to teach in the context of the study were also indicated. Further details of how teachers gave instructions or directions, criticised/justified authority, asked questions, and lectured, as well as the ways the teachers praised or encouraged the students, are explained in sections 6.3.1.1 to 6.3.1.5. A summary of each is provided in Tables 6.3 to 6.7.

Table 6.2: The teachers' actions to manage English teaching and learning resources in the observed classroom teaching and learning activities

Topics	Resources				Teachers' actions (see FIAC)							Class organisation				Language aspects/skills to focus									Part.
	Tb	Sg	Ro	Pic	1	2	3	4	5	6	7	Cw	Gw	Pw	Iw	Voc	Spl	Str	Pr	Tr	Lst	Spk	Rdg	Wrt	
At my uncle's garden	x							x	x	x	x	x	x						x						T1
Some short expressions	x										x	x		x		x			x						T2
My school & song	x					x		x	x	x	x	x				x			x	x	x		x	x	T3
My Bonnie		x							x	x		x				x			x						T4
There is/are & that/those	x			x		x					x			x				x							T5
Public places	x							x				x				x		x	x	x					T6
Homework	x			x							x		x		x	x			x						T7
Colours	x	x		x				x	x		x	x			x	x			x	x			x		T8
My school	x							x	x		x					x			x	x			x		T9
Exercise/your favourite	x									x	x			x					x	x					T10
Clothes	x							x	x						x	x				x					T11
Things in the room/house	x			x				x			x				x	x			x	x					T12
Months of the year	x									x						x	x		x						T13
Numbers	x							x	x						x	x		x							T14

Notes:

Tb : Textbooks Cw : Class-work Voc : Vocabulary Lst : Listening
 Sg : Songs Gw : Group-work Spl : Spelling Spk : Speaking
 Ro : Real objects Pw : Pair-work Str : Structure Rdg : Reading
 Pic : Pictures Iw : Individualised work Pr : Pronunciation Wrt : Writing
 Part.: Participant Tr : Translation
 T1, T2, T3, ... T_n = Codes of participants/teachers

6.3.1.1 Teachers' instructions or directions

As summarised in Table 6.2, the ways the teachers made use of resources (i.e. textbooks, radio-cassette player, songs, real objects, personal items, cards, and pictures) were indicated when giving instructions or directions to students. Giving instructions or directions could be described as the teachers' major method, as these were indicated most in the classroom teaching and learning contexts. This could be exemplified when the teachers asked the students to translate English texts from a textbook into Indonesian language; asked them to listen to and follow songs from the radio-cassette player, told the students how to do their exercises and activities, and asked the students to speak. Overall, the teachers' instructions or directions are summarised in Table 6.3. Excerpts in which the teachers' instructions or directions occurred in the classroom interaction are particularly exemplified appear in sections 6.3.2.1, 6.3.2.3, 6.3.2.4, 6.3.2.5, 6.3.2.7, 6.3.2.8, 6.3.2.9, 6.3.2.10, 6.3.2.12, 6.3.2.13, and 6.3.2.14.

Table 6.3: Summary of the ways in which teachers gave instructions or directions in classroom activities

Instructions/directions examples	Excerpts sample from teacher
Asked the students to translate a text into Indonesian	T1
Asked the students to listen to songs from the radio-cassette player while reading along with the text of the song; asked the students to follow the song; asked the students to follow (repeat) after the teacher gave models; asked the students to practice singing a song in front of the class.	T3
Gave direction to the students on what to do with learning activities (for example, asking the students to repeat and to do exercises) regarding a song titled 'My Bonnie'; asked the students to describe certain vocabulary and the pronunciation as well as to translate English vocabularies into Indonesian.	T4
Gave instructions to the students to speak about the real objects related to the topic ('there is/are' and 'that/this is') after giving some examples.	T5
Controlled the students' behaviours through drills for practice, correcting mistakes, and walking around the room; asked the students to identify colours of handkerchiefs (cotton fabric square) shown to them at the front of the classroom.	T7
Asked the students to guess colours, and corrected the students' responses by asking them to repeat after explaining about the use of the resources, i.e. real objects, asked them to repeat after her as well as practiced the examples provided in the textbook.	T8
Asked the students to read in order to develop their reading skills; gave them practices on vocabulary, pronunciation, and translation.	T9

Asked the students to do the exercise in the textbook and to follow or repeat models she gave (direction/instruction); asked the class to do an exercise from the textbook; asked some students to practice the dialogue in front of the class in pairs (in order to practice pronunciation and meaning (translation)).	T 10
Asked the students to pronounce words after she gave models of pronunciation (poster picture about 'things in the house'); asked the students to do an exercise from the textbook.	T 12
Asked some students to write some sentences on the blackboard, and then invited others to discuss about the sentences.	T 13
Addressed instructions to the students (class) to write their exercises on the blackboard before discussing them with the class (some questions also seemed to relate to vocabulary practices).	T 14

As indicated, the teachers' instructions or directions in the use of resources were particularly intended to develop the students' reading skills, as well as vocabulary, pronunciation, and translation abilities. Asking the students to translate texts, the teachers introduced them to new vocabulary items which could lead to development of their translation skill. Asking the students to listen to the teachers then follow the models provided to them and repeat loudly could also suggest practice of reading and development of pronunciation accuracy. Also, asking the students to guess and identify what they were shown could indicate an attempt to develop their vocabulary items.

6.3.1.2 Teachers' criticism/authority justification

Although not the major teacher interaction in the classroom context, expressing criticism or justifying their authority could be a significant indicator reflecting teachers' strategies in managing English teaching and learning resources. In this regard, the criticism or authority justification was related to corrections that the teachers suggested concerning students' mistakes. The corrections particularly occurred in the context of exercise drills and commands asking students to repeat after the teacher gave examples. Overall, how the teachers criticised or justified authority when using the resources is summarised in Table 6.4. The teachers' criticism or authority justification could particularly be found in the classroom excerpts illustrated in sections 6.3.2.1, 6.3.2.2, 6.3.2.3, 6.3.2.6, 6.3.2.8, and 6.3.2.12. In the excerpts of the classroom interaction, the teachers' criticism or authority justification could be indicated.

Table 6.4: Summary of the ways in which teachers criticised, or justified their authority in classroom activities

Criticism/authority justification examples	Excerpts sample from teacher
Asked questions to the students while pointing to them and came closer to express language that reflected control of the students behaviours; immediately corrected the students' mistakes in translation.	T1
Controlled the students' practices by asking them to repeat, and giving them directions in the classroom interaction in some oral practices of short expressions (i.e. dialogues); asked the students to repeat (i.e. drill for practices); interrupted and told the students how to pronounce English accurately as well as corrected the students' expressions.	T2
Corrected the students' mistakes (correct or justified authority) by drilling the students in practices; directly corrected the students' mistakes and wrote the correct sentences on the blackboard before discussing with the class and asking the class to repeat the corrections.	T3
Corrected the students' mistakes, repeated the teacher's models to ensure pronunciation accuracy in addition to vocabulary development and sentence structure mastery.	T6
Corrected the students' responses by asking them to repeat after the teacher's examples.	T8
Described and pointed to some real objects in the classroom and objects in the house picture, and then asked the students to describe them after the teacher modelled pronunciation.	T12

The essence of the criticism or authority justification could be viewed as relating to the teachers' control over the young students' learning behaviours. Students were directed to do this and that by pointing to them and to the object or example, and asking some of them (in groups) to describe, answer, or explain. This process was used due to the young students' lack of learning experience.

6.3.1.3 Teachers' questions

Asking questions was also significantly indicated as a method that teachers employed to manage the English teaching and learning resources of textbooks, a radio-cassette player, songs, real objects, personal items, cards, and pictures to facilitate students' English language learning in the classroom. The questions were used for obtaining information about students' progress (achievement) so that the teachers could proceed to the next learning topics for the students, or provide remedial teaching. For instance, the students were asked about vocabulary items and the

meaning of words or sentences related to the topics being discussed. For this purpose, the questions were addressed to the students to ensure their development of vocabulary items and other aspects of language such as spelling, pronunciation and sentence structure. How the questions were addressed is summarised in Table 6.5. In the classroom interaction, excerpts in which the teachers' questions were illustrated may particularly be found in sections 6.3.2.1, 6.3.2.3, 6.3.2.6, 6.3.2.8, 6.3.2.9, 6.3.2.11, 6.3.2.13, and 6.3.2.14.

Table 6.5: Summary of the ways in which teachers asked questions in classroom activities

Asking questions examples	Excerpts sample from teacher
Asked the students a number of questions to control their behaviour or attention in learning about 'at my uncle's garden'; based on a textbook (teacher's handbook).	T1
Asked the students about a song they listened to in relation to the vocabulary and meaning before asking them to do other activities.	T3
Practiced some short question-answer dialogues in pairs, and asked the class about comments that other students presented and practiced in front of the class; asked the students if they understood the topics being learned.	T6
Asked the students some questions for evaluation and confirmation purposes, i.e. asked the students about the meaning of colours (translation) and to make an English sentence using colours before correcting their performances.	T8
Asked the students (class) about the meaning of several words and sentences in the textbook before correcting their answers.	T9
Asked the students about the meaning of words, and used the students' answers to make other questions and tasks for the class. Asked questions for the class to answer before giving detailed explanation about the topic (clothes).	T11
Asked students some questions and corrected the students' answers as well.	T13
Asked the students questions dealing with numbers related to vocabulary practice.	T14

Several purposes were indicated by the teachers' questions in the classroom interaction. First, the questions were asked in order to attract the students' interest to the topics being introduced, particularly at the pre-teaching stage. Then, the questions were asked to control and focus the students' attention. The teachers repeated questions many times or drilled the students with questions during the classroom process. This was done to re-direct the students' focus of attention to the lesson.

6.3.1.4 Teachers’ lectures

Lecturing seemed to be occasionally carried out by the teachers in the context of using the English teaching and learning resources. The lectures were mainly indicated in the teachers’ explanations about activities related to the topics being learned. For example, the teachers illustrated topics quoted from the textbooks, explained about songs to be sung, or explained about tasks that the students had to accomplish. A summary of the teachers’ lectures when using the resources is given in Table 6.6. Further details and excerpts of the classroom interaction in which teachers’ lectures occurred can particularly be found in sections 6.3.2.1, 6.3.2.3, 6.3.2.4, and 6.3.2.10.

Table 6.6: Summary of the ways in which teachers gave lectures or explanations in classroom activities

Giving lectures/explanations examples	Excerpts sample from teacher
Explained about the meaning, gave illustration leading to the meaning that the students need to guess.	T1
Asked the students to listen to the teacher’s explanation about the song including the focus on vocabulary and the meaning before asking them to sing along and to repeat after the teacher.	T3
Explained about the song to the class.	T4
Gave lectures along with directions or instructions, questions and justifying authority toward the exercises in the textbook. Explanations about some students’ work (sentences) written on the blackboard were also addressed to the class to discuss.	T10

Giving explanations or lectures could be beneficial for the students especially to obtain understanding of instructions and tasks, as well as to get some preliminary knowledge about tasks to do. The explanation was given to clarify tasks or activities. However, such lectures or explanation might lead to limitation of students’ learning activities, as they were required to experience and to practice the target language. In this circumstance, most of the time was spent in listening to the teachers’ explanation. The students would need sufficient time to learn by playing. This suggests that the teachers’ lectures or explanation should be limited.

6.3.1.5 Teachers’ praise or encouragement

Praising or encouraging students in classroom teaching and learning activities seemed to be occasionally carried out as a part of the teachers’ management and use of English teaching and learning resources. The praise and encouragement of students particularly occurred in relation to the teachers’ directions or instructions, criticism/authority justification, and questions. For example, teachers praised the students after they performed tasks according to the teacher’s instructions or directions and questions. In this circumstance, the teachers encouraged the students to give their answers, or to give immediate responses to their instructions. In Table 6.7, how the teachers praised or encouraged the students is summarised. How the praise or encouragement was given can particularly be indicated in sections 6.3.2.3 and 6.3.2.5.

Table 6.7: Summary of the ways in which teachers praised or encouraged the students in classroom activities

Praising/encouraging examples	Excerpts sample from teacher
Praised or encouraged of students’ answers/responses when the students performed tasks to remember about text, but these were followed with instructions and questions to the students as well as asking the students to repeat and giving corrections as related to justifying/showing authority.	3
Encouraged the students to answer; the teacher did not directly correct the students’ responses, but she tended to accept them, and then proceeded to the next expressions to encourage and practice.	5

6.3.2 Observation of classroom interaction

As identified, giving instructions or directions, criticism/authority justification, questions, and lectures, as well as praise of or encouragement to students were indicated as ways in which teachers managed English teaching and learning resources. The teachers’ actions occurred in the context of using the resources of textbooks, a radio-cassette player, songs, real objects, personal items, cards, and pictures; the organisation of the classroom (that is, into class-work, group-work, pair-work, and individualised work); the focus on certain language aspects and skills to attain the objectives of teaching; and particular topics of teaching. In the contexts of the teachers’ actions, students’ responses also occurred to indicate the effectiveness of the teachers’ teaching strategies. The following sections elaborate the way in which each

participant (teacher) managed the teaching activities in which English teaching and learning resources were used to facilitate students' English language learning. The students' responses could also be identified in the classroom activities.

To exemplify classroom interaction, excerpts from the classroom interaction observation related to the focused aspects are quoted. The transcription notation is as follows:

[] : explanation of teachers' actions or classroom situation identified as the teachers are teaching,

() : translated speech of the teacher's talk (italicised and in brackets),

...: silence, pause, or other non-verbal expressions, abandoned irrelevant/unnecessary information in the focused categories,

T_n : The *n*th teacher/participant as coded,

Ss : Students of respective teacher/participant,

S : A single student of respective teacher/participant.

6.3.2.1 Observation of participant 1 (T1)

In the focused classroom observation session dated 1 October 2001 of a Grade 6, asking questions (category 4) and justifying authority (category 7) were identified as the main ways in which the participant (teacher 1/T1) managed the use of a textbook (teacher's handbook) as the resource in the classroom interaction. In this regard, the teacher asked the students a number of questions and controlled their behaviour while they learned about 'at my uncle's garden'.

In asking the questions, the teacher tried to attract the students' interest to types of fruit prior to introducing the topic. The teacher also tried to control and focus the students' attention by repeating the questions. In the following excerpts, the teacher's attempts to attract and invite the students' attention are exemplified.

T1: I ask you [pointing at some students], do you like fruit? do you like fruit?

Ss: Ya

T1: Do you like it?

Ss: Yes

T1: What kind of fruit do you like? What kind of food? Oh I mean fruit, fruit,

Ss: ...[no response, look confused]

T1: What kind of fruit? I like apple, what about you?

In terms of the authority justification, this phenomenon happened when the participant/teacher asked questions to the students while pointing and coming closer to them in order to control their behaviour. In this regard, corrections to the students' translation were also made if some mistake occurred. For example:

T1: Do you like apple?
Ss: Yes
T1: Ya, ... What about you, what kind of fruit do you like? [while pointing and coming closer to the students]
Ss: Apple
T1: Ya what about you? [while pointing and coming closer to the students]
Ss: [look confused]
T1: Melon? Ya, where does farmer, do know farmer, where does the farmer plant the fruit? Where does the farmer plant the fruit? [while writing the question in the blackboard]
Ss:

In addition, giving direction (category 6) and lecturing (category 5) were also indicated in using the resource. In giving the direction, T1 gave some instructions to the students to translate a text into Indonesian in groups. Also, accepting the students' responses could indicate encouragement to the students for giving their answers or responses in the classroom interaction. Then, using lecturing, T1 explained about the meaning and gave an illustration leading to the meaning that the students needed to guess.

The students' responses were identified in relation to T1's questions and authority justification. The silence or confusion also appeared in this context. Students' initiations have not occurred.

In managing the resource, the class was organised into class-work and group-work activities. In the class-work activities, the interactions as well as the instructions were addressed to classroom members as a whole. In the group-work activities, the students were asked to discuss tasks in groups of 4 to 5 students. Also, some students were asked to represent their group to read the translated text of their tasks in front of the class. A summary of the context of the classroom teaching and learning process is presented in Table 6.8.

Table 6.8: Summary of observation of participant 1

Resource: Textbook (teacher's handbook)	Classroom organisation: Class-work and group-work
	<p>Translating a text about 'at my uncle's garden':</p> <ul style="list-style-type: none"> • T1 asked the students to mention the meaning of the topic; asked the students some questions to clarify their understanding. • T1 copied/wrote the text from the textbook on the blackboard. • T1 gave the students direction to form groups to translate the text into Indonesian language. • After finishing the group activities (translation), T1 asked a student to represent his/her group to read the translation aloud in front of the class. • T1 discussed and compared the translation among other groups, and made some comments on it (including asking questions and giving directions). • T1 corrected some mistakes whenever found. • T1 guided the class by reading the translation together (the class read aloud after T1).

In sum, asking questions, justifying authority, giving direction, and lecturing were identified in the teacher's strategy (T1) to manage and make use of the textbook as their primary teaching resource in classroom interaction. Texts in the textbook were copied onto the blackboard and question-and-answer activities, corrections reflecting the authority justification, and asking students to repeat after the teacher were undertaken to discuss meanings in the topic being taught to the class as a whole and to groups. In their response, students' answers occurred while students' initiations were not specifically evident.

6.3.2.2 Observation of participant 2 (T2)

Participant 2 (teacher 2/T2) was identified as employing authority justification in making use of the textbook as the English teaching and learning resource during the focused classroom observation sessions dated 19 September 2001 of a Grade 6. Justifying authority (category 7) was indicated as his predominant method when teaching some short expressions such as greetings, which was undertaken by controlling the students' practice, asking them to repeat, and giving them directions in the classroom interaction. Also, giving direction (category 6) was identified, although this category was not highly represented. T2's resource (textbook) management included both categories 6 and 7 as the major direct influence in the classroom interaction. The following excerpts exemplify the classroom interaction.

T2: Excuse me, come on	[Instructing the students to repeat]
Ss: Excuse me	
T2: Excuse me	[Drill/correcting]
Ss: Excuse me	
T2: Surely	
Ss: Surely	
T2: Excuse me	[Correcting]
Ss: Excuse me	
T2: Misalnya kamu keluar, excuse me sir	[Giving explanation]
Ss: Excuse me sir	
T2: Friend, Excuse me friend	[Giving example, asking students to repeat]
Ss: Excuse me friend	
T2: Jawabnya surely surely	[Explanation]
Ss: Surely [chorus]	
T2: [Writes more sentences of the expression on the board]	

In this instance, the teacher introduced some short expressions (dialogue) for the students' oral practice. He wrote the short dialogue on the blackboard and asked the students to repeat after him (practice drill). Then every student was given a turn to perform the expression. One of each pair was asked to make questions (pair-work practice). While the dialogue practice was underway, the teacher interrupted the students and told them how to express it accurately as well as corrected the students' expressions (i.e. pronunciation). For example:

S1: Excuse me	
S2: Surely	
T2: Surely	[correcting]
S2: Surely	
S1: What day is today?	
S2: Today is Monday	
S1: Thank you	
T2: Thank you	[correcting]
S1: Thank you	
S2: You are welcome	

After all students had had a turn, they were asked to do an exercise from the textbook into their exercise book. These activities continued until the end of the classroom session when the teacher collected the students' exercise books.

Based on the example, how T2 made use of the resource in the classroom was identified through giving directions, justifying authority, and lecturing according to the categories, which indicated T2's direct influence of the classroom interaction. In this circumstance, the teacher did not rely much on the textbook, although he

mentioned a number of resources such as posters for teaching numbers and spelling and radio-cassette playing to practice pronunciation in the interview sessions, but he created materials himself based on his knowledge. Students’ responses were also accounted through their answers to T2. The students’ initiations were occasionally indicated through their attempts to ask T2 questions and to practice the expressions with their partners.

In the classroom interaction, the class was organised into class-work and group-work activities. The class-work activities involved interaction with the members of the whole class while the group-work activities were demonstrated in the group task activities. The textbook was used when the teacher asked the students to do the exercise.

Table 6.9: Summary of observation of participant 2

Classroom organisation: Class-work and pair-work	
Resource: Textbook	<p>Short expression (how to ask question):</p> <ul style="list-style-type: none"> • T2 wrote the short expression (dialogue) on the board, e.g. <div> <div>A: Excuse me</div> <div>B: Surely</div> <div>A: What day is today?</div> <div>B: Today is Friday</div> <div>A: Thank you</div> <div>B: You are welcome</div> </div> • T2 gave drills of the short expression; asked the students to repeat. • T2 gave the students turns at practising the expression orally (dialogue) in pairs (a student was asked to ask a question of any another student). • T2 corrected the students’ expression (pronunciation) when necessary. • T2 asked the students to do an exercise from the textbook on page 3. • T2 answered some students’ questions (while they were doing the exercise).

In short, justifying authority and giving instruction were identified as the ways in which the participant (T2) conducted the classroom interaction in using the printed textbook. In this instance, asking students to repeat and giving direction indicated T2’s major direct influence in the classroom teaching and learning activities that occurred in both class-work and pair-work activities. Students’ answers were identified as responses to the teacher’s use of the resource.

6.3.2.3 Observation of participant 3 (T3)

In the use of the resources to facilitate students' English language learning, participant 3 (teacher 3/T3) was identified as giving instructions or directions to a group of grade 5 students. Also, correcting the students' mistakes (correcting or justifying authority) by drilling the students in practices was often indicated. These situations reflected that T3 had some direct influence on the classroom talk. Students' responses also seemed significant especially in answering T2's instructions or directions in the classroom activities to develop some language skills. The following excerpts exemplify the teacher talk in managing the resources based on the focused observation sessions undertaken on 24 August 2001 and 28 September 2001 of a Grade 5 in the topics 'my school' and a song by the group West Life: 'I have a dream'.

(a) Instructions or directions

Session on 24 August 2001, Grade 5

- T3: Now one by one I will ask you for reading. Semuanya buka buku, open your book
Ss: [open their textbook]
T3: OK, please listen carefully, dengar baik-baik, OK, one two, three [instructs a student to perform her reading of a text about 'my school' in front of the class]
S: my school ... [perform what she remembered about the reading text in front of the class]

Session on 28 September 2001, Grade 5

- T3: Coba kita baca dulu, one two three [teacher asked the students to read the text of the song together, then he corrected]
Ss: I have a dream
T3: Err I have a dream, lagi
Ss: I have a dream
T3: Yang have ini apa artinya

(b) Correction of the students' mistakes (correcting or justifying authority)

Session on 24 August 2001, Grade 5

- S: My school [a student performed what was remembered from the text in front of the class]
T3: OK
S: This is my school
T3: OK
S: It is on Jalan Gajah Mada [name of street]
T3: OK
S: I like to study here. My friend and my teachers are very friendly.
T3: Hm
S: There are many place in my school, such
T3: Places, there are many places, karena ia jamak. OK, go on
S: There are many places, there are many places in my school, such as ...

T3: OK sekarang kita ulang bersama-sama, open your book, one two three
 Ss: My school. This is my school. It is on Jalan Gajah Mada. I like to study here. My friends and my teachers are very friendly. There are many places in my school
 T3: There are many places in my school
 Ss: Such as mosque, canteen, library, classroom, and so on. These places
 T3: These places are very pleasant, coba
 Ss: These places are very pleasant.
 T3: There are many books in the library, for example
 Ss: There are many book in the library, for example ...[the students continue to describe the examples]

Session on 28 September 2001, Grade 5

T3: I have a dream
 Ss: I have a dream
 T3: Yang have ini apa artinya? Apa artinya
 Ss: Mempunyai
 T3: Err mempunyai. Jadi kalau I have?
 Ss: Saya mempunyai
 T3: Saya mempunyai, a sebuah, dream?
 S: Mimpi

(c) Questions

Session on 24 August 2001, Grade 5

T3: OK, true or false? [After a student wrote a sentence on the board]
 Ss: True
 T3: Study
 Ss: Study
 T3: Orang yang belajar?
 Ss: ... [silent]
 T3: Student

Session on 28 September 2001, Grade 5

T3: Apakah kamu suka nyanyi? Apa bahasa Inggrisnya? [asking students to guess the translation 'do you like song?']
 Ss: [some raise their hand]
 T3: Kamu ingat kalau musik apa bahasa Inggrisnya?
 Ss: [silent]
 T3: Music, OK, apakah kamu suka musik?
 S: Do you like music? [a student tried to answer]
 T3: Do you like music? Kalau nyanyi apa?
 S: Do you like sing [a student tried to answer]
 T3: Yang lain?
 S: Do you like song? [a student tried to answer]
 T3: Do you like song?
 T3: Apa artinya, song apa song? Apa arti song?
 Ss: Nyanyi
 T3: Nyanyi [while writing the students answer on the board]

In these sessions, praise or encouragement of the students' answers was also indicated among features of T3's interaction. This appeared when the students performed tasks from the remembered reading of the text. Giving instructions to the

students, justifying/showing authority by asking the students to repeat and correcting, and asking questions for various purposes were also indicated among features of T3's interaction. Students' answers were indicated in relation to T3 talk. Students' initiations were not reflected despite the teachers' praise or encouragement of the students' answers.

As also noted in the use of the textbook, T3 asked students to read and memorize text from the textbook. Then, he directly corrected the students' mistakes and wrote the correct sentences on the blackboard. T3 also discussed the lessons with the class. In the discussion, T3 also asked the students some questions and to repeat their replies after he gave corrections.

In the use of song, T3 asked the students to listen to the radio-cassette player while he was reading from a text he distributed. Then, he explained about the song including the vocabulary and the meaning. Afterward, T3 asked the students to follow the song. T3 also modelled how to sing the song and asked the students to repeat after him. Then, T3 asked students to practice singing the song in front of the class. All these activities occurred in class-work where T3's instructions, corrections, and questions were addressed to the class members as a whole. Further notes of the classroom interaction activities were captured and summarised in Table 6.10.

Table 6.10: Summary of observation to Participant 3

Resource: Textbook and song	Classroom organisation: Class-work
	<p>'My school', included some skill components such as pronunciation, writing, reading, and translation:</p> <ul style="list-style-type: none"> • T3 asked the students to read and memorize the text about 'my school'. • T3 corrected the students' mistakes in translating sentences from the text when the students wrote the sentences on the board. • T3 discussed the sentences (ask questions, explain), and asked the students to repeat after the teacher. <p>The study of the song 'I have a dream' included some aspects of listening skill, pronunciation, vocabulary, and meaning (translation):</p> <ul style="list-style-type: none"> • T3 asked the students to read and listen to the song from the radio-cassette player while he wrote the song on the board. • T3 explained about the song and asked the students about the meaning of some vocabulary items. • T3 asked the students to imitate the rhythm of the song and corrected the students' pronunciation. • T3 modelled the song and asked the students to repeat after him. • T3 asked some students to sing the song in front of the class.

In short, asking questions, giving instructions/direction, giving explanation, and praising/encouraging the students were identified as T3's attempts to make use of the resources in the classroom teaching and learning process. In this regard, class-work activities were organised to involve the whole class to respond as well as to answer to T3. Use of both textbook and song was identified in the teaching as developing skill components such as listening, reading, writing, pronunciation, vocabulary, and translation, as stated in the interview sessions.

6.3.2.4 Observation of participant 4 (T4)

In the focused observation session dated 13 August 2001 of a Grade 4, participant 4 (teacher 4/T4) explained (lectured) about a song titled 'My Bonnie' and gave directions to the students to do some activities (for example, asking the students to repeat, and to do exercises). In this context, the teaching and learning activities were undertaken through dictation, writing, pronunciation, and vocabulary activities.

The way in which the teacher managed the classroom reflected his direct influence in the classroom talk. This indicated a sense of the predominant way that the participant made use of the resource in the classroom teaching and learning activities. The following excerpts exemplify how the explanation (lectures) and instructions were enacted to facilitate the students' English language learning using song as the teaching and learning resource.

(a) Lectures

- T4: Misalnya kita punya anjing ya, namanya si Bonnie ya. [Explaining about the song]
 Ss: [look, some students make noises]
 T4: Si Bonnie ini, ini si Bonnie ini, si Bonnie ini
 Ss: [some students make noise, some students pay attention]
 T4: Kita lihat, sebuah, sebuah err
 T4: Jadi si Bonnie ini dia tinggal disebuah [Tries to explain the meaning
 Ss: [noises, the students do not pay serious attention; some of the song]
 students copy the text from the board]

(b) Instructions

- T4: Nah bersama-sama, bersama-sama ya [asks the students to repeat after the teacher all together]. My Bonnie is over the ocean
 Ss: My Bonnie is over the ocean [students repeat after the teacher]

T4: My Bonnie is over the sea
 Ss: My Bonnie is over the sea

As noted in the excerpts, T4 gave lectures and instructions about the song. The students responded inattentively when T4 gave the lectures. However, the students repeated after T4 according to T4’s instruction.

As also noted, T4’s use of the resources was mostly organised into class-work activities. In this context, T4 gave lectures and directions to the class as a whole. For example, T4 explained the song, then dictated the song for the students to copy, gave some models by singing the song, and asked the students to repeat after him. T4 also asked the students to describe certain vocabulary and pronunciation as well as the translation of the vocabulary into Indonesian. The students responded to T4’s instruction, but they were inattentive or making noises when T4 gave his explanation (lecture) about the song. In Table 6.11, T4’s use of the song in classroom teaching and leaning activities is summarised.

Table 6.11: Summary of observation of participant 4

Resource: Song	Classroom organisation: Class-work
	<p>Songs ‘My Bonnie’ and ‘Are you sleeping’, in relation to dictation, writing, pronunciation, and vocabulary:</p> <ul style="list-style-type: none"> • T4 told about the songs to be learnt based on the students’ requests, then dictated and wrote the song on the board. • T4 modelled the songs and asked students to repeat after him. • T4 explained about the song and translated. • T4 told about the vocabulary and meaning of the song, asked students’ questions using multiple-choice.

In sum, giving lectures/information and directions on what the students should do in class-work activities was identified when using/teaching a song as the teaching and learning resource. In this context, T4 remained in control of the classroom activities by dictating the text of the songs to the students, writing the text on the board, asking the students to repeat to ensure correct pronunciation, and introducing the vocabulary. The students responded (answered) to T4 according to his instructions, but they were inattentive, especially when T4 gave his explanations.

6.3.2.5 Observation of participant 5 (T5)

Participant 5 (teacher 5/T5) was identified as giving instructions to the students in the use of real objects and textbooks as her teaching resources in the focused classroom observation sessions dated 20 September 2001 of a Grade 4. During these sessions, the use of poster pictures, ceramics, and songs for teaching some skill areas such as vocabulary and sentence structure development, as indicated in the interview sessions, were not identified. In this context of using the textbook, the topic being taught was 'there is/are' and 'that/this is'. The participant gave the students instructions to identify the real objects related to the topic after she showed and named them. The participant also gave the students directions for doing the exercises provided in the textbooks. An example of the interaction is highlighted in the following excerpts, reflecting the participant's instruction in the use of the resources.

- T5: OK, window ini kamu tulis, berapa window semua? [Asks students to describe
Ss: One two three four five six seven eight nine ten [counting objects in the classroom]
and pointing at the windows], ten buk, nine buk [mention
number of windows]
T5: Ada sembilan jendela, coba ada sembilan jendela
Ss: There are nine windows
T5: Coba kalau door, apa bahasa Inggrisnya, apa yang kamu
gunakan, there is atau there are?
Ss: There are a door
T5: Berapa jumlah door? Satu. Apa yang digunakan?
Ss: There are two doors
T5: Coba sekarang meja, apa yang digunakan
Ss: There is a table.

In this regard, T5 asked the students to describe/count the number of windows and doors in the classroom. Then these numbers were used to introduce the topic of 'there is/are and 'this/that is'. In addition to giving instructions, accepting/using the students' answers and praising/encouraging the students' answers could be indicated in the classroom interaction. T5 did not correct the students' responses, but she tended to accept them and then proceeded to the next expressions to practice. The students' responses were indicated through their answers.

As also identified, T5 organised the class into class-work and pair-work activities. In this example, in the class-work activities, T5 reviewed the lesson, and asked the students answer to respond to T5’s explanation about the subject being learned. T5 instructed the students to name or describe the objects she held and pointed to, to practice the function of ‘there is/are’ and ‘that/this is’. The students’ responses were also identified. In the pair-work activities, T5 asked some students to perform a dialogue practising the use of ‘there is/are’ and ‘that/this is’ in front of the class in pairs. Table 6.12 summarises T5’s use of the real objects and textbooks in the classroom interaction.

Table 6.12: Summary of observation of participant 5

Resource: Real objects in the classroom and textbook	Classroom organisation: Class-work and pair-work
	<p>The use of ‘there is/are’ and ‘that/this is’:</p> <ul style="list-style-type: none"> • T5 called some students (in pairs) to practice/perform dialogue in front of the class. • T5 reviewed the lesson about vocabulary; asked questions to invite the students’ responses. • T5 explained some examples of the use of ‘this’ and ‘that’. • T5 asked the students to mention objects she was holding or pointing to using “there is/are” and “that/this is” and asked the students to write sentences of their own. • T5 asked the students to repeat after her. • T5 asked students to copy.

In sum, giving instructions or directions on what the students should do was employed as T5’s main method when using real objects and textbooks in classroom interactions. In this regard, the students were asked to name objects, write sentences, copy, and repeat after her. Also, T5 accepted students’ ideas and praised/encouraged further responses in the classroom activities which were organised into class-work and pair-work. The way T5 made used of the resources was intended to develop the students’ ability with English sentence structure using ‘there is’, ‘there are’, ‘that is’ and ‘these are’.

6.3.2.6 Observation of participant 6 (T6)

How participant 6 (teacher 6/T6) managed and made use of textbooks, pictures, real objects, and songs, as mentioned in the interview sessions, was

examined in the focused classroom observations of 1 October 2001 and 8 October 2001 of a Grade 4. In this study, asking questions was identified as the participant's primary method in classroom teaching and learning activities, particularly in the use of the textbook as the main resource to introduce 'public places'. Also, justifying authority, giving instructions or commands, and accepting/using the students' ideas were also identified, although these were not major categories in this session. In this circumstance, the participant tended to perform instructions, ask questions for various purposes such as evaluation and confirmation, and give explanations to the students. The following excerpts exemplify the classroom interaction, reflecting how the resources were managed and responded to.

Session on 1 October 2001

- T6: ... [after review of last week's lesson] coba lihat buku kamu itu, halaman tiga puluh lima, coba, nanti kita baca saja ya
 Ss: [Find out the page]
 T6: Coba dari sana [points to a student in the corner], coba jawab nomor b itu, it a towel is
 S: It is a towel
 T6: Apa artinya?
 S: Ini adalah sebuah towel
 T6: Sebuah? Sebuah apa?
 Ss: [Look confused]
 T6: Ada yang tidak bawa buku? Mana bukunya? [Checks the students who do not bring their books]. Coba lihat halaman tiga puluh lima. Sudah bertemu halaman tiga lima? Kan perintahnya disana buatlah sebuah kalimat yang benar, make sentences, kan ada kalimat diacaknya. Tadi sudah dijawab, it is a towel, apa artinya?
 Ss: Ini adalah sebuah handuk
 T6: Ini adalah sebuah handuk. Nomor c-nya coba dijawab [points to another student to answer]
 S: Ini adalah sebuah kaca
 T6: Keras-keras [asks the students to describe loudly]
 Ss: [Noises]
 T6: [Continues instruction to the students to describe, asking questions, correcting the students' expressions]

Session on 8 October 2001

- T6: ... Do you have homework? Ada PR? [asks if the students have homework]
 Ss: No
 T6: Are you ready to study now?
 Ss: Yes
 T6: Do you know place, interesting places? places
 Ss: Tempat-tempat
 T6: Ya tempat tempat. Nah sekarang kamu berada di mana ini?
 Ss: Di sekolah
 T6: Di sekolah apa bahasa Inggrisnya kemarin?
 Ss: School
 T6: Apa bahasa Inggrisnya?
 Ss: School

T6: Yang di depan sekolah kita in apa namanya? Apa namanya? Bagaimana bacanya [asks students to spell out the name]
 Ss: M O S Q U E [spells out the letters of mosque]
 T6: Mosque, kemudian apa lagi [aks what next while writing the students' answer on the board]
 Ss: Church
 T6: Kemudian apa lagi [aks what next while writing the students' answer on the board]
 Ss: Hospital
 T6: Bagaimana spellingnya
 Ss: H O S P I T A L
 T6: Ini apa bacanya [points to the names of places written on the board and asks the students to pronounce them]

As noted, T6 organised the class into class-work and pair-work activities. The class-work activity was indicated by T6's instructions, addressed to the class as a whole. In doing so, T6 discussed the exercise in the textbook by asking the students questions. T6 was also identified as explaining about the subject; correcting the students' mistakes after the students answered T6's questions. T6 also modelled language for the students to repeat to ensure pronunciation accuracy in addition to vocabulary development and sentence structure mastery. In general, the way in which T6 handled the teaching relates to T6's authority justification according to the FIAC category.

In the pair-work activities, inviting/asking some students to come in front of the class to practice a short question-and-answer dialogue in pairs is also indicated. In this circumstance, T6 asked the class to give comments on the expressions that some students presented and practiced in front of the class. Table 6.13 summarises the notes of the classroom interaction.

In short, asking questions, asking students to describe and to follow T6's model, and giving commands and explanations, accepting answers and praising/encouraging were identified as features of T6's talk when using a textbook as the main teaching resource in the classroom organised into class-work and pair-work activities. In this circumstance, the students' responses were indicated in their answers to T6. The way in which T6 delivered her talk was aimed at developing the students' vocabulary and its meaning, as well as practising English pronunciation and mastering sentence structures.

Table 6.13: Summary of observation of participant 6

Resource: Textbook	Classroom organisation: Class-work and pair-work
	<p>'Public places' such as hotel, prison, school, post office, hospital, cinema, swimming pool, etc. relating to vocabulary (translation) and pronunciation, and simple sentences (short responses):</p> <ul style="list-style-type: none"> • T6 asked students to open their textbook and T6 discussed the exercise in the textbook (T6 asked questions, the students answered). • T6 named the places, and asked the students to repeat after her, and also T6 corrected the students' pronunciation, describing the places. • T6 gave a drill to practice, emphasising the use of article 'a'. • T6 Pointed to some students to read words (about the places) written on the board, and corrected the students' mistakes (by having them repeat after the teacher gave corrections). • T6 instructed the class to do an exercise from the. • T6 reviewed last week's lesson ('public places'); asked the students to review last week's lesson; the students answered T6's questions; wrote the students' answers on the board (to check the students' understanding). • Using yes/no question form, T6 asked the students to name the public places, the students answer saying 'yes it is' or 'no it is not', and saying I am in the ... • T6 asked some students to practice a short dialogue written on the board in pairs in front of the class. • T6 corrected the students' questions, expressions, and responses, and asked them to repeat; the students repeated after the teacher modelled. • T6 asked some students to practice a short question-answer dialogue based on pictures in the textbook, in pairs in front of the class. • T6 asked the students to look at some pictures in the textbook, and asked the students to spell the pictured items. The students spelled words such as rice field, river, volcano, forest, cave, etc. • T6 asked students the meaning of the words corresponding to the places, and discussed the vocabulary items. • T6 named the places, and the students repeated after the teacher; corrected the students' pronunciation and explained the meaning. • T6 explained the exercises and the students did the exercises from their textbook.

6.3.2.7 Observation of participant 7 (T7)

Giving instructions or directions on what the students should do was predominantly identified in the way in which participant 7 (teacher 7/T7) managed the use of the textbook and real objects (colourful fabric square/handkerchiefs) in the focused classroom observation sessions dated 22 August 2001 of a Grade 5 when teaching about colour and vocabulary. In this regard, the participant controlled the students' behaviours through drills for practice, correcting mistakes, and walking around the room. In addition, questions were indicated in the classroom interaction. Accepting feelings was also identified among these interactional features, although it

was not allocated as a dominant feature in the classroom context. Examples of talk in the classroom interactions are highlighted by the following excerpts.

- T7: ... [Calms down the class] Sekarang kita judulnya [writes the topic on the board] colours. Siapa yang tahu kira-kira apa artinya? [asks student the translation of colour]
 Ss: Warna
 T7: Warna, apa?
 Ss: Warna
 T7: Baca semuanya, colours
 Ss: Colours
 T7: Colours, nah, coba bacanya itu?
 Ss: Colours
 T7: Apa bacanya?
 Ss: Colours
 T7: Siapa yang bisa? [Continues to correct the students' pronunciation]
 Ss: [pronounces the word 'colours']
- T7: Nah siapa yang tahu tunjuk tangan [aks students to name what colours she is holding], menunjuknya tanpa suara [shows a white fabric square]
 Ss: Bu [raise hand, expected to be called to give answer]
 T7: Bagaimana membacanya? [Shows the white fabric square]
 Ss: White
 T7: Bagaimana bacanya?
 Ss: White
 T7: Tulisannya siapa yang tahu?
 Ss: Bu [Raise hand to ask for the chance]
 T7: Apa?
 Ss: /wet/, /wait/ [pronounces]
 T7: Apa, itu yang betul [Points to a student to describe]
 S: White
 T7: White
 Ss: White
 T7: ... [continues to show other colourful fabric square and asks the students to describe the colour with accurate pronunciation, and correct the students' pronunciation]

In the excerpts, accepting feelings was not demonstrated as one of T7's interactional features. As observed, in the use of the textbook, T7 photocopied texts to teach from the textbook. These photocopied texts were intended for the students' homework. T7 used real object in the form of colourful fabric squares/handkerchiefs (cotton cloths). These fabric squares/handkerchiefs were shown to the students so they could describe their colours. It was also identified from the observation that the students' responses indicated their answers related to T7's instruction, justifying authority (correction) and questions.

In the use of the textbooks and real objects in teaching, the class activities were organised into class-work (whole class interaction), group-work, and individual presentations. In the class-work and group-work activities, T7 conducted her teaching (that is, gave directions or instructions, controlled students' behaviour in learning, asked questions, and the like) to the whole class and certain groups in the classroom. The individualised work appeared in the students' individual presentation in front of the class. Table 6.14 summarises T7's use of the resources: checking and correcting the students' homework, explaining, showing and modelling to the class, and having students demonstrate the resources in front of the class in her classroom teaching and learning activities.

Table 6.14: Summary of observation of participant 7

Resource: Textbook, real object, pictures	Classroom organisation: Class-work, Individual work, and group-work
	<p>Homework related to vocabulary and pronunciation (a copy of text for homework taken from a textbook), colours related to vocabulary and pronunciation (from colourful handkerchiefs), and pictures (copied from the textbook):</p> <ul style="list-style-type: none"> • T7 checked the students' homework by asking them to read out the homework; the teacher corrected the students' homework. • Using the colourful handkerchiefs, T7 explained about the colour and modelled and asked the students to repeat after her, correcting/criticizing the students' responses/answer. • T7 showed some colourful handkerchiefs; asked the students what colours they were; the students described the colours; and the teacher explained about the colours; asked students; and justified the students' answers. • Students raised their hand to ask for a chance; some students were pointed to pronounce colours, and their pronunciation was corrected. • To practice, T7 asked students individually to demonstrate their understanding about the colours, showing and naming the colour of the handkerchiefs in front of the class, the teacher encouraged and justified the students' expressions. • T7 explained to the students about exercises to do on photocopied materials, and distributed the copy for the students to do the exercise.

In short, giving direction and instructions, justifying authority, and asking questions reflecting T7's direct and indirect influence was identified as how the textbooks and real objects were used in the classroom. In this circumstance, the classroom interactions were undertaken through correcting students' homework, explaining, and asking the students to describe/demonstrate; and showing or demonstrating a model by organising the classroom teaching and learning process into

class-work, group-work, and individual work (presentation) activities. These attempts would allow the students' development of English vocabulary and pronunciation. The students' responses were identified through answers that they performed regarding T7's direction or instruction, justifying authority, and questions. Students' initiations were not identified in these sessions.

6.3.2.8 Observation of participant 8 (T8)

In the focused observation session dated 25 September 2001 of a Grade 5, participant 8 (teacher 8/T8) was identified as using students' personal items, real objects in the classroom, a textbook, and a song as her teaching resources in teaching about colours. In managing these resources, the teacher seemed to develop the students' skills on some components such as vocabulary, pronunciation, reading and translation. In this circumstance, the participant gave directions or instructions as well as justified her authority as categorised in the interactional features to reflect the teacher's direct influence in the classroom teaching and learning activities. The participant was also identified as asking questions and accepting the students' ideas to facilitate students' English language learning in the classroom interaction. Overall, the participant's instruction, authority justification, questions, and accepting feelings as well as the students' responses are exemplified in the following excerpts of classroom interaction.

- T8: ... OK, our lesson, what colour, what does it mean, colour?
 Ss: Red
 T8: What does it mean, colour? Colour apa?
 Ss: Warna
 T8: What does it mean, apa artinya, ya, colour? Warna. Sekarang kita belajar warna
 Ss: [Look at/pay attention to the teacher] [Shows a red drink bottle]
 T8: What colour is it?
 Ss: It is red
 T8: [Points at some students to answer]
 Ss: It is red [Shows a yellow drink bottle, and points at several students]
 T8: Yes it is red. What colour is it? [Points at the top of the bottle]
 Ss: It is yellow
 T8: What colour is it?
 Ss: It is green

T8: What colour is it?
Ss: It is white
T8: What colour is it?

[Continues showing the students personal items and real objects and asks questions to the students to answer]

In this context, T8 addressed her questions to students for some evaluation and confirmation purposes. T8 justified authority and explained the materials. Also, her students gave their responses by answering T8's questions. Students' initiations to the talk were not indicated.

In particular, T8's giving instructions and justifying authority appeared in two classroom organisations; class work and individual work. In this circumstance, T8 explained about the use of the resources, that is, the real objects, and asked the students to guess the colour, and corrected the students' responses by asking them to repeat after her. T8 also asked the students to guess the translation of colours and make an English sentence using colours, corrected the students' performances and asked them to repeat after her, as well as practiced the examples provided in the textbook. These actions happened in both class work and individual work. To reward the class learning activities, T8 taught a song and the class sang the song together.

In response to T8, the students' answers were identified as attempts to produce correct answers to T8's instructions. Students' initiations were not identified in the sessions. Table 6.15 summarises details recorded in the field notes.

In brief, giving directions or instructions (that is, asking the students to do things), justifying authority (that is, correcting the students' mistakes), and asking questions were identified as the ways in which participant 8 (T8) managed the teaching and learning resources (that is, students' personal items, real objects, a textbook, and a song) in the classroom interaction. These reflect T8's direct and indirect influences on the classroom teaching and learning processes which were aimed at developing the students' vocabulary, pronunciation, reading of sentences and translation. Both class-work and individual-work activities were organised for this purpose. The students' answers were indicated as their responses to T8's talk.

Table 6.15: Summary of observation of participant 8

Resource: Students' personal items, objects in the classroom, textbook, song	Classroom organisation: Class-work and individual-work
	<p>Colours relating to vocabulary, pronunciation, reading, and translation:</p> <ul style="list-style-type: none"> • T8 explained the topic/lesson, elicited the students' attention, asked questions about the colours while showing the students' personal items, e.g. drinking bottles, pencil, tie, and pointing to objects in the classroom, e.g. blackboard, wall, and the class answered the teacher's questions. • T8 asked the class to repeat after her (drill practices), corrected the students' pronunciation, and also asked some students to translate the colours. • T8 described some Indonesian sentences (containing the use of colours) and asked the class students to translate into English, some students translated the English sentences, then the teacher corrected the sentences and the students repeated after the teacher. • T8 explained the use of 'that' in making simple sentences; asked some students to try to practice the use of it in sentences. • T8 corrected the students' sentences after the chosen students demonstrated them; wrote the students' answers on the board. • T8 asked the students to find a page in their textbook and explained an exercise (to colour the pictures); asked some students to read sentences in the textbook and translate them; the teacher corrected the students' pronunciation; the students repeat the correction. • The students did the exercise from the textbook; T8 answered some students' questions about a meaning and justified/clarified her answers. • To reward the class, T8 wrote a song on the board, asked the class to sing together, and some students sang in front of the class.

6.3.2.9 Observation of participant 9 (T9)

How participant 9 (teacher 9/T9) made use of the resources, that is, the textbook and poster pictures as mentioned in the interview sessions, was noted in the focused classroom observation sessions dated 27 September 2001 of a Grade 5. In this session, the textbook was identified as used in teaching about 'my school'. Giving directions or instructions and controlling students' activities (justifying authority) were indicated as the methods undertaken to manage the use of the textbook resource in the classroom teaching and learning process. These methods were intended to develop students' reading skills, vocabulary, pronunciation, and translation. In the following excerpts, how the textbook was managed in the classroom interaction is exemplified.

T9: ... PR keluarkan dulu [instructs students to present their book]
 Ss: [Silent]
 T9: Halaman?
 Ss: 22
 T9: Keluarkan bukunya dulu. Siapa yang tidak bawa buku?
 Ss: ...
 T9: ... Lihat halaman 22, my school, siapa yang membuat dirumah?, yan membuat di rumah?
 Ss: [Raise hand]
 T9: Lihat my school [while writing the topic on the blackboard], apa artinya my school itu?
 Ss: [Raise hand]
 T9: Dedy, apa artinya? [asks a student to translate 'my school' into Indonesian]
 S: [Not clear answer]
 T9: Sekolah saya, jadi ini ceritanya di sekolah, ya, disekolah saya, coba lihat, listen and say, ya, dengar dan ucapkan, ya, pertama sekali kita lihat kelompok pertama dulu, itu kelompok A, this my school [introduces topic, explains, assigns students to group, asks student to repeat]
 Ss: This my school
 T9: This my school, itu apa, itu yang kita buat tugas kita
 Ss: [Raise hand]
 T9: This my school
 Ss: This my school
 T9: Apa artinya, yang ibu tanya itu yang menjawab ya ... [asks students to translate]

In this context, questions and acceptance/use of the students' ideas were indicated as the prominent features. These two categories revealed T9's indirect influence on the classroom teaching and learning activities. For example, T9 often addressed her talk or asked the class to open their textbook and discussed the topic (my school) with the class as a whole (class-work activities). T9 also asked the students (as a class) to describe the meaning of several words and sentences in the textbook as well as corrected the students' answers and asked them to repeat after her correction. T9's strategy in managing the use of the textbook was to ensure the students' development on reading, vocabulary, pronunciation, and translation (see Table 6.16 for summary). In relation to the students' talk, students' answers were identified as their responses to T9.

In sum, giving directions or instructions, justifying authority, asking questions and accepting/using the students' ideas were identified as the ways in which the participant (T9) undertook management of textbooks as the main teaching resource in class-work activities. These attempts were intended to develop the students' reading

skill as well as their vocabulary, pronunciation, and comprehension through translation. The students gave answers as their responses in relation to T9's direct and indirect influences.

Table 6.16: Summary of observation of participant 9

Resource: Textbook	Classroom organisation: Class-work
	<p>'My school', leading to reading, vocabulary, pronunciation, and translation:</p> <ul style="list-style-type: none"> • T9 asked students to open their textbook (handbook) and discuss the topic 'my school'; T9 asked for meanings and some sentences; students tried to formulate their response. • T9 corrected the students' answers. • T9 read and asked the class to read after her, e.g. <i>This (is) my school, It is on jalan Merdeka, I like to study here.</i> • T9 asked/pointed to some students to read the text; corrected the students' mistakes (pronunciation of some vocabulary), and praised/encouraged the students to speak; and asked students to describe the meaning of the text in Indonesian and criticised the students' wrong interpretation. • T9 asked the students to do an exercise from the textbook.

6.3.2.10 Observation of participant 10 (T10)

In the focused observation sessions dated 24 September 2001 and 1 October 2001 of a Grade 6, how participant 10 (teacher 10/T10) undertook management and use of the textbooks, pictures, songs, and games in teaching, as mentioned in the interview, and how the students responded to it, were examined. In this situation, the participant was indicated as giving lectures and directions or instructions to the students in teaching the topic 'your favourite'. In this instance, the teacher asked the students to do the exercise in the textbook and to follow or repeat her models (direction/instruction). In addition, she gave explanations about the topic (lecture). In the following excerpts, the occurrences of lectures and instructions that the teacher conducted in making use of the resource in the classroom interaction are highlighted.

Session on 24 September 2001

T10: OK, look at page ... thirty-eight

Ss: [noises]

T10: Disana ... coba perhatikan, (it is about) what is your favourite [writes the topic on the board]. What is your favourite?

Ss: [noises]

T10: OK, sebutkan your favourite

Ss: [noises]

T10: Chocolate, chocolate?

Ss: Apple /aple/

T10: Apple, bukan /aple/, just three? What else? Apa lagi?
 S: Hamburger
 T10: Hamburger, kata Siska. OK, how many person in this dialogue [showing her textbook]
 Ss: [noises]
 T10: How many person?
 S: Two
 T10: Two persons. Siapa saja?
 Ss: [noise]
 T10: Disana ada Widya. Kamu tolong perhatikan bukunya [asking the students to look at their textbook]
 Ss: [noises]
 T10: OK, disana, look here, I have something for you, yes I am coming, what is that? I have two fruit and orange, is it for me ... [reads the dialogue in the textbook]
 Ss: [looks at their own textbook, listen to the teacher]

Session on 1 October 2001

T10: ...OK, let's see number one [discusses the students' sentences of exercise written on the board]
 Ss: [noises]
 T10: Dia suka 'ice-cream',
 Ss: [look at the board]
 T10: Kemudian my fa .., bagaimana tulisannya? Diganti dengan apa
 Ss: /v/
 T10: [writes the letter v on the board to correct the student's spelling]. My favourite is ice-cream. I prefer ice-cream to ... Boleh, atau begini, dia memilih ... tidak harus seperti ini. Kesukaannya kan berbeda-beda [explain the use of 'prefer']
 Ss: [watch and listen]
 T10: I prefer chocolate to ice-cream, kalau dia memilih coklat, betul
 Ss: [watches]
 S: Kalau es krim itu tulisannya salah bagaimana buk? [Asks if the spelling is incorrect]
 T10: Kalau tulisan salah, salah ya. Kemudian carrot, carrot apa?
 S: Wortel
 Ss: [noises, no answer]
 T10: Carrot, my favourite is carrot. I prefer carrot to pumpkin, apa pumpkin?
 Ss: Labu
 T10: Labu, jadi dia lebih suka wortel daripada?
 Ss: Labu
 T10: Labu, kemduai number three, number three, dia menyukai?
 Ss: Melon
 T10: My favourite is melon, I prefer melon to banana, atau I prefer banana to melon [continues her explanation]

In the excerpts, giving lectures and directions or instructions were indicated as T10's interactional features to reflect T10's direct influences in the classroom interaction. Justifying authority and asking questions were also identified, although these categories seemed relatively infrequent. The students' responses were indicated as their answers to T10's talk. In this regard, the students' responses occurred in relation to T10's lectures and directions or instructions as well as questions and

justifying authority regarding the exercises she ordered from the textbook. In addition, silence or confusion also occurred in the classroom setting.

Class-work and pair-work activities were identified in relation to the way in which the classroom interaction was organised. In this circumstance, the class-work activities occurred when T10 managed exercises for the class. For example, T10 asked the class to do an exercise from the textbook where the instructions were addressed to the class as a whole. Moreover, T10’s correction and explanations about some students’ work (sentences) written on the blackboard were also addressed to the class.

The pair-work activities particularly occurred when T10 asked some students to practice the dialogue in pairs in front of the class. In this circumstance, the students read the dialogue from the textbook. Afterward, correction and explanation about some particular expressions in the dialogue were given to the students (to the pair in front of the class and occasionally to all class members). This classroom management was used in order to practice pronunciation and translation. Table 6.17 summarises the way in which T10 managed the resources in the classroom teaching and learning process.

Table 6.17: Summary of observation of participant 10

Resource: Textbook (handbook)	Classroom organisation: Class-work and pair-work
	<p>Exercise (homework):</p> <ul style="list-style-type: none"> • T10 asked some students individually to write items from the exercise on the blackboard. • T10 explained the students’ sentences written on the board, corrected the mistakes, and explained how to structure sentences. • T10 occasionally answered the students’ questions. • T10 asked the class to do the exercise from the textbook. • T10 described the correct answers to the exercise, controlled the students’ attention by asking some questions, and described/explained the correct exercise. The students gave simple answers/responses to the teacher’s questions. <p>‘Your favourite’ in relation to dialogue practice, pronunciation, and meaning:</p> <ul style="list-style-type: none"> • T10 modelled a dialogue; read the dialogue text; students repeated after the teacher. • T10 explained (gave direction) some vocabulary from the dialogue and wrote on the board. • T10 asked students to practice the dialogue in pairs in front of the class; the students read the dialogue from the textbook to practice the dialogue with their partner in front of the class. • T10 explained the use of ‘prefer’, and asked students to answer her questions while writing her explanation on the board.

In sum, giving direction or instruction, giving explanation (lectures), asking questions, correcting students' expressions, and asking the students to follow her model (in drills) were identified as the methods that T10 (participant 10) employed to manage the textbook as her teaching resource to facilitate the students' English language learning. In the classroom context, the class was organised into class-work and pair-work activities to ensure students' practice of pronunciation and translation. Pair-work activities particularly occurred on a certain occasion when the students were asked to practice dialogues in front of the class. In terms of students' response, the major form identified was the students' answers when responding to T10's instructions.

6.3.2.11 Observation of participant 11 (T11)

How participant 11 (teacher 11/T11) managed textbooks as her teaching resources to facilitate students' English language learning and how the students responded to it were examined in the focused classroom interaction dated 18 September 2001. In this session, the participant was identified as asking questions of the students of a Grade 6 in teaching about 'clothes'. The students' answers to the teacher's questions were indicated as their major responses. The classroom interaction that took place between the participant and the students regarding the topic based on the textbook is exemplified in the following excerpts.

T11: ... Misalkan seperti ini [while searching in the textbook], OK, ini memang dress ya, ini betul-betul a dress, sama sama (*for example, like this, OK, this is just a dress, this is really a dress, the same*)

Ss: Is this a dress? (read the sentence in chorus)

T11: Apa artinya itu? (*What does it mean?*)

[Asked questions]

Ss: Apakah ini sebuah gaun?

[Described the meaning]

T11: Ya apakah ini sebuah gaun?, misalkan ya. Memang ini sebuah gaun, kita anggap ini sebuah gaun, apa jawabannya? (*Yes, is it a dress? For example, it is, suppose that this is a dress, what's the answer?*)

Ss: Yes it is, it is a dress [chorus]

T11: Ya jadi ini bisa kamu artikan, apakah ini sebuah gaun?, ya, yes it, ya, it is a dress, ini adalah sebuah? (*So, you know, is it a dress? Yes it is, it is a dress*)

Ss: Gaun (*dress*)

T11: Gaun, siapa yang bisa membuat kalimat lagi menjadi sebuah kalimat yang bagus? Siapa yang bisa? (*Dress, who can make good sentences, Who?*)

In this regard, T11 asked the students some questions after she gave them some explanation (lectures), accepted/used their ideas, gave direction or instructions, and justified authority in the topic and examples of 'dress'. The questions that she asked the students mainly related to the meanings of words. She also used the students' answers to form other questions and tasks for the class to do. These interactions were her attempts to ensure the students' development of vocabulary, pronunciation, and sentence structures.

In this classroom interaction, the class was mostly organised into class-work activities in which T11's questions, directions, explanations, and use or acceptance of the students' ideas as well as their answers took place. In the class-work activities for instance, T11 asked the class questions to answer, explain and describe about types of clothes; asked the class to copy some vocabulary and sentences from the textbook; read the vocabulary and asked the class to repeat after her; and the like. Besides showing some pictures from the textbook, T11 also asked the students some questions before she re-explained about the clothes in detail.

The individual-work activities also occurred in this session. In this instance, a number of students were individually asked to write some sentences of their own on the blackboard. Afterward, T11 invited some other students to comment on the sentences before she discussed them with the class. Overall, the teaching she undertook seemed to be to ensure students' development of meaning, vocabulary, and sentence structures. How T11 made use of the textbook in the classroom teaching and learning process is summarised in Table 6.18.

In sum, asking questions, giving explanation (lectures), accepting/using the students' ideas, giving direction or instructions, and justifying authority, were identified as the ways in which participant 11 undertook to manage use of the textbook as her main teaching resource to facilitate her students' English language learning in the classroom interaction context. These attempts reflected the participant's direct and indirect influences in the classroom interactions. The students

were identified as giving their answers in relation to T11’s talk to develop language aspects such as meaning, vocabulary, and sentence structure. Classroom management consisted mainly of class-work activities: the class as a whole were often asked to respond to questions. On certain occasions, individual work activities occurred.

Table 6.18: Summary of observation of participant 11

Resource: Textbook	Classroom organisation: Class-work and Individual work (presentation)
	<p>‘Clothes’ related to meaning, vocabulary, pronunciation, and sentence structures:</p> <ul style="list-style-type: none"> • T11 explained the day’s lesson; invited students to discuss and describe types of clothes; asked questions and students answered; asked the students to open a page of the textbook, and wrote/copied some vocabulary/sentences related to clothes from the textbook onto the board. • The class copied the sentences from the board into their notebooks; T11 controlled/walked around the classroom to check if the students had finished. • T11 read the vocabulary; asked students to repeat after her; the class repeated after the teacher. • T11 asked questions and the class answered/described, and T11 re-explained while showing some pictures of clothes in the textbook. • T11 continued the class with practices; the students were asked to write sentences on the board; the students discussed and commented on the students’ works with the class; the class answered.

6.3.2.12 Observation of participant 12 (T12)

How participant 12 (teacher/T12) managed and made use of the teaching resources, that is, a textbook, cards, pictures, real objects, and songs, as mentioned in the interview, and how her students responded to it in the classroom activities, were noted and examined in the focused observation sessions dated 28 September 2001 and 5 October 2001 of a Grade 4. In the observation sessions, the participant was identified using the resources in teaching about ‘things in the classroom’ and ‘things in the house’.

In managing and using the resources, the participant was identified giving directions or instructions in the classroom interaction that reflected her direct influence in the teaching activities. The students’ responses were mainly identified as repetitions of T12’s speech to practice pronunciation. In the following excerpts, how T12 gave the instructions or directions and the students’ responses are exemplified.

Session on 28 September 2001

T12: Kita lanjutkan pelajaran kita berikutnya yaitu 'things in the classroom', things in the classroom'

Ss: [silent]

T12: [teacher copies materials (topic) from her textbook into the board]. Look at me, this is [an] eraser [showing an eraser], eraser

Ss: Eraser

T12: Apa dengar saja [orders the students to just listen to her, not to repeat], kamu perhatikan saja. This is [a] pen... This is [a] pencil. This is [a] chalk This is a ruler ... This is [a] book, this is [a] book This is [the] board.

Ss: [watch and listen]

T12: Kalau ini berwarna hitam disebut blackboard, blackboard. This is [a] blackboard.

Ss: Blackboard

T12: This is [the] blackboard. This is [the] chair ... this is [the] chair ... this is the Table ... this is the Table ...this is is my bag. Ibu ulangi sekali lagi, kamu perhatikan dengan baik. Benda-benda itu ada dimana? Yang ibu perlihat kepada kamu itu?

Ss: [confused]

T12: Berada di dalam?

Ss: Kelas

T12: Jadi things in the classroom. Benda-benda yang terdapat di dalam kelas kita. This is chalk, chalk

Ss: Chalk

T12: Eraser

Ss: Eraser

T12: Pen, pen

Ss: Pen, pen yes

T12: Pencil

Ss: Pencil

T12: Pencil

Ss: Pencil

Session on 5 October 2001

T12: ... sekarang kita lanjutkan pula pelajaran kita berikutnya, next, the lesson, pelajaran kita selanjutnya yaitu my house [while showing a poster picture], my house, my house ... my house

Ss: Rumah saya

T12: Nah ini rumah saya. My house. Do you have [a] house?

Ss: Yes

T12: Do you have [a] house/

Ss: Yes

T12: Yes. This is a house. This is a house, repeat after me, this is a house

Ss: This is a house

T12: This is a house

Ss: This is a house

T12: Coba, this is my house

Ss: This is my house

T12: This is my house

Ss: This is my house

T12: This is a house

Ss: This is a house

In the excerpts, justifying authority, giving explanations, and giving instructions were mainly indicated in T12's talk. This related to T12's direct control in

the classroom interaction regarding the use of the teaching resources. Students' responses were identified as repetitions of T12's speech. Students' talk initiation was not indicated.

T12's use of the resources was identified in two forms of classroom organisation; class-work and individual work (presentations) activities. In the class-work activities, for instance, T12 named and pointed to some real objects in the classroom and then asked the students to name them after she modelled the pronunciation. A similar process was followed when T12 showed a poster picture about 'things in the house'. In this instance, she named and pointed to house items in the pictures and then asked the students to repeat after her. Her explanation to the class occurred when she asked the students to do an exercise from the textbook.

In the individual work activity, T12 invited some students individually to come to her and point to items from the poster, and point to some objects in the classroom that she named. This process related to instructions to individual students. In Table 6.19, how T12 managed the resources, as also noted in the field notes, is summarised.

Table 6.19: Summary of observation of participant 12

Resource: Objects in the classroom, textbook, poster picture	Classroom organisation: Class-work and Individual work
	<p>‘Things in the classroom’ related to vocabulary, pronunciation, and meaning:</p> <ul style="list-style-type: none"> • T12 described and pointed to or showed objects in the classroom and asked students to take notes and name after her. • T12 called some students to do some actions to take/show the objects; the students responded, and T12 praised the students. • T12 explained and asked the class to do an exercise from the textbook in their books (based on the recent lesson). <p>‘Things in the house’ relate to vocabulary, pronunciation, and meaning:</p> <ul style="list-style-type: none"> • T12 showed a poster picture; described the things in the house; asked the class to repeat after her to express/describe things in the house, e.g. living room, bedroom, etc.; the class repeated after the teacher. • T12 wrote about the rooms in a house, pointed to her writing on the board and asked the class to name after her. • Showing the poster picture, T12 asked some students to come to her in front of the class to point to which rooms they were; the students came and pointed to the picture about the room in the house. • T12 explained exercise from the textbook and asked the class to do the exercise; the class did the exercise from the textbook. • After finishing the exercise, T12 discussed the exercise with the class; asked questions and the students answered.

In sum, giving instructions or directions, giving explanations, and asking students questions in an attempt to make use of the resources to facilitate the students' English language learning were the main interactions identified in the classroom sessions. The students' responses were identified as their repetition to the speech exemplified by T12 in order to help the students develop language aspects such as vocabulary, pronunciation, and meaning. In this classroom situation, the classroom activities were organised into class work and individual work.

6.3.2.13 Observation of participant 13 (T13)

In the focused observation sessions dated 24 September 2001 of a Grade 5, participant 13 (teacher 13/T13) was mostly observed to be asking the questions and giving direction or instructions to the students in teaching about 'the months of the year'. This topic was sourced from the textbook. Justifying authority was also indicated in the classroom interaction. These features of managing the teaching reflected T13's indirect and direct influences on the classroom activities. In the following excerpts, how questions, instructions, and authority justification were enacted is highlighted.

- T13: Sudah? Sekarang kita belajar tentang months of a year, months ini artinya?
 Ss: Bulan
 T13: Bulan, dalam, setahun [while writing on the board]. Berapa jumlah bulan?
 Ss: Dua belas
 T13: Siapa bisa buat?
 Ss: Dalam bahasa Inggris teacher?
 T13: Ya [while giving the chalk to a student to write the months on the board]
 S: [writes the months on the board]
- T13: Sudah, siapa yang tahu bagaimana tulisan bahasa Inggrisnya Januari? Bagaimana tulisannya [while writing the correct spelling of January on the board]
 Ss: Teacher, teacher [raise hand], February, Maret teacher
 T13: [teacher writes the correct February on the board, and points to another student afterward]
 Ss: Mart
 T13: March [then writes the correct March on the board]
 Ss: March, April
 T13: [continues writing the correct months on the board]
- T13: Selain itu kita harus tahu artinya 'before', 'after' [writes the words on the board]
 Before artinya? Siapa yang tahu arti before?
 Ss: [silent]

- T13: Siapa yang tahu apa? [asks meaning of 'before', while looking up her textbook].
'before' apa?
Ss: [silent]
T13: 'before' artinya 'sebelum' [while writing her explanation of the meaning on the board]
Ss: Sebelum
T13: 'after'?
Ss: Sesudah [guesses the meaning based on the clue]
T13: [writes the meaning of 'after', that is, 'sesudah' on the board]. Jadi after January apa? After January?
Ss: February
T13: February. Before June apa? Before June?
Ss: Teacher, May, May
T13: Before December apa?
Ss: Teacher, teacher [raises hand to ask for a chance to answer]

In this excerpt, questions were often revealed as the way in which T13 managed the teaching. The class was organised into class-work activities in which the students responded and repeated models of vocabulary, pronunciation, and sentences after T13. The students' responses were indicated as their answers, and repetition of T13's models.

T13 also asked some students to write sentences on the blackboard and then invited them to discuss the sentences. She asked some questions and corrected the students' sentences as well. Such classroom phenomena reflected her control of the students' learning behaviours and activities to ensure their development of aspects of language skills such as spelling, meaning (vocabulary), and sentence structures. In terms of the students' responses, the students were identified as answering T13's questions and instructions. In Table 6.20, the ways in which T13 managed the textbooks as her teaching resource to facilitate the students' English language learning is summarised.

In sum, asking questions, giving direction or instruction, and justifying authority in the classroom teaching and learning process were identified as the ways in which T13 managed and made use of the textbook as her teaching resource. In this regard, both direct and indirect influences were reflected in the classroom activities relating to attempts to develop students' accurate spelling and pronunciation of months, vocabulary, and sentence structure. The students' responses occurred as their answers to T13 talk. In the classroom interaction, the class was organised into class-work activities.

Table 6.20: Summary of observation of participant 13

Resource: Textbook	Classroom organisation: Class-work
	<p>'Months of the year', related to spelling, meaning (vocabulary), pronunciation, and sentence structure:</p> <ul style="list-style-type: none"> • T13 explained the topic of lesson; asked a student to write the months on the blackboard; corrected the students' spelling about the months with the class; asked the students to describe and repeat after the teacher. • T13 explained the use and meaning of 'before' and 'after'; and asked the class to guess about the meaning and the use. The students responded to the teacher's questions/instructions. • T13 asked the class to do an exercise making sentences on the use of 'before/after' for the months. • T13 asked some students to write their sentences (exercise) on the board; some students raised their hands to ask for a chance; the teacher discussed the students' sentences/exercise with the class.

6.3.2.14 Observation of participant 14 (T14)

Several interactional features were identified as the ways in which participant 14 (teacher 14/T14) undertook to manage and make use of the English teaching and learning resources in the focused classroom observation sessions dated 19 September 2001 of a Grade 4. In this regard, giving instructions or directions (category 6) and asking questions were noted as the major interactional features when teaching about numbers. These interactional features related to teacher domination in talk in the teaching and learning activities. Other categorised features, such as accepting feelings, and justifying authority also occurred, although these were not significantly apparent. Students' responses were identified through their answers to the teacher's questions and following the teacher's directions. In the following excerpts, how the classroom interactions T14 conducted to make use of the textbook as her teaching resource, that is, giving instructions or directions, asking questions, accepting feelings, and justifying authority, are exemplified.

T14: Good morning students, are you all right this morning?
Ss: Yes
T14: Yes, any homework?
Ss: Yes
T14: Nah keluarkan Prnya [asks students to show their homework]
Ss: [take the homework book out of their bags]

T14: Bagaimana? Payah PRnya? Bisa? [asks whether the homework is difficult]
 Ss: Bisa
 T14: Siapa yang tidak bisa? Sekarang tukar bukunya, buat nama pemeriksanya. Kalau salah punya kawannya, kurangi nilainya [Instructs students to exchange their homework books to check together]
 Ss: [Follow the teacher's order to exchange their homework books to check together]

T14: Nah coba periksa nomor Saturday
 Ss: [Some students raise their hand, a student comes to the board to write her sentence after the teacher points at her to do so]
 T14: Nomor dua? [Asks some more students to write the exercise on the board], bahasa Indonesianya apa ini?
 Ss: Empat ratus empat puluh empat lima ribu
 T14: [Points to some other students]
 Ss: [Writes on the board]
 T14: Fourty four million five hundred and?
 Ss: [Silent]
 T14: Terus, enam ratus dua puluh satu
 Ss: [Some students write their answer on the board]
 T14: Sudah? Ada yang membuat dua puluh? Ada tidak? [Asks while checking the students' work]

In this instance, teacher's questions, instructions, and encouragement of students to respond were revealed in T14's talk during the class-work activities. As indicated, T14 addressed her instructions to the class to write their exercises on the blackboard. Some questions also seemed to relate to vocabulary practices. The students' responses were indicated through their answers to T14's talk regarding the practice. In Table 6.21, a summary of the classroom interaction noted in the field notes is presented.

Table 6.21: Summary of observation of participant 14

Classroom organisation: Class-work	
Resource: Textbook	<p>Exercise/homework about numbers to practice vocabulary:</p> <ul style="list-style-type: none"> • T14 asked some students to write their exercise/homework on the board and discussed the sentences with the class (invited the students to comment). • T14 wrote more exercise on the board (copied from the textbook); asked the class to copy and do the exercise. • After the students finished the exercise, T14 invited the students to respond by discussing the exercise written on the board; T14 wrote the students' responses on the board; asked the students to correct the exercise in their note books.

To conclude, giving directions or instructions and asking questions were identified as the ways in which participant 14 (T14) undertook management and use

of the textbook as the teaching and learning resource to facilitate the students' English language learning. Correcting the students' work occasionally occurred, reflecting T14's authority in controlling the classroom activities. This classroom management indicated that T14 undertook direct and indirect influences on the classroom teaching and learning activities. Students' responses to T14 were indicated through their answers to T14 to questions aimed at developing their vocabulary.

6.3.3 Students' responses

Students' responses were identified in regard to the ways in which teachers gave instructions or directions, criticised/justified authority, asked questions, and gave lectures, as well as praised or encouraged the students in the classroom teaching and learning process. The students' responses could reflect the effectiveness of the teachers' strategies in managing the classroom in which the students' participations and involvements were indicated. As a part of the classroom interaction, the students' responses are indicated and explained in sections 6.3.2.1 to 6.3.2.14.

The students' responses were mostly identified as answers they gave when the teachers gave directions. How the students responded to teachers in the classroom activities is illustrated in Table 6.22.

Generally, students' responses seemed to reflect some linguistic and non-linguistic phenomena during the classroom interaction. Linguistically, the students' responses characterised student talk, in regard to their typical language performance, as processes of their language development were underway. In terms of non-linguistic phenomena, the students' responses indicated how they took part in the learning activities, from which their learning strategies and personality could suggest input for teachers to manage effective teaching strategies.

Overall, the students' participations as well as their responses in the classroom activities could be illustrated as follows:

- 1) Uttered single words or (ill-formed) sentences to respond to the teachers' questions.
- 2) Described clues of texts to respond to the teachers' questions or instructions.

- 3) Translated certain words (vocabulary) and sentences into Indonesian, as the teachers asked.
- 4) Pronounced words or sentences as the teachers asked (instructed).
- 5) Memorized/narrated texts as remembered.
- 6) Asked the teachers questions in Indonesian regarding meaning of words or sentences.
- 7) Attempted to produce or pronounce words or sentences accurately.
- 8) Repeated words or sentences as the teachers modelled or that the teachers interrupted when the interaction was underway.
- 9) Guessed the meaning of words or sentences as the teachers asked or directed.
- 10) Spelled words that the teachers instructed or focused on.
- 11) Read texts loudly and repeated the teacher's emphasis on certain words or sentences as the teacher asked or interrupted.
- 12) Listened to the teacher's explanations (lectures) and took notes into books.
- 13) Wrote or copied words, sentences or texts onto the board for others to comment on or correct.

Table 6.22: The students' responses to the classroom activities

Students of teachers:	Students' responses mainly indicated in the classroom	Due to the teachers':
T1	Seemed to perform single words or uttered key words (vocabulary) of the reading topics (texts) they are learning. The students' responses focused on vocabulary development amid the teacher questions focusing on only single key words or clues in the texts and translation as the teacher gave instructions to translate the text into Indonesian.	Questions and justifying authority as well as acceptance of students' responses (in translating texts) and instructions.
T2	Repeated utterances that the teacher demonstrated as the teaching was focused on pronunciation refinement. The students did not seem to independently express their language. The students' responses were focused on pronunciation accuracy.	Authority justification, directions, and questions.
T3	Read the text, produced simple words and sentences (positive and interrogative sentences) regarding the text they remembered, and repeated utterances of the models that the teacher gave to refine their pronunciation.	Questions or instruction.
T4	Tended to repeat what the teacher asked them to utter after being given models to pronounce the words or sentences, dictating text of the songs, writing the text on the board, asking the students to repeat some key words	Explanation (lecturing), direction or instruction, and authority justification (i.e. control the students'

(Cont.)	to ensure their correct pronunciation. In other words, the instructions to the students to respond seemed to focus on vocabulary and pronunciation as well as the translation of the vocabulary into Indonesian. During the teacher's explanation, the students responded inattentively, as there was a single word to be indicated in their responses.	classroom activities by dictating text of the songs).
T5	Produced words and sentences using 'there is/are' and 'that/this is' as the teacher asked or encourage them to name and count the numbers of windows in the classroom. The students' responses related to vocabulary, syntactical, and pronunciation practices.	Instruction as well as acceptance/use of the students' answers and praise/encouragement.
T6	Guessed meaning of the key words in texts, attempted to accurately spell and pronounce the key words as the teacher asked them questions. The students repeated the teacher's models of utterances to correct the students' words, spellings and pronunciation. Overall, the students' responses seemed to emphasise vocabulary and pronunciation practices as well as translating meaning. Practices of sentence structures were occasionally reflected in the students' responses.	Questions, authority justification, instructions or command, accepting/using the students' ideas.
T7	Mentioned words and their meanings as the teacher asked in relation to the texts and colourful handkerchief (real objects) presented. The students also repeated their utterances after the teacher corrected them, including the appropriate words and pronunciation. The students' responses seemed to reflect their attempts to improve their knowledge of vocabulary and pronunciation as the teacher led them.	Directions or instructions, authority justification, and questions.
T8	Seemed to guess and name colours and their translations as the teacher asked them to do regarding their personal items (real objects) chosen and shown in the classroom. The students also attempted to make sentences to include the colours as the teacher asked. The students also repeated the teacher's words as corrected to develop vocabulary, to refine pronunciation, and to practice reading and translation.	Directions or instructions and justifying authority, and questions in the classroom interaction.
T9	Seemed to be much more focused on their non-verbal activities such as doing exercises as the teacher asked. Verbally, the students named or translated English words into Indonesian according to the teacher's questions or instructions. The students also repeated words or sentences according to models that the teachers described when correcting the students' pronunciation. In general, the students' responses were regarded as attempts to develop their reading skills, vocabulary, pronunciation, and translation.	Directions or instructions, justifying authority (controlling students' activities), questions and acceptance/use of the students' ideas.
T10	Appeared to do their exercise in the textbook as the teacher instructed. Verbally, the students also repeated models that the teacher used in her direction/instruction. The students listened to the teacher's explanations about the topic (lecture) and attempted to guess or answer the teacher's questions regarding the words in the text. The students' responses generally reflected their attempts to develop pronunciation and meaning of words (translation).	Lectures and directions or instructions as well as questions.

T11	Attempted to describe meaning of sentences regarding the teacher's questions after explaining the topic and examples of 'dress'. Some students voluntarily appeared to construct or write English sentences on the board as the teacher directed. Then, everyone in the room proposed their correct sentences as the sentences on the board were being discussed. Afterward, the students seemed to repeat well-structured sentences after the teacher corrected them that reflected attempts to develop and practice vocabulary, pronunciation, and sentence structures.	Questions appearing after her explanation (lectures) as well as the teacher's acceptance/use of the students' answers, and direction or instructions, and justifying authority.
T12	Repeated speech, e.g. words and sentences, in chorus, that the teacher drilled regarding things in the classroom and things in the house. The students also attempted to guess and identify clues that the teacher pointed to and proceeded to do exercises on as the teacher explained the poster pictures. The students were also noted to individually point to clues from the posters as the teacher asked and named which they were. This reflected the students' attempts to practice pronunciation as well as to develop vocabulary and meaning.	Directions or instructions and justifying authority as well as explanations and questions.
T13	Answered and gave the names of the months that the teacher asked. The students also repeated the pronunciation as the teacher corrected. Some students also wrote the spelling of the months on the blackboard as the teacher asked them to do before they were discussed with the class and drilled for accurate pronunciation and translation. The students' responses reflected their attempts to develop accurate spellings and pronunciation of months, and to develop vocabulary and sentence structure.	Questions and direction or instruction as well as authority on topic of 'the months of the year'.
T14	Mostly wrote in their exercises books or on the blackboard when the teacher gave instructions or directions for them to do so and asked them questions regarding numbers, which reflected less verbal interaction in the classroom. Some students occasionally asked questions, reflecting the teacher accepting feelings and giving encouragement, but the questions were addressed in Indonesian. The students also recorrected their sentences written on the board into their book after the teacher gave some corrections and explanation (justifying authority). In general, the students' activities were focused on vocabulary ability, especially the recognition of numbers.	Direction or instruction questions, and justifying authority regarding numbers as well as the teacher accepting feelings and giving encouragement.

6.4 Conclusion

This chapter describes the results of classroom observation data analysis, which examined how the primary school teachers managed the English teaching resources and how the students responded to them in classroom teaching and learning activities. Using the adapted Flanders Interaction Analysis Categories (FIAC) and the

observation field notes, the results of this study indicated some patterns of classroom interaction including teacher talk and classroom activity management as well as student talk (responses) in the context of using English teaching and learning resources. The results reflected the teachers' strategies in the use of English teaching and learning resources that could effectively facilitate the students' English language learning according to the local condition of this study.

How the teachers made use of and managed the resources, as referred to in research question 2, was reflected through their direct influence on the classroom activities. This was indicated in their dominant talk when managing the classroom. Among the features of this pattern, as referred to in the FIAC, are instructions or directions (category 6), criticizing/justifying authority (category 7), asking questions (category 4), lecturing (category 5), and praising or encouraging (category 2). Giving directions or instructions were mostly indicated, as the teachers were identified to give commands/instructions/orders to the students in the classroom activities, which included the use of the English teaching and learning resources. This included asking the students to repeat, asking them to do exercises, asking them to copy exercises, and the like.

The ways in which the teacher managed the resources related to consideration of a number of aspects of socio-culture, curriculum, and teachers' teaching experiences in the classroom teaching and learning process. This could indicate the teachers' awareness of the relationship of these aspects to their teaching to meet the purposes of the ELT program in the primary schools.

Textbooks were identified as the prominent resource used. The textbooks were selected from those available in the markets. The teachers' main use of the textbooks was also indicated from the topics taught to the students. Whether or not the contents and materials of the textbooks suited the curriculum or the young learners' needs would be further discussed. Other resources used included songs, real objects in the classroom and students' personal items, and poster pictures. These reflected the teachers' knowledge of and ability in handling teaching and learning resources.

Concerning language skills, the ways in which the teachers managed the classroom teaching and learning process (the classroom interaction) was related to

vocabulary development. Other language aspects, such as pronunciation, translation, and sentence structures, were also taken into account. These aspects were related to developing the students' spoken English, that is, speaking. Few teachers were indicated as providing written skills, that is, reading and writing.

Classroom organisation was primarily managed through class-work activities. Individualised work activities occasionally occurred when the teachers assigned the students a particular task or instruction. Group-work and pair-work activities were particularly used when the students were asked to do exercises or to practice their lessons from the teaching and learning resources.

As related to research question 3, students' answers were significantly indicated in the way they responded to the teachers in the classroom teaching and learning activities. The students mainly answered or responded to the teachers when the teachers gave directions (that is, gave commands/instructions/orders for the students to perform with the English teaching and learning resources, by asking the students to repeat, do an exercise, copy an exercise, and the like). This also included teacher talk when criticizing/justifying authority, asking questions, lecturing, and praising or encouraging took place. The students rarely initiated the talk in the classroom interaction contexts. The students' response could reflect their learning strategies, personalities and stages of language development, which could be used as input to develop effective teaching strategies.

CHAPTER 7

DISCUSSION OF THE FINDINGS

7.1 Introduction

This chapter discusses the results of the data analysis in relation to the literature review and the objectives of this study. The discussion seeks a connection between teachers' views and their actions in managing the classroom, as well as students' responses, to identify teachers' effective strategies for resource use.

Since there were three major objectives of this study, there will be three main topics discussed in this chapter. First, aspects of socio-culture, curriculum, and teaching experiences considered significant by teachers when selecting and using resources will be discussed. Second, teachers' actions which reflect these aspects in the use and management of English teaching and learning resources in classroom activities will be identified in relation to teacher talk, classroom interaction and organisation. Third, to provide an insight into the effectiveness of teachers' strategies in managing English teaching and learning resources, the relationships between students' responses in classroom teaching and learning activities and their language acquisition and development process, their personalities in classroom interactions, and their learning strategies will be identified. Prior to this chapter's conclusion, strategies undertaken by Indonesian teachers will be illustrated to describe a framework of teachers' decision making. The methodological perspectives of the study will be revisited as well.

7.2 Aspects reflected in teachers' strategies when using resources

Several aspects of socio-culture, curriculum practice, and teachers' experiences were identified as significant considerations for teachers in teaching their young learners. These aspects reflected the strategies that teachers utilised when using English teaching and learning resources. These aspects—reflected through their thoughts, beliefs, and knowledge, and their theories—affected how the teachers managed their classroom teaching and learning activities (Kauchak & Eggen,

1998:70; Randi & Corno, 1997:196–7; Richards, 1998:49–51; Stern, 1994:275–80; Todd, 1999). Incorporating consideration of these aspects in their teaching made teachers feel confident that their teaching practice would motivate their students' learning of English as a foreign language in the context of Indonesian primary schools in West Sumatra.

Types of English teaching and learning resources used were also confirmed. Textbooks, poster pictures, real objects, radio-cassette player, miscellaneous personal items, clippings, songs and some interactive games were identified as prominent resources, but textbooks were most widely used. Discussion on this section then relates to objective 1 (research question 1) of this study.

7.2.1 Socio-culture

Teachers took a number of socio-cultural factors into account in their teaching (Brady, 1999; Ellis, 1994; Huda, 1999; Kauchak & Eggen, 1998; Larsen-Freeman & Long, 1991; Nunan, 1995; Randi & Corno, 1997; Richards, 1998; Sinaga, 1997; Stern, 1994; Suryadi & Tilaar, 1994; Todd, 1999). The significant aspects were regarded as students' background (that is, characteristics, nature, social background), context of teaching (that is, socio-cultural organisation influence, social class in society, economic and political situation, institutional factors and technology development), and teachers' background (that is, thoughts, beliefs, preferences, and personal characteristics). Discussion of how these aspects related to the results of this study is as follows.

a. Students' background

Students' background included their characteristics, nature, and social background, as was summarised in Table 2.1. The teachers' consideration of these aspects reflected their awareness of the significance to their teaching. Consideration of these aspects was also reflected by the teachers' attempts to adjust resource use to align with their students' interests, and to encourage their participation in classroom English language teaching and learning activities.

In this study, students' characteristics were identified in teachers' concentration on the significance of the students' general English proficiency level, age, and learning experiences in English when teaching and making use of resources. Students' linguistic aptitude and linguistic background—also an influence in teaching, according to Ellis (1994:28) and Stern (1994:275-80)—were not particularly addressed. Rather, materials use was graded according to students' abilities and presented in accordance with their different abilities and learning experiences.

The age factor—Marinova-Todd, Marshall, and Snow, (2000:9–31) argued whether it is a major factor contributing to the success in second language learning—was still considered significant by the teachers. Age was a deciding factor when determining whether types of resources used suited students' aptitudes, abilities, and interests. Students' age was believed to have a strong relationship to their aptitude, ability, and interests in English language learning, which aligns with the critical-period hypothesis claiming that there is a biological timetable to language acquisition (Brown, 2000:52–58).

Students' nature, including their preferences and personalities, were of significance to the teachers when selecting and using colourful picture books, personal items, and songs, as these could stimulate students' interest. Consideration of the students' preferences and personalities should assist their learning of English as a foreign language, as young students learn through having fun, fantasising, and being creative, which differs from how adults learn (Brown, 1994:90–91; Sinaga, 1997:174). For instance, students recognised the content of some resource pictures as they represented places or items that could be found within their environment. Using songs also related to the students' nature, as they enjoy singing songs while learning. As a result, teachers' choices reflected their awareness of the significance of students' preferences.

Personality types such as introvert, extrovert, risk taking, and others (Brown, 2000:142–156; Ellis, 1994:517; Gass & Selinker, 1994:260) were not specifically described by the teachers when determining resource use, but were regarded as significant in the resource use. For example, songs were offered before ending a session, which stimulated students' curiosity and attracted their attention.

Additionally, monotonous classroom situations were avoided by offering stories. This suggests that the students' personalities are recognised in the classroom and regarded as a significant and influential aspect in effective classroom teaching and learning activities.

Students' social background—also considered an important factor in resource use—was particularly related to parental background. Parental background also reflects students' socioeconomic status. First, parents were considered well educated socially. Parental participation by following-up progress of their children's school lessons at home—indicated by parents' signatures on the students' homework—indicates that significance of the parental factor incorporated into the teachers' considerations of their teaching and use of appropriate resources.

Second, parental financial and material situations were also reflected in teachers' decision making and teaching practice. Parents supported the English language program at the schools through their ability to pay extra for students' English learning program, which relates to the affordability of the students' learning resources. Parents also donated some poster pictures. This suggests that parents were aware of the importance of introducing this subject to their children, and also made the teachers aware of the parents' role in assuring attainment of desired teaching and learning objectives.

Parental support, understanding, and cooperation that could contribute to their children's learning success (Chambers, 1999:82–95; Huda, 1999:99–106; Kauchak & Eggen, 1998:348) were regarded as significant to the teachers' classroom practice. This study suggests that teachers' decisions on the use of English teaching and learning resources should be made in cooperation with parents. This may assist children's learning success. However, further study needs to be undertaken, particularly to identify the relevance of parental involvement to students' English learning achievement. Also, parental English language competence, which would influence students' attitudes and achievement (Chambers, 1999:87), could also be examined in further detail.

In short, teachers' use of English teaching and learning resources reflected their awareness of their students' backgrounds, which included (a) their students'

English proficiency level, (b) their students' age level, (c) their students' learning experiences, (d) their students' preferences for materials they recognised from their own environment and culture, (e) their students' nature—enjoyment and fun while learning, and (f) their students' parental involvement and support. These socio-cultural issues in regard to the characteristics of Indonesian students were significant for teachers' decision-making framework, particularly in West Sumatran primary schools.

b. Contextual or environmental background of teaching

A number of factors related to context of teaching (Kauchak & Eggen, 1998:336–337; Messer, 2000:138–143; Rios, 1996:1–22; Stern, 1994:275–280) were identified in this study. Most of the factors relate to school location and the major religion in society, influence of socio-cultural organisations, social class in society, economic and political situation, institutional factors and technological development. These factors were reflected in the teachers' decisions when using English teaching and learning resources to facilitate the students' English language learning.

In regard to school location, English teaching materials used by the teachers were related to the tourism industry. As noted by Kauchak and Eggen (1998:336–7), physical environment often influenced teachers in their teaching. The physical environment of the school locations in this study is close to tourism destinations, such as beaches, scenery, and examples of *Minangkabau* cultural heritage. The teachers reflected their awareness of the influence of school location through the materials and resources used in their teaching which were related to the tourism purposes of the region.

Despite the significance of introducing the language to their young students in relation to the tourism industry, materials relevant to the role of the major religion in the society were also used. Religiously related materials were considered significant to maintain and develop positive moral values in young learners when learning English as a foreign language. This consideration was related to an assumption that (second) language learning included some degree of (second) culture acquisition (Brown, 2000:182). It is suggested that foreign language teaching could also

incorporate a negative impact from the foreign culture's infiltration. Therefore, as this study indicated, teachers considered it important to provide students with learning materials and resources relevant to their religious observation, reflecting the significance and influence of a major religion in society. Also, such tourism and religiously related teaching, typifying the English teaching programs in West Sumatran primary schools, could be included in one of the widely discussed topics of English for specific purposes (ESP).

Teachers' associations—considered influential in the aspect of social and cultural organisations (Stern, 1994:227)—were not indicated in the teachers' decision making on the use of English teaching and learning resources. Nor were other socio-cultural organisations such as ethnic groups and occupational groups in local society indicated as a factor. However, religious associations might be indicated, particularly if schools operate under a certain religious organisation. Teachers usually take their school's mission into account through selection and adjustment of their teaching materials. This confirms that religious observance influenced by authorised religious organisations is important for English teaching and learning activities.

Economic conditions as an influence on how teachers taught (Stern, 1994:275–8; Messer, 2000:138–43) was particularly reflected in teachers' decision making on resource use. The economic conditions—indicated by parental lack of purchasing power in affording (expensive) textbooks or other learning resources for their children—were recognised through the selection of textbooks used in teaching and learning covering materials for a one-year English language program. This was to avoid an obligation to buy a textbook every school term. Students were not required to have textbooks for their English lessons; the materials used for the students were copied onto the blackboard or photocopied to reduce costs. This consideration maintained and encouraged parental continuous support for the English program in the school.

Principals' general guidelines—Kauchak and Eggen (1998:70) suggest that the leadership of the principal influences teachers—were particularly acknowledged as a factor in teachers' use of English teaching and learning resources in the classroom. Other aspects categorised as institutional factors, such as state/district guidelines, and

school policy (Kauchak & Eggen, 1998:70), were not explicitly regarded as determining factors. The provision of general guidelines by the principal was considered significant, as the role of principals provides teachers with general guidelines about how teaching should be conducted, what students' ability was expected, and how teaching and learning situations should be maintained in the classroom (for example, to practise English should not disturb other students from different classrooms who were learning other subjects). The principal did not dictate detailed classroom teaching materials and activities, as these remained under the teachers' professional authority. This direction also encouraged teachers' development of their authority.

The impact of technological development was also reflected in teachers' teaching and resource use. Although there was a minimal use of technological instruments in their English language classrooms (see types of resources used in teaching), the teachers were well aware of the need for English to be introduced to their young learners in relation to technological advancement. In the results of this study, English materials/resources used related to the introduction of technological terms. The use of technological-related materials/resources would actively engage students in classroom teaching and learning activities (Cunningham & Redmod, 2002:43–54).

In short, teachers' use of English teaching and learning resources reflected their awareness of the influences and significance of the contextual background. Aspects incorporated in the contextual background are (a) school location (in relation to the need to develop tourism industry), (b) the major religion in society (in regard to cultural and moral maintenance), (c) the school mission (if the school is under a certain affiliation/association), (d) the current economic situation, (e) orientation given by the principal, which leads to the development of the teachers' teaching autonomy, and (f) technological advancement. These aspects particularly influenced teachers' decision making when determining effective teaching by making use of English teaching and learning resources for their English primary school classroom.

c. Teacher's personal background

The teacher's background was also a factor that imposed directions on teaching, including the use of teaching resources. Aspects related to this factor included the teacher's personal thoughts, beliefs, preferences, and characteristics (Huda, 1999:138; Kauchak & Eggen, 1998:13–15; Kosunen, 1994:247–257; Nunan, 1995:212; Randi & Corno, 1997:196–197; Richards, 1998:49–73; Sanches, 1994:181–195; Suryadi & Tilaar, 1994:118).

In this study, teachers' thoughts, beliefs and preferences were profoundly determining aspects of what and how resources should be used in teaching. The teachers' thoughts, beliefs and preferences were indicated through their attempts to make learning easy and enjoyable for their young learners. For example, teachers attempted to ensure that materials used related to students' daily life or their socio-cultural environment.

Materials used were compiled from several textbooks and picture textbooks to suit their students. Compiling the materials reflected teachers' professional practices (thoughts), although teachers' competence in organising and managing their teaching materials has been of serious concern (Huda, 1999:153–4; Jazadi, 1999a, 1999b; Nio, 1993). In fact, the teachers could carefully organise and adjust their teaching and learning materials according to students' grades and abilities. Writing—difficult for younger and lower grade learners (that is, students of Grades 1 and 2)—was only offered to students of higher grades after careful consideration and with guidance. This suggests that teachers' professional thoughts were influential and reflected their competence, despite any barriers implied through their native language background, their training background, or their length of service implied in section 3.5 (Chapter 3).

Teachers' beliefs about their own competence are particularly reflected in their decisions on resource use. In this regard, materials selected from available resources are matched to their students' levels of vocabulary mastery. The materials believed relevant to students' real daily activities and general ability are mainly taken into account.

The teachers' confidence about their personal ability to effectively prepare for teaching was evident as they were the only English teachers employed in their

respective schools. There appeared to be no collaboration—although collaborations could help the teachers in their professional growth (Brady, 1999:12–3)—or opportunities to attend workshops to develop professional competence. The teachers seem to have developed confidence in their own ability.

The teachers' confidence could relate to their appointment by their principals and other personal background such as their previous training or length of service. However, this does not guarantee the teachers' professional growth unless collaboration with other teachers and in-service training is undertaken. This suggests that the respective schools or district department of education should facilitate their teachers to attend relevant activities to develop their expected professional teaching competence.

Teachers' preferences were reflected in their use of textbooks from certain publishers. These preferred textbooks were mainly based on their ease of application. Every teacher was identified as choosing textbooks from different publishers as either their main or a supplementary resource (see types of textbook in 5.2.1).

Regarding teachers' characteristics, length of service was contrastively revealed in their decision making when determining and using English teaching and learning resources. Teachers' length of service demonstrated their professional expertise and development, regardless of any formal education background in English language teaching, which although possessed by several, was considered irrelevant. Teachers' length of service—ranging from three to nearly twenty years—plus an authority established by their principals to teach English, suggests that teachers' professional growth relies not merely on formal training but also on continuous opportunities to access teaching practice. This implies that teachers' in-service training programs will be needed to bridge the gap in expected professional competence.

Overall, teachers' use of English teaching and learning resources to facilitate their students' English language learning reflects teachers' personal backgrounds, which include (a) their professional thoughts in managing resources according to students' abilities, (b) their confidence about their competence, (c) preferences for certain publishers of textbooks, (d) authority established by their principals, and (e)

professional ability developed over years in service, as significant and influential to effective strategies. These components are incorporated into the influence of socio-culture on teachers' decision making when using English teaching and learning resources in the context of this study.

7.2.2 Curriculum practices

Curriculum reflecting what, how, and when to teach (Marsh, 2000:65) included several components such as orientation and objectives of English language teaching in primary schools, language skills and content, teaching methods, teaching activities, teaching interaction, and timetable and evaluation (Kauchak & Eggen, 1998:82–86; Richards, 1998:103–119). Teachers' common practice of these curriculum components confirms their significance in their teaching practice, including their use of English teaching and learning resources. Also, how these curriculum components were emphasised within their teaching could provide insights into the teachers' experience and competence in dealing with the national curriculum system: teachers' competence in teaching English in primary schools in the context of 1994 curriculum system was questioned (Huda, 1999:153–4; Jazadi, 1999a, 1999b; Nio, 1993). This could also provide insights into ELT practice in the context of competence-based curriculum, an outline for which has been introduced and piloted since 2002.

In this study, teachers' responses to curriculum indicated the significance of various curriculum components to be emphasised in managing an effective classroom. The components categorised by Kauchak and Eggen (1998:82–86) and Richards (1998:103–119) were reflected in the teachers' views when managing their teaching and resource use, but certain emphases were indicated, providing insights into their attempts to stimulate students' interest and motivation in the English language teaching and learning process. How the curriculum components were regarded in classroom practice is discussed in the following sections.

a. Orientation and objectives of ELT

The significance of the orientation and objectives of ELT in classroom practice were identified in relation to local situations and school objectives. The local situation objective was related to the purpose of introducing English, that is, to enable young students to identify and report on their cultural activities in their English conversations. To fulfil this purpose, the objectives of the topics outlined in textbooks were directed according to local cultural content of *Minangkabau* society.

This modification was made due to the unavailability of published local ELT curriculum materials for primary schools, although the syllabus of English for primary schools in West Sumatra (the 1994 national curriculum system) has been issued through decree No. 0098.08.LL.1999 (Department of Education and Culture, Provincial Office of West Sumatra, 1999). A similar situation may also occur with the competence-based curriculum, the outline of which has also been introduced and piloted since 2002, and that the objective of ELT in the primary schools is to enable students to understand and express simple conversation (Boediono, 2002; Department of National Education, 2001a), but as no particular curriculum materials are available, teachers are encouraged to determine content in relation to their awareness of the purpose of English as a local regional content subject.

The school objective was also specified. The inclusion of this subject in the school curriculum was identified as promoting the school business market profits. Through delivering this subject, schools attempted to attract parents' interest in enrolling their children by providing a good image of their English program. The teachers' attempts to maintain the quality of teaching by providing enjoyable learning experiences for their students could also reflect this objective. Students' motivation in their English language learning experience could impact upon parental interest. However, further study is required to identify the effect of the English language program in primary school on students' enrolment and achievement.

b. Language skills and content

The significance of language skills and content on the teachers' resource use was identified through the importance placed on speaking skill. This skill was

predominantly significant: students were encouraged to practise simple or daily expressions. It is often judged that students' successful English proficiency is dependent upon their English performance, that is, their ability to express things in oral English. Although achievement should not rely merely on speaking skill—as there are four integrated skills of language: listening, speaking, reading, and writing—this skill was regarded as a determining aspect included in resource use. Speaking skill was believed to facilitate development of other language components such as reading, writing, pronunciation, vocabulary, and sentence structure. Further study needs to be undertaken to evaluate students' speaking skill.

c. Teaching methods

The significance of oral communication as a teaching method influenced teachers' teaching practice. Oral communication methods were used in question-and-answer activities, mixing both Indonesian and English language, speech patterns, drill practices, reading aloud, discussions and dialogues. This method—a common practice of curriculum—was assumed to be effective in building classroom interactions. Although the methods could be identical to grammar translation method (that is, the use of mixing codes: English and Indonesian), and total physical response (that is, students demonstrating their oral language), the methods were considered communicative in classroom discourses.

Huda investigated the use of structural drills and English–Indonesian interactions in most English class in Indonesian classrooms (Huda, 1999:97). These methods were also identified in primary school classrooms. Question-and-answer activities—mixing Indonesian language and English—as well as speech patterns, reading aloud, and classroom discussions as well as dialogues identified in this study were a typical reflection of teachers' strategies in relation to curriculum practice. With these methods, teachers dominated classroom talk. However, whether the ways in which the teachers taught their young learners are effective needs further study.

d. Teaching activities

Various activities can be undertaken in managing a classroom, but role-play, story telling, and singing activities were considered particularly significant ways in this study in which students' interest and participation could be increased. Each of these activities required relevant resources. For instance, to develop students' vocabulary, small-group dialogue in role-play was important. However, as class-work interactions were indicated as an influential aspect in the teaching practice, confirmation of how teachers managed role-play is required.

Story telling and singing activities were considered significant to encourage students' interest and redirect their attention to a certain learning focus. These activities could also give the students' opportunities to practise listening comprehension, to establish accuracy of English pronunciation, as well as to enrich their vocabulary, and to understand English sentence structures.

e. Classroom interactions and organisation

Class-work interactions were traditional classroom interactions and organisation that influenced the teachers' teaching practice. Class-work interaction was considered particularly significant, especially to direct and encourage students to express their spoken English—which also helped teachers identify and examine students' performance within the large class size of these primary schools—in order to give immediate feedback. In this instance, the teachers gave instructions to the whole class to control and to lead the students to take part in their classroom activities. Also, class-work interactions were believed to avoid monotony in classroom activities. Classes were managed in an informal and relaxed manner. The ways in which the classes were managed were believed to encourage and optimise students' participation.

Group-work and pair-work interactions in classroom practice were occasionally regarded as affecting the resource use. Despite the benefits of such small groups (Marsh, 2000:100–102), especially in providing students with optimal input to develop target language proficiency (Huda, 1999:85–92), such small group interaction was not helpful for teaching primary school children. Young students were considered

unable to manage small group interactions: they would simply switch code to non-English conversational activities, which made the desired objectives of English language learning difficult to attain.

f. Timetable and evaluation

The significance of the timetable to teaching practice and the use of English resources related to students' learning condition and behaviours. For instance, in the morning sessions students were energetic and fresh. Consequently, the monotonous use of textbooks could be relevant. However, it would degrade the students' spirits when this subject was offered in the middle of the day after a break or in the hot afternoon. Therefore, as indicated, using other alternative resources such as songs, pictures, or objects was necessary.

Also, time allocated to achieving certain desired teaching objectives affected the teachers in the resource use. Teachers were determined to calculate how many new vocabulary items should be taught and achieved by their students per week and per school term.

Nunan (1995:212) identified several criteria of experienced teachers. Teaching-time management was included, however, it could be questioned whether teachers' ability in time management reflected their students' English proficiency. Although this study implied teachers' time management ability—fulfilling the criterion of the experienced teacher—students' English proficiency levels need further study.

In relation to evaluation, practicality in administering tests significantly influenced the teachers' determination of resource use. The practicality notion was applied in their direct evaluation of their students' oral performances. This could provide the teachers with direct information about their students' progress prior to decisions on immediate teaching remedies and corrections of students' mistakes.

7.2.3 Teachers' teaching experience

Teachers' experiences, which mostly influenced teacher's decision making about using English teaching and learning resources, was identified through their

dealings with the curriculum, their students, and the environmental situation, and their personal professional values. These dealings could reflect the teachers' professional expertise as agents for change among other characteristics of good language teachers (Brown, 1994:248-9).

As indicated in this study (and summarised in Table 5.4), how the students, the social-environment of teaching, personal factors, and curriculum components were addressed gave a general impression of teachers' experience in managing materials or resources in their teaching practices. For example, reflecting their experience with students, the teachers applied their knowledge and understanding about their students to their use of materials/resources that suited the students' abilities. This experience also included their knowledge and understanding of the students' environments, again reflected in teaching resources/materials being adjusted to suit the students' daily life. These attempts could help maintain students' motivation and interest in overall classroom teaching and learning process.

In defining good teaching, Kauchak and Eggen (1998:3) asserted that an effective teacher combined the best human relations, intuition, sound judgment, and knowledge of subject matter and of how people learn. In regard to the results of this study, the teachers' knowledge about their students could reflect their teaching experience, as they could deal with their students' social and environmental conditions in their teaching. Students' differing abilities and grades were acknowledged through the selection of materials that suited the students.

Teachers' experience with curriculum was also reflected in this study. As experienced teachers tend to make more use of the improvisational teaching mode and a teaching plan as a process to guide decision making (Richards, 1998:119), as well as emphasising the importance of goals and objectives (Brady, 1999:12-3; Candlin & McNamara, 1989:149-50), the results of this study could suggest that teachers' experience was reflected in the implementation of certain ELT curriculum components. The teachers also made improvements in their teaching by attracting students' interest, as well as motivating them in their English language learning, so that they were not bored by their teaching and learning activities.

Length of service in teaching English was particularly reflected in teachers' experience, giving the teachers confidence in their teaching. This included confidence in handling teaching materials and managing classroom activities.

Length of service, however, does not always guarantee the success of experienced teachers. Kosunen's study (1994:247–57) indicated that experienced teachers differed from less experienced teachers in some respects. According to Kosunen, experienced teachers, who had 8–15 years of teaching, underlined the importance of totality and wholeness in their instructional planning, integrated their instruction in theme-based instruction, and were more student-oriented. Less experienced teachers, who had 3–4 years of service, stressed short-term planning, used textbooks as a means of sequencing their instructions, and depended on textbooks when planning their instruction.

In regard to the wide use of textbooks as the main teaching and learning resource, the teachers identified in this study could be categorised as mid-experienced, because they seemed experienced in managing their teaching materials—they have taught English for many years—but their professional practices were of concern. This could suggest that the teachers were still in a transitional stage of their professional growth. Several criteria described by Kosunen were reflected in the primary school teachers' operations, especially when they approached particular components of curriculum when determining English teaching and learning resources. Despite this, further study needs to be undertaken to confirm whether the teachers' long service relates to their students' achievement.

Kauchak and Eggen (1998:47) said that culturally responsive teachers should understand the culture of their students: the students' social and life environment should be taken into account in teaching. In the results of this study, teachers' use of resources was related to materials that their students recognised in their social and cultural environment (that is, at home and at school). The use of resources was supposed to make learning English easier for their young learners.

In short, teachers' use of English teaching and learning resources reflected the influence of their teaching experiences. The teaching experiences were demonstrated through the teachers' understanding of their students' abilities, grades, and daily life

in their environment, their knowledge of ELT objectives, materials and topics, and teaching steps, their professional practice developed over years, and their students' social and cultural life. Reflecting these aspects also suggests that teachers' professional growth is still progressing, and would benefit from exercises, trainings, workshops, and the like.

7.2.4 Summary

Socio-culture, curriculum, and teachers' teaching experiences were reflected in the teachers' strategies when determining and using English teaching and learning resources. The teachers were aware of the significance of these factors on effective classroom management to facilitate their young learners' English language learning. Despite some questions that need further study, several aspects of socio-culture, curriculum components, and their teaching experiences were emphasised. A number of aspects of socio-culture were related to students' background, the contextual/environmental background, and the teacher's personal background. In curriculum practice, the orientation and objectives of English language teaching in primary schools, language skills and content, teaching methods, teaching activities, teaching interaction, and timetable and evaluation determined how teachers identified suitable and relevant resources. Teaching experiences, which reflected their knowledge and experience of their students, factors from the students' society and environment, personal factors, and curriculum, determined how the teachers selected and made use of resources for their teaching practices.

The aspects of socio-culture, curriculum practice, and teaching experiences may relate to how the teachers managed the resource use in classroom activities. The aspects may also relate to how their students responded to teachers in the classroom process. Both issues are discussed in the following sections.

7.3 Teachers' use of English teaching resources in classroom activities

Teachers' strategies—in relation to study objective 2 (research question 2)—were also identified in relation to how English teaching and learning resources were managed in classroom activities. As Stern (1996:339), Kauchak and Eggen (1998:16),

and Brown (2000:113) mentioned, teachers' strategies included specific activities, approaches, methods, and techniques or procedures undertaken to help learners reach objectives and to make learning enjoyable in the classroom. In this regard, the teachers' specific methods in managing the English classroom and making use of English teaching and learning resources were demonstrated in the ways in which they gave instruction to or addressed the students, managed classroom interactions, and organised classroom activities (Ellis, 1994:726; Groundwater-Smith, Cusworth, & Dobbins, 1998:217; Nunan, 2003; Todd, 1999:28). The methods used provide an insight into teachers' competence, materials appropriateness, and teaching English as an elective subject in Indonesian primary schools, the central concern of this study. As well, types of English teaching and learning resources were also confirmed: this study identified that textbooks were widely used in classroom activities, along with a radio-cassette player, songs, real objects, personal items, cards, and pictures.

How the English teaching and resources were managed in classroom also reflected the significance of socio-culture, curriculum practice, and teaching experiences, as discussed in section 7.2, which was taken into account by the teachers. Particular aspects of socio-culture, curriculum practice, and teaching experiences are summarised in Tables 5.2 to 5.4 in Chapter 5. Reference to these aspects could illustrate a framework for how teachers make decisions to effectively manage teaching, especially regarding selection and use of English teaching and learning resources for their primary school students.

7.3.1 Teacher talk

As a variety of language expressed by teachers in the classroom teaching and learning process (Huda, 1999:45–52; Nunan, 1995:191; Todd, 1999:29), teacher talk was associated with the ways in which teachers directed teaching and learning activities in classroom (Larsen-Freeman & Long, 1991:139–41), controlled learners' behaviours (Allwright & Bailey, 1991:139), and provided input in second language learning (Ellis, 1994:26; Gass & Selinker, 1994:333). Some studies suggested that teacher talk would be effective to help construct learners' knowledge by using, for instance, repetition to practise articulating language forms (Duff, 2000:109–137), and

questions to scaffold language learning (McCormic & Donato, 2000:183–201).

This study—referring to the criteria of teacher talk set in the Flanders Interaction Analysis Categories (FIAC) (Allwright & Bailey, 1991:202–3; Flanders, 1970; Stern, 1994:492)—identified that giving directions or instructions, criticizing/justifying authority, asking questions, lecturing and praising or encouraging students were significantly reflected in the strategies carried out by the teachers in the classroom. The purposes of such teacher talk related to attempts to ensure students' development of some language aspects and skills, such as pronunciation, spelling, meaning (vocabulary) and translation, reading and sentence structures.

a. Instructions or directions

The giving of instructions or directions was the pre-eminent method used when teachers managed classroom teaching and learning activities to control and direct the attention of the whole class to classroom activities. The occurrence of these instructions or directions may reflect the significance of socio-culture, curriculum practice, and teaching experiences reflected by the teachers. For instance, the students were instructed to translate English texts from a textbook into Indonesian language, to listen to and follow songs from a radio-cassette player, and told what to do with exercises and activities. Such examples may also relate to the teachers' role as the main resource leading the students.

These actions reflect the teachers' awareness of particular aspects of the students' background, contextual/environmental background, and teacher's personal background. As summarised in Table 5.2 the actions imply that young students need their teachers' full direction on tasks and activities.

The examples of teachers' directions or instructions were related to curriculum practice. As summarised in Table 5.3, the teachers mixed both English and Indonesian as the way they asked the students to listen to, then follow models and repeat loudly after the teachers gave some practice of reading, and speech patterns and drills, may refer to teaching methods, and classroom interaction and activities. It can also relate to the objectives of ELT, that is, to develop pronunciation accuracy, by the directions and instructions were undertaken (for example, asking students to name colours could

be related to a consideration on the students' learning preferences, as they enjoyed learning through fun). Moreover, how the teachers addressed their instructions or directions also reflected their experiences (see summary in Table 5.4).

b. Criticism/authority justification

Although this criterion of teacher talk was not reflected in a major way in the classroom use of textbooks, a radio-cassette player, songs, real objects, personal items, cards, and pictures, expressing criticism or so-called justifying authority could be significantly indicated, particularly in controlling students' learning behaviours. This occurred when teachers pointed to and asked members of groups to describe, answer, or explain tasks. Also, this occurred when teachers corrected students' mistakes, and gave drills on exercises after providing examples/models, etc. (see Table 6.4). The ways in which the teachers made criticism or authority justifications also reflected their awareness of socio-culture, curriculum practice, and their teaching experiences.

c. Questions

Asking questions was significantly indicated in the teachers' use of the English teaching and learning resources. The questions were used particularly to obtain information about the students' progress and achievement prior to remedial teaching. McCormic and Donato (2000:183–201) said that questions could be used to scaffold language learning. For example, the students were asked about vocabulary items and contextual meaning of the topics being discussed to ascertain whether they understood and accurately pronounced the vocabulary items, as well as understood the use of the vocabulary in appropriate sentence structures. (Further examples are summarised in Table 6.5).

In regard to the aspects of socio-culture considered significant by the teachers, their questions may relate to students' background, as the young learners' attention needs to be triggered. In relation to curriculum practice, the questions relate to how interactions in classroom are carried out and evaluations are undertaken to achieve teaching objectives. As well, the teachers' questions could also relate to the teachers'

teaching experiences in that they know how to lead their students.

d. Lectures

Lectures—teachers' explanations about activities related to the topics being learned—were carried out through the teachers' use of textbooks, a radio-cassette player, songs, real objects, personal items, cards, and pictures, although this mode of teacher talk could be beneficial for the students to obtain an understanding and some preliminary knowledge about tasks. In Table 6.6, the ways in which lectures were carried out is illustrated; for example, topics quoted from textbooks, explaining about songs to sing, or explaining tasks that the students had to accomplish, etc.

The occurrence of these actions also relate to particular aspects of socio-culture, curriculum practice, and teaching experiences. Socio-cultural factors affected the occurrence of lectures or explanations which demonstrated teachers' domination of classroom talk. For instance, elements of students' nature such as enjoying fun while learning, and learning by playing during their language learning experiences seem to be overlooked. The teacher's personal background as well as the teachers' teaching experiences seem more influential.

In relation to the common curriculum practice, how lectures or explanations were carried out relates to classroom organisation. Curriculum practice was reflected in the wide implementation of class-work activities. It was considered that the class should have tasks or procedures explained before doing the activities. The students should understand the lesson clearly (to avoid their confusion or boredom). Despite this, the teachers need to control the amount of time spent on explanation. Domination of classroom talk could cause students to lose interest in classroom activities.

e. Praise or encouragement

Despite their occasional occurrence in the classroom context, praise or encouragement is feedback offered by the teacher to the students, alongside their implementation of directions or instructions, criticism/authority justification, and questions. For example, the teachers praised the students after they performed tasks according to the teachers' instructions/directions or questions. The teachers also

encouraged students to answer their questions or respond immediately after their instructions. A summary of teachers' praise and encouragement was illustrated in Table 6.7.

Whether lack of praise or encouragement also relates to issues of socio-culture, curriculum practice, and teachers' experiences needs further examination. Despite this, as this study identified, the teachers indicated that aspects of students' background, the contextual background, and the curriculum were taken into account when managing their teaching. A lack of praise or encouragement might relate to a teacher's personal background and teachers' teaching experiences in general.

7.3.2 Classroom interaction

The teachers' strategies in the use of English teaching and learning resources can be illustrated by a pattern of classroom interactions. The pattern of classroom interactions reflects the ways in which turn-taking occurred among classroom members.

Groundwater-Smith, Cusworth, and Dobbins (1998:217) and Verplaetse (2000:221–239) noted that there was some turn-taking between teachers and students in some two-way traffic interaction. The turn-taking was illustrated as an I–R–E sequence suggesting a sequence of teacher's initiation, student's response, and teacher's evaluation.

The pattern may vary in regard to numerous steps of teaching that may be carried out by teachers. A variation occurs from pre-teaching to post-teaching activities (Forsyth, Jolliffe, & Steven, 1995:28; Kauchak & Eggen, 1998:16) suggesting variations of pattern that typify classrooms. Identifying a pattern of classroom interactions is important to illustrate which patterns encourage interaction for all students.

This study elaborated details of the sequence pattern. It suggested an I–R–E/F sequence pattern to reflect how the teachers undertook strategies in using English teaching and learning resources to facilitate students' English language learning. In this circumstance, teachers initiated interaction, students responded, and teachers evaluated or gave feedback (see Figure 7.1).

background, their contextual/environmental background, and the teachers' personal background, as well as curriculum components, and teachers' teaching experiences, when using English teaching and learning resources.

7.3.3 Classroom organisation

Classroom organisation consists of class-work, group-work, pair-work activities, and individualised-work/task activities. Reid, Forrestal, and Cook (1989:11–13), Marsh (1998:80), Killen (1996:60–61), Groundwater-Smith, Cusworth, and Dobbins (1998:108), Kauchak and Eggen (1998:343), Brady (1999:14–15), and Huda (1999:85) respectively noted benefits of each activity type to facilitate students' language learning. Teachers can be assured that classroom management would be easier with students organised into learning groups.

Despite this, as discussed previously, this study identified that class-work interactions were mainly considered significant, and influenced the teachers' teaching practice, including their selection and use of English teaching and learning resources. Several reasons were reflected for class-work interaction predetermining the teachers' decision making. Group-work and pair-work interactions were not particularly acknowledged for teaching primary school children because of the nature and learning conditions of young students, despite the benefits of such small groups being assured by some studies (Huda, 1999:85–92; Marsh, 2000:100–102).

In classroom teaching practice, how the teachers managed and made use of resources also revealed wide use of class-work activities. Instructions and interactions were mostly managed in whole-class activities. Group-work and pair-work activities were occasionally carried out. The following sections discuss and illustrate these classroom organisations.

a. Class-work activities

In classroom activities, class-work or whole-class activities were mostly identified as how the teachers managed their teaching, and included the use of textbooks, a radio-cassette player, songs, real objects, personal items, cards, and pictures as English teaching and learning resources. Teachers were central to the

classroom activities when addressing their directions or instructions, criticism or authority, questions, explanations or lectures, and praise or encouragement to all students in the classroom. Figure 7.2 illustrates how the class-work activities took place.

Teacher:

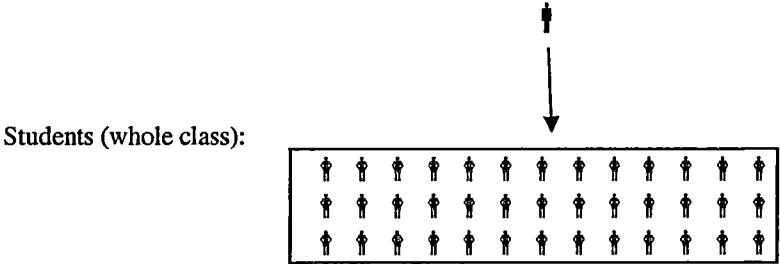


Figure 7.2: Model of teacher-centred class-work activity

Despite acknowledgement of the significance of small-group activities, class-work activities are a common routine in classroom management. Teachers often believe that their classroom management demonstrates their ability and responsibility to ensure the attainment of desired teaching objectives. Their ability and responsibility are implemented by the necessity to control, examine and encourage all their students in the classroom—the class consisting of approximately 35–40 students—reflecting the existence and prominence of teacher-centred classroom management.

Such a notion can be related to the influence of socio-culture, curriculum practices, and teachers’ teaching experiences, considered significant by the teachers in undertaking their teaching practice. Application of this notion reflects the teachers’ awareness of the significance of the aspects identified.

There are various examples of teacher-centred class-work activities management. For example, in giving directions or instructions, the teachers asked their students to complete or to copy exercises from the textbook into their exercise book, asked the students to name objects that they were holding or pointing to, asked their students to repeat or to identify words, sentences, meanings, names, etc. along with the teachers, and the like. The teachers also asked their students to read and memorize texts from the textbook in order that the students could present tasks in front of the class. The instructions or directions seemed to relate to an attempt to

control their students' learning behaviours and focus their attention on the classroom teaching and learning activities.

In justifying authority or giving criticism, the teachers drilled their students to refine their pronunciation and spelling. Also, the teachers corrected their students' mistakes and asked them to repeat or articulate words, sentences, or names of objects after modelling them to the students. Such actions reflect the teachers' attempts to guide their students' accuracy in the language being learned.

Teachers' questions in class-work activities were also indicated as their evaluation or feedback on their students' progress. The teachers asked the whole class questions regarding their understanding about words, sentences, or meanings. The teachers also asked their students about items, objects, or topics that referred to the English teaching and learning resource used.

Teachers gave explanations or lectures to all students in the classroom about word meanings, songs, etc. The teachers also illustrated some expressions for which their students had to guess the meaning. Praise or encouragement for class-work activities were identified through their students' answers, or from tasks completed according to the teachers' instructions or questions. Overall, the ways in which teachers directed or instructed, criticised/justified authority, asked questions, explained or lectured, and praised or encouraged their students were attempts to control and involve the whole class in participation in the teaching and learning process.

b. Group-work activities

Despite wide use of class-work activities, group-work activities sometimes occurred, especially with the aim of attracting students' interest, controlling and focusing their attention, and giving them exercises or drills. This classroom organisation particularly occurred when the teachers gave directions or instructions, asked questions and criticised/justified authority to groups of students. However, the teachers still played their primary role in managing the classroom activities and interactions. This may also relate to the influence of socio-culture, curriculum practice, and teaching experiences considered significant by the teachers in their

decision-making process. Figure 7.3 illustrates how classroom activities are organised in groups.

Teacher:

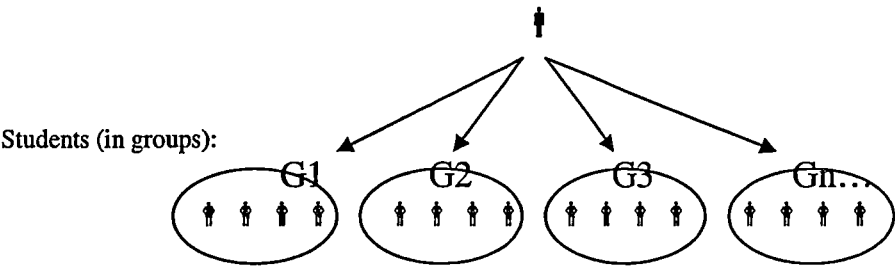


Figure 7.3: Model of teacher-centred group-work activity

Benefits of group-work activities are noted by some studies (Groundwater-Smith, Cusworth, & Dobbins, 1998:108; Huda, 1999:85–92; Killen, 1996:51–52; Marsh, 2000:100–102; Reid, Forrestal, & Cook, 1989:11–13). This classroom organisation was occasionally maintained by the teachers participating in this study. Significance of group-work activities is noted to include directing/instructing every group to ensure that students in the respective groups undertook the activities or tasks; controlling and guiding the students’ activities by elaborating several questions about tasks they should do or have not understood; drilling certain groups with examples, expressions, or models after providing them with corrections; and giving the students directions/instructions to translate texts, to do exercises from the textbooks, and to discuss tasks in groups.

c. Pair-work activities

Although pair-work has the same benefits as group-work activities (Groundwater-Smith, Cusworth, & Dobbins, 1998:108; Killen, 1996:51–52; Reid, Forrestal, & Cook, 1989:11–13), pair-work activities are also occasionally managed in classroom teaching and learning activities. This kind of classroom organisation, involving a couple of students in groups, is particularly organised when teachers gave directions or instructions and criticised/justified authority. For example, teachers asked their students to practise dialogues with their partners in front of the class or at their seat. The dialogues referred to texts in their textbooks. The teachers also corrected students’ mistakes and drilled them on particular expressions, such as the

structure of ‘there is/are’ and ‘that/this is’, the pronunciations of certain vocabulary, etc.

The role of the teachers when managing classroom activities was still considered as primary for pair-work activities, suggesting that they are teacher-centred. This central role can be related to the influence of socio-culture, curriculum practice, and teacher’s teaching experiences, considered significant by the teachers. Figure 7.4 illustrates such pair work activities.

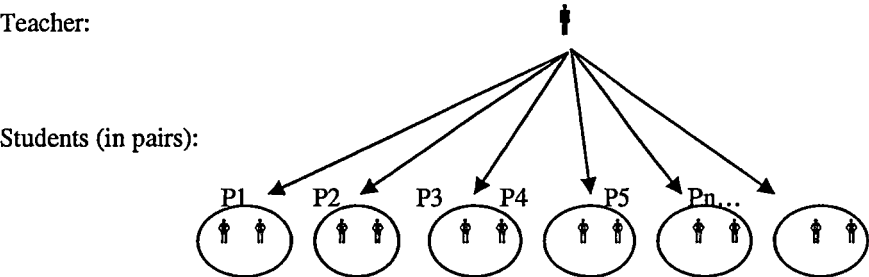


Figure 7.4: Model of teacher-centred pair-work activity

Despite their current rare occurrence, pair-work activities should be intensified among students in the classroom. As peer tutoring activities (Groundwater-Smith, Cusworth, & Dobbins, 1998:109), they could provide students with more opportunity to participate in the classroom with their peers. This requires the teachers to reduce their dominant role of controlling class activities, so that the classroom interactions can better help facilitate the students’ learning achievement.

d. Individualised-work interaction activities

Although individualised-work interaction is not categorised into classroom organisation, this form of classroom interactions occurred more often than the group and pair work activities. The individualised-work interaction activities particularly occurred when the teachers followed up their directions or instructions, critics or authority justification, questions, explanations or lectures, and praises or encouragement, by addressing to individual student in the classroom.

The individualised-work interaction activities still reflect the teachers’ major control of students’ practices with instructions or directions and authority justification.

These teachers' individualised-work interactions imply the influence of their personal background and their teaching experiences, as well as other socio-cultural aspects such as the students' background and the contextual background, and the curriculum practices. Regardless of this, the teachers' control is aimed at ensuring students' development of English expression and vocabulary. By giving instruction or directions, for instance, the teachers pointed at individual students to present language expressions, sentences, and vocabulary, at their seat or in front of the class. The teachers also asked individual students to come forward to point to and name objects in the classroom and in the house while the teachers showed pictures. The teachers corrected the individual students' English expressions and vocabularies as well as drilling them for practise, implying their authority justification.

7.3.4 Summary

The teachers' strategies were reflected in how the teachers managed textbooks, a radio-cassette player, songs, real objects, personal items, cards, and pictures as English teaching resources in classroom teaching and learning activities. The strategies were discussed in terms of teacher talk, classroom interactions and classroom organisation. The teachers' strategies related to aspects identified as socio-culture, curriculum practice, and teaching experiences.

In terms of teacher talk, issues centred around how instructions or directions, criticizing/justifying authority, asking questions, lecturing, praising or encouraging were carried out in the classroom. It suggested that how the teachers gave commands/instructions/orders for the students to do classroom activities, as well as corrected the students' mistakes, drilled the exercises, asked the students to repeat after their examples, etc., typified their approach in the classroom context. It also included some variations of I-R-E/F sequences occurring in classroom interactions. These variations reflected the teachers' domination of classroom talk, which may reflect the teachers' primary role of ensuring the attainment of teaching and learning objectives and optimum students' involvement and participation in the classroom.

The teachers' overwhelming control of students' learning behaviours was also discussed in terms of classroom organisation. In this circumstance, class-work

activities were widely implemented, while group-work and pair-work activities as well as individualised-work activities occurred occasionally. These aspects of classroom organisation all reflect the influences of socio-culture, curriculum practice, and teachers' teaching experiences which teachers took into account to facilitate students' English language learning.

7.4 Students' responses to the classroom activities

How teachers managed the teaching and learning resources in classroom activities to facilitate students' English language learning has been discussed in relation to teacher talk, classroom interaction, and classroom teaching and learning organisations. The ways in which the teachers managed the classroom have a significant relationship to how their students respond to the classroom activities. The students' responses reflecting their activate participation indicate the success of the teachers' classroom management. As Merry (1998) said, student success relates to teachers who are also successful in managing the teaching and learning process.

The students' responses—in relation to study objective 3 (research question 3)—were mostly indicated by their answers to the teachers' directions (commands/instructions/orders for students asking them to repeat, complete exercises, copy exercises and the like). Their responses also related to the teachers' criticism/authority justification (correcting mistakes or errors, and criticizing), questions, lectures (explanations), and praise or encouragement. How their responses to their teachers appeared in the classroom discourse was summarised in section 6.3.3.

The students' responses generally reflect their language performance and learning behaviours in the classroom discourse. The language performance provides insights into the students' language acquisition and development process. The language learning behaviours highlight the students' learning personalities and strategies. However, the students' personalities and learning strategies could still correspond to their language acquisition and development process. This indication may provide insights into how classroom activities and English teaching and learning resources are effectively managed. The following sections discuss these issues.

Also, the students' responses reflect the influence of the socio-culture, curriculum practice, and teachers' teaching experiences considered significant by the teachers. This reflection could impact upon how teachers should manage English teaching and learning processes.

7.4.1 Language development and acquisition process

Students' responses, demonstrated by language they articulate in classroom teaching and learning activities, can also be categorised as student talk (Gass & Selinker, 1994:333; Selinker, 1974). Student talk is characterised by steps or sequential orders that students follow in their language development and acquisition process (Clark & Clark, 1977:352), from utterances of a single word to a well-defined pattern (Ellis, 1994:77–110), including the occurrence of some interlingual errors (Faerch & Kasper, 1983; Selinker, 1974:114). The students' responses or student talk in the English classroom in primary schools could provide insights into how students acquired and developed their English through participation in the classroom discourse. This could suggest to teachers how they should manage effective strategies when using English teaching and learning resources, for example, offering opportunities to initiate talk and to actively take part in classroom interactions should optimise students' responses. As Pica (1994:63) noted, "if learners initiate and participate in interaction, they will make more rapid progress in the L2 learning than those who interact little".

As students' responses illustrated some language acquisition and development process, their language performance is classified as their early language development and acquisition. In this circumstance, single words, phrases, or incomplete sentences often occurred as they answered their teacher's instructions or questions.

Some errors also occurred when students pronounced English words as if they were pronounced in their mother tongue (language transfer). Indonesian-form sentences were also indicated (especially in reading or answering teachers' questions) or written on the board when producing English sentences, although students were guided to rearticulate appropriate English utterances. Few students seemed to be able to pronounce words and make simple sentences, although the teachers still used drills

and asked students to repeat for accuracy.

To encourage students to produce acceptable expressions of English, equal interaction and open channels to provide students with more opportunities to experiment in the target language should be intensified. This would be an effective strategy that provides them with opportunities to participate in classroom processes. Reduction by teachers of their domination of classroom talk is one essential, which would help identify the students' responses: This could help teachers reflect on their own practice, and develop theories of language teaching and learning relevant to the context of language acquisition (Ellis, 1997:35).

Development by teachers of mutual respect regarding students' utterances is suggested. This can be done by minimizing their use of 'don'ts' in classroom exchanges, and replacing their routine with increased praise or encouragement. Also, the students should be triggered and stimulated to produce utterances, as these approaches could encourage them to express the language on their own, as well as encouraging students to be independent speakers, and to speak their own minds.

7.4.2 The learner's personality

Every student may respond in different ways to classroom interactions, reflecting student personality. This personality differentiates individual learners in the classroom (Larsen-Freeman & Long, 1991:166; Kauchak & Eggen, 1998:11, 24), and is regarded as an important predictor of success in second language learning (Gass & Selinker, 1994:260). It may even be a major factor that contribute to success or lack of success in language teaching and learning (Ellis, 1994:517).

Personality could be identified through behaviours when two or more persons engage in an interaction. The behaviours were defined as extroversion/introversion, risk-taking, tolerance of ambiguity, empathy, self-esteem, and inhibition (Ellis, 1994:518). In the classroom context, such behaviours could be identified when, for instance, the students' initiated questions, suggested explanations, or demonstrated understanding, interest, and the like (Good & Brophy, 1997:467).

In this study, some instances reflecting students' personality were identified, particularly when the students (a) answered questions about the meaning of certain

words (vocabulary) and sentences in Indonesian, (b) asked questions in Indonesian, (c) attempted to produce or pronounce words or sentences accurately, (d) repeated words or sentences of the teachers' correction, (e) proposed meanings of words or sentences interpreted, and (f) wrote or copied words, sentences or texts onto the board as instructed. Some forms of students' personality—particularly extroversion/introversion and risk-taking/risk-avoiding—could be identified. Other forms, such as extroversion, tolerance of ambiguity, empathy, self-esteem, and inhibition, are not quite as apparent in the classroom interaction.

This study has attempted to allocate aspects of personality, as Septy's earlier study (1996a) did not especially address whether students' questions in a classroom interaction are related to students' characteristics (that is, personality as well as learning strategies). Different levels of learners seem to demonstrate different degrees of personality in the classroom. Also, how students participate in classroom activities could relate to socio-cultural variables, curriculum, and their teacher's experiences, as these aspects were also reflected in the teachers' classroom management.

a. Extroversion and Introversion

Based on the students' responses, the students mostly answered teachers' questions or repeated the words/phrases/sentences instructed and did not initiate talk. This implies that the students are introverted. However, it should be understood that the students might none-the-less have some active learning process. Maguire and Graves's study (2001:561–593), for instance, indicated that children who seemed introverted were in fact able to express their opinions, give reasons, explain and make jokes. Moreover, such introverted behaviour might be common for any beginners of second/foreign language regardless of their cultural background, which Brown (2000:142) noted as extrinsic factors (socio-cultural variables emerging in the learner's affective domain of SLA). Therefore, although the young learners tended to rely on the teachers' commands or orders to react, they could be considered extroverted in some circumstances. What teachers need to do is to optimise opportunities for them to physically take active part in classroom teaching and learning activities.

b. Risk-taking and risk-avoiding

The students' responses within the classroom teaching and learning activities were identified as their attempts to produce answers or utterances, even though the teachers corrected some of their responses. Such students' responses reflect their risk-taking behaviours. Some instances of this can be found when the students produced (a) answers to questions about the meaning of certain words (vocabulary) and sentences in Indonesian, (b) clues searched out from texts, (c) narration of remembered texts, (d) questions in Indonesian, (e) attempts to produce or pronounce words or sentences accurately, (f) repetition of words or sentences of the teachers' corrections, and (g) proposing meaning of words or sentences interpreted.

Risk-avoiding was also identified, particularly when students avoided making mistakes or errors in classroom interactions. For instance, several students attempted to hide when questions or instructions were addressed to them individually. They appeared embarrassed demonstrating language expressions that might contain some mistakes, and wanted to avoid being laughed at by their friends in the classroom.

Both risk-taking and risk-avoiding behaviours are important in the context of students' learning. Risk-taking behaviour reflects the nature of young learners, and requires the teacher's professional touch to drive them to experiment with the target language. For example, teachers could trigger students using question techniques to encourage them to take risks (or experiment) in the target language. As Todd (1999:66) noted, teachers' classroom management strategies play a role in encouraging students to take risks.

Risk-avoiding behaviour is also a part of the young learner's nature that should be acknowledged and respected. Such behaviour may be reflected by their careful observations on making mistakes or errors in the target language. Students tend to avoid risks in various ways, such as using particular grammatical structures, avoiding and minimizing the amount of talk, and the amount of information volunteered (Gass & Selinker, 1994:262). This may be indicative of the degree of the child's maturity, and needs the teachers' careful guidance through teaching strategies.

Such behaviour may also provide insights into the typicality of socio-cultural factors, curriculum practices, and teachers' experiences that influence the learning context. Effective teaching, then, would take into account the nature of young students, as well as other teaching practices when students learn English as a foreign language.

7.4.3 Students' learning strategies

Students' learning strategies were reflected in their attempts to work out the meaning and use of words, grammatical rules, and other aspects of a language. They demonstrated various approaches, behaviours, techniques, attempts, and actions to achieve their learning success (Ellis, 1994:351). The strategies were also a result of children's special ability: as Brown (1994:90) reports, children make a tremendous subconscious effort in acquiring second language and practice a good deal of cognitive and affective effort to internalise both native and second language.

In this study, students' responses in the classroom discourse were also reflected in their attempts at dealing with their language learning difficulties. Their responses imply strategies applied when students worked out the meaning of words, grammatical rules, and other aspects of language to achieve their learning success (see summary of students' responses in 6.3.3).

Learners' strategies were classified as meta-cognitive, cognitive, and social affective strategies (Chamot, in Wenden & Rubin, 1988); 'very useful strategies' and 'fairly useful strategies' (Oxford & Crookall, 1988); good language learners (Rubin & Thomson, 1994); concrete, analytic, communicative, and auto route-oriented students (Nunan, 1995:170); as well as unsuccessful strategies (Vann & Abraham, 1990). In this study, the students' responses could be identified as one of the 'fairly good strategies' categorised by Oxford and Crookall, that is, 'taking notes'. The students responded silently to the teachers by taking notes of instructions. The students did not verbally respond to the teachers but listened to the teachers' instructions or explanations in order to take important notes from them. Students' responses in the category of very good strategies were not indicated.

The students' responses in classroom interactions did not indicate 'good learner strategies' (Rubin & Thomson, 1994). None of the characteristics identified as good learner characteristics were exemplified in the students' responses.

Based on Chamot's classification (Wenden & Rubin, 1988), the students' responses indicated in this study could be identified as cognitive strategies. Several characteristics included in this category and reflected in the students' responses (see Table 7.1) are repetitive, directed physical response, translation, auditory representation, and transfer.

Table 7.1: Students' responses, which may relate to Chamot's categories of learner's cognitive strategy

Examples of students' responses identified	Categories of cognitive strategy				
	Rptv	DPR	Trsl	ARep	Trf
Articulating single words or (ill-formed) sentences			x	x	
Describing clues from texts based on teachers' questions		x	x	x	x
Naming/mentioning meaning in Indonesian	x	x	x		
Pronouncing words or sentences based on instruction	x	x		x	
Narrating and memorizing texts					x
Asking questions in Indonesian		x			x
Attempting to accurately pronounce words or sentences		x		x	
Repeating words or sentences after the teachers	x	x		x	x
Guessing meaning of words or sentences		x	x	x	
Spelling words that the teachers instructed or focused on	x	x		x	x
Reading texts loudly and repeating after the teachers	x	x	x	x	
Listening to and taking notes	x				x
Writing or copying words, sentences or texts for comments					x

Note:

Rptv : Repetitive
DPR : Direct Physical Response
Trsl : Translation
ARep : Auditory Representative
Trf : Transfer

As illustrated in Table 7.1, repetitive strategy—students imitating a language model, including overt practice and silent rehearsal—could be exemplified when the students identified the meaning of certain words (vocabulary) and sentences in Indonesian to repeat after their teacher, pronounced words or sentences after their teacher, and repeated words or sentences after their teacher modelled them after interrupting the students. Also included in this type of strategy is when students

spelled words after their teacher, and read texts loudly and repeated after their teacher, emphasising certain words or sentences, as well as listening to their teacher's explanations (lectures) and taking notes.

Directed physical response strategy—new information directed at physical actions (directives)—was indicated in some of the students' responses. Among the responses included was when students proposed clues from texts based on their teacher's questions, mentioned the meaning of certain words (vocabulary) and sentences in Indonesian, pronounced words or sentences based on their teacher's instructions, asked their teacher questions in Indonesian regarding the meaning of words or sentences, attempted to produce or pronounce words or sentences accurately, repeated words or sentences after their teacher modelled them, spelled words that their teachers instructed or focused on, and read texts loudly and repeated after their teacher emphasised certain words or sentences.

Translation strategy—using the first language as a base for understanding and/or producing the second language—could be reflected in several of the students' responses. For example, students articulated single words or (ill-formed) sentences based on their teacher's questions, proposed clues from texts based on the teachers' questions or instructions, and mentioned the meaning of certain words (vocabulary) and sentences in Indonesian. This strategy also included when the students guessed the meaning of words or sentences and read and repeated texts after their teacher.

Auditory representation—retention of sounds or similar sounds for a word, phrase, or longer language sequence—could be represented in some of the students' responses. This strategy could particularly be identified when the students articulated single words or (ill-formed) sentences to respond to their teacher's questions, proposed clues from texts to the teachers, pronounced words or sentences, and in their attempts to produce or pronounce words or sentences accurately. This strategy was also indicated when the students repeated words or sentences after their teacher had modelled them, spelled words as instructed or focused on, and read texts loudly and repeated after their teacher.

Transfer—using previously required linguistic and/or conceptual knowledge to facilitate a new language-learning task—could be exemplified when the students

proposed clues from texts, narrated and memorized texts, and asked the teachers questions in Indonesian. This strategy could also be inferred when the students repeated words or sentences based on those the teacher modelled; spelled words as instructed or focused on; listened to and took notes on the teacher's explanations (lectures); as well as wrote or copied words, sentences or texts onto the board for others' comments or corrections.

Referring to Nunan's characteristics of students' language learning strategies, this study identified the students as concrete and auto route-oriented. Students' responses were identified in relation to use of concrete resources in the teaching and learning activities such as games, pictures, cassettes, and talk in pairs. As the students preferred their teacher to explain everything, study things from textbooks and copy everything into their notebooks, they can be regarded as auto route-oriented students (Nunan, 1995:170).

The characteristics of learning strategies that the students used are affected by how their teachers managed the classroom. They relate to the influence of the aspects of socio-culture, curriculum practices, and teachers' experiences considered significant by teachers when managing classroom as mentioned in previous sections. Opportunities that allow, encourage, and facilitate students to find their own ways to experiment with the language are needed. Learning strategies beneficial for the students should be recognised and optimised during the classroom activities.

7.4.4 Summary

In relation to study objective 3 (research question 3), the students' responses referred to how students' language acquisition and development process, personality, and learning strategies were reflected, and were a result of how the teachers managed and made use of resources in the classroom. The students' responses also relate to the socio-cultural factors, curriculum practices, and teaching experiences considered significant from the teachers' perspective when they manage the resources. The findings on students' responses could impact upon how teachers manage English teaching and learning processes by suggesting specific approaches that teachers could employ to maintain and optimise levels of student responses in order that their

students become independent learners. If they were independent learners, active in classroom interactions, English language teaching and learning objectives would be more easily attained.

7.5 Reflection on teachers' strategies

The teachers' strategies for using English teaching and learning resources reflected their awareness of the significance and influence of socio-culture, curriculum, and their teaching experience. The significance of socio-culture was indicated through the teachers' consideration of the students' background, the contextual background, and the teacher's background. Several components of curriculum were emphasised within their teaching. The influence of teachers' teaching experiences was reflected in their application to their resource use of their knowledge of and familiarity with the aspects identified.

Teachers' awareness of the significance and influence of the aspects of socio-culture, curriculum, and teaching experience suggests a framework for teachers' decision-making process. Incorporating these aspects in their decision-making process aims at attaining effective classroom management to ensure their students' learning participation. Despite this, the framework of teachers' decision-making process may vary in different teaching contexts.

The ways in which teachers manage their classrooms demonstrated through use of certain types of teacher talk, pattern of classroom interactions, and forms of classroom organisation also relate to the aspects of socio-culture, curriculum, and teachers' teaching experience. Also, students' learning participation indicated through their responses to teachers' classroom management relates to the aspects of socio-culture, curriculum, and teachers' teaching experience. The ways in which students respond, reflecting their language development and acquisition process, their personalities in classroom interaction, and their learning strategies, provide insights into how classroom activities and English teaching and learning resources can effectively be managed. Figure 7.5 illustrates the interrelationships of the aspects reflected in the teachers' strategies.

This framework of teachers’ decision making typifies the strategies of Indonesian teachers in West Sumatra province. The teachers’ strategies demonstrated how the teachers managed and made use of English teaching and learning resources in classroom activities: the aspects of socio-culture, curriculum practice, and teachers’ teaching experience particularly related to how teachers address their talk, manage interactions, and organise the classroom. The influence of the aspects was typified by how students responded to the teachers’ classroom management—giving insights into students’ language development and acquisition process, personalities, and learning strategies, which in turn provided insights into the teachers’ decision-making process, and also how to enhance primary school English programs.

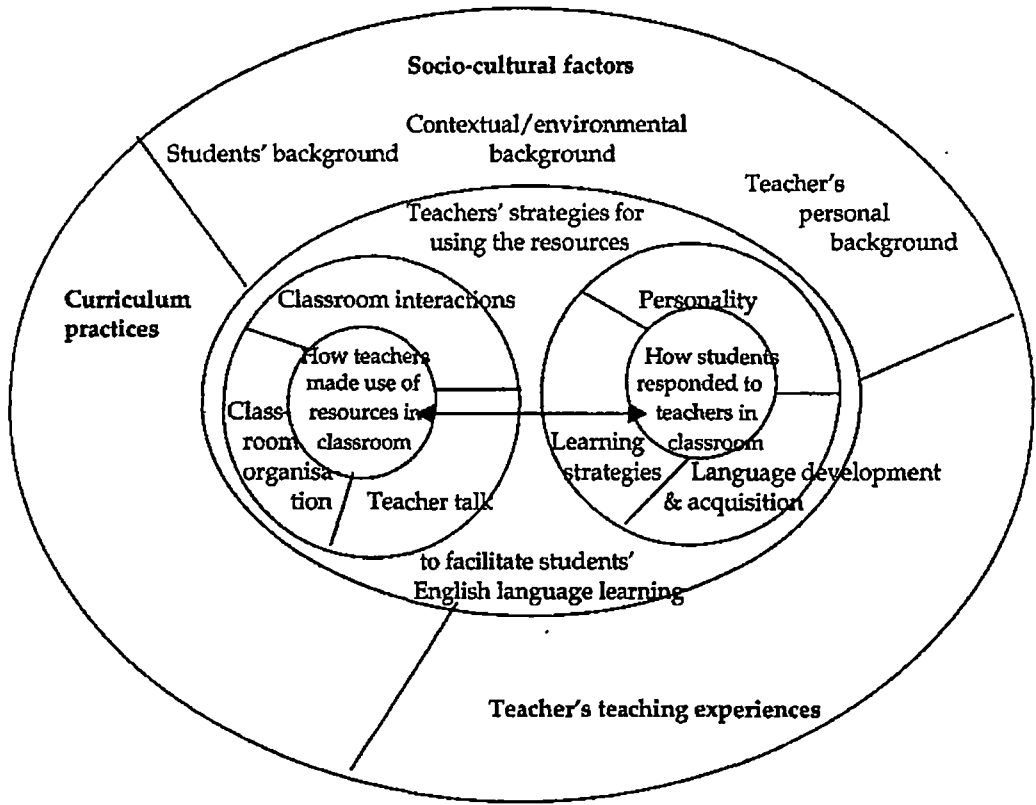


Figure 7.5: Factors reflected in the Indonesian teachers’ strategies for using English teaching and learning resources, to facilitate students’ English language learning in West Sumatran primary schools

7.6 Methodological perspective of the study: A post-study reflection

All research raises issues of validity and reliability. Validity issues arise regarding attempts to describe research results precisely, according to the focus of the study. Reliability issues are answered by the consistency of the information obtained, so that conclusions may be drawn accordingly (Chaudron, 1988; McDonough & McDonough, 1997:63–63).

This study attempted to ensure accuracy (validity) of information by using instruments and following procedures, for example, the pilot questionnaire, pilot interview, and pilot observation, as well as refinements and clarifications made to the questionnaire and interview procedures and question items, to gather and describe information precisely. This process also included continuous data collection and preliminary analysis during the researcher's presence at fieldwork and triangulation. Also, to arrive at consistent results of data interpretation in a given period of time (the reliability issue), the data collection and analysis process incorporated objective observation, mechanical recordings, and use of more than a single technique on the study focus. These processes were all related to the aim and objectives of this study; that is, to identify strategies of Indonesian teachers in selecting and using teaching and learning resources to facilitate students' English language learning at primary school levels, in order to understand more comprehensively the framework of teacher's decision making.

In regard to research question 1 (objective 1), the teachers' views about socio-culture, curriculum practice, and teachers' teaching experiences—reflecting their strategies in selecting and using the teaching and learning resources to facilitate their students' English language learning—were studied through questionnaire and interview data analyses; quantitative and qualitative approaches respectively. Selection of these approaches related to attempts to obtain valid and reliable details about the teachers' views (Burns, 1997:315; Gall, Borg, & Gall, 1996:307; Hopkins, 1993:124; McDonough & McDonough, 1997:181). The teachers' views indicated the significance of particular aspects of socio-culture, curriculum practice, and teaching experiences in the teachers' decisions about the use of English teaching and learning resources.

How the teachers made use of the English teaching and learning resources in the classroom context, in relation to research question 2 (objective 2), was then studied using both quantitative and qualitative methods. Quantitatively, an adapted Flanders Interaction Analysis Category (FIAC) was used to obtain insights into the trends of teachers' management of English teaching and learning resources (Allwright & Bailey, 1991:202–3; Flanders, 1970; Stern, 1994:492). The trends were reflected in frequencies and percentages of interactional criteria (see the results in section 6.2). Details of the focused events, including particulars and contexts when teachers used English teaching and learning resources were studied qualitatively through paper-based classroom observation field notes (Hopkins, 1993:100). Reviews of video-recorded classroom observation sessions were also carried out (Hopkins, 1993:152; Nunan, 1992:62) so that a comprehensive picture of the focused events in the classroom could be drawn (see the results in section 6.3).

The students' responses, in relation to research question 3 (objective 3), were studied using similar processes to those mentioned above. First, the adapted Flanders Interaction Analysis Category (FIAC) was applied to identify the occurrences of students' responses along with the teachers' use of English teaching and learning resources. The method helped produce initial insights about trends of students' responses. Afterward, particulars and contexts of the students' responses were studied through the information recorded on paper-based classroom observation field notes. This included the reviews of video-recorded classroom observation sessions, for a triangulation (Hopkins, 1993:152; Nunan, 1992:62). Overall, the field notes data studied could enrich the initial information obtained through the adapted FIAC in order to understand the students' responses and to portray the teachers' strategies for their use of English teaching and learning resources to facilitate students' English language learning.

The methods used in this study might still have some weaknesses. Different methods could be employed on the object of study to verify the study results. Such study is considered necessary, as there is no absolute truth: everything (people, policy, time, etc.) always changes. Despite that, this study has attempted to identify how teachers in Indonesian primary schools—where English, despite claims for its

international language status, is introduced as an elective subject, and taught as a foreign language in the Indonesian education system—carried out strategies for using English teaching and learning resources to facilitate students' English language learning. Further studies could provide insight into what is and will be happening in such English language classrooms.

7.7 Conclusion

This chapter has discussed a connection between teachers' views on the issues of socio-culture, curriculum practice, and teaching experiences and how they managed resources in classroom activities, as well as how their students responded to them. The discussion attempted to determine whether the teachers undertook effective strategies for using English teaching and learning resources (that is, textbooks, a radio-cassette player, songs, real objects, personal items, cards, and pictures) to facilitate their students' English language learning. How aspects of the teachers' strategies are related to each other was illustrated in Figure 7.5.

This study suggests the effectiveness of the teachers' strategies for using English teaching and learning resources. It is indicated by the teachers' awareness of the significance and influence of socio-culture, curriculum, and their teaching experience when managing the use of resources in their classrooms. This study also outlines a framework of teachers' decision-making process that typifies their strategies in the context of this study. Students' responses to the classroom activities also relate to the factors identified.

Particular aspects of socio-culture, curriculum practices, and teaching experiences affecting how teachers made use of English teaching and learning resources were mainly considered as how the teachers addressed talk, managed classroom interactions, and organised classroom teaching and learning activities. In terms of how the teachers addressed talk, giving instructions/directions was mainly used in the classroom along with criticism, questions, lectures (explanations), and praise or encouragement. In relation to classroom interaction management, a specific I-R-E/F pattern of classroom interaction was also elaborated and discussed. Classroom organisation widely employed teacher-centred class-work activities along

with teacher-centred group-work, teacher-centred pair-work, and teacher-centred individual-work activities. How the teachers managed and made use of resources in the classroom reflected their competence in dealing with materials appropriateness, problems of curriculum, and methods of teaching of English as an elective subject in Indonesian primary schools. All of these aspects relate to socio-culture, curriculum practices, and teaching experiences underlined in this study.

The importance of students' responses was also discussed to reflect the effectiveness of the teachers' strategies, because students' responses are included in the teachers' classroom management system. The students' responses—reflecting their language development and acquisition process, personalities in classroom interactions, and learning strategies—give the teachers insights into approaches to lead young students to become independent learners. The independent learners, indicated by their active participation in the classroom interaction, would make attainment of desired teaching objectives easier.

CHAPTER 8

CONCLUSION

8.1 Introduction

Teachers' strategies for using English teaching and learning resources are an important aspect of the primary role that teachers often play in the classroom. The strategies are used to ensure that their English language teaching is enjoyable for their young students, and that curricula objectives are attainable. Although issues of teachers' competence, applicability of current teaching methods, and appropriateness of materials are of concern, identifying the teachers' strategies would provide insights into and an appraisal of the implementation of the English language program, and an overview of teachers' decision-making processes.

Teachers' strategies reflect specific actions that teachers undertake when managing classroom teaching and learning practices to ensure the attainment of the desired objective of their students' learning activities. The teachers' specific actions integrate their thoughts surrounding aspects of their teaching practices which they consider significant. These aspects are socio-culture, curriculum, and teaching experience. Also, how teachers manage resources in classroom teaching and learning activities gives insights into their students' classroom activities participation.

This chapter highlights important results in relation to the issues in this study. It also includes implications and recommendations for future actions and research.

8.2 The research study and results

a. The research study

A study of Indonesian teachers' strategies for selecting and using teaching and learning resources, especially in West Sumatran primary schools in Indonesia, was based on a need to provide an evaluation of the English language teaching (ELT) program in Indonesian primary schools. This program is incorporated as an elective local subject in the primary school curriculum in accordance with the 1994 national curriculum system. Few studies have been undertaken to appraise the implementation

of this subject, but the development of teacher professionalism, curriculum, and other related programs is difficult and intensive studies in this area are needed.

Several factors are linked to the importance of this study. Issues leading to this study included (a) globalisation and the high technology era requiring primary school students to be able to read, write and be numerate, and to have instilled primary knowledge and skills in order to compensate for the limited English proficiency of college and university graduates, so they may compete in the professional workforce; (b) regional autonomy (decentralised policy) in which provincial governments need to develop a local-based curriculum to suit local needs, abilities, characteristics, and availability of resources; and (c) attainment of excellence in science and technology in accordance with the Second Long Term Development Plan (PJP II) and the implementation of the Asian Free Trade Area (AFTA).

Factors related to a background of concerns about teachers' competence, the applicability of current teaching methods, and the appropriateness of materials used for teaching English, as well as the 1994 Indonesian national curriculum are taken into account. Practically, the results reported in this study may particularly be of use to educational authorities, teachers, principals, and parents, in a formative evaluative sense, enduring teachers' roles and competence to be taken into account in policy-making, economically, socially, culturally, and politically. This study may contribute to the development of local ELT curriculum, teachers' professional development, and the development of the education system in the context of education reforms that are underway at the time of this study.

Some assumptions are considered in this study, such as (a) children's age-related abilities, (b) Indonesian children's frequent familiarity with languages other than their mother tongue (native language) and multilingualism, and (c) the nature of children, who like learning something new by playing, having fun, fantasising, and being creative. These characteristics require teachers to have special abilities to employ strategies in the classroom teaching and learning process, especially in selecting and using suitable teaching and learning resources to attract children's learning interest.

Research evidence has also been taken into account and examined. Overall further study would help provide comprehensive insights into ELT practices in different cultural contexts and local-based curriculum orientation in the Indonesian educational system. This study particularly attempted to investigate (a) how primary school teachers viewed their strategies for selecting and using teaching and learning resources; (b) how primary school teachers organised and made use of the resources for teaching and learning activities, and; (c) how students of primary schools responded to their teachers' teaching strategies in relation to the use of the resources in the classroom.

As an applied research, this study examined the implementation of an English teaching program in Indonesian primary schools. It emphasised whether or not teachers carrying out strategies for using resources in classroom teaching and learning process could facilitate students' English language learning. For this purpose, both quantitative and qualitative approaches were employed to indicate how teachers' strategies were reflected in their resource management. Also examined was how students responded to teachers' strategies which reflected the effectiveness of the classroom management. A quantitative approach was employed to identify general trends of the focus study using descriptive analysis on a questionnaire and checklist on classroom observation sessions. A qualitative approach was undertaken to elaborate particulars of the focus study. Interview and observation data enabled description of particular information.

One hundred and forty-seven teachers participated in questionnaire administration, reflecting the number of available teachers teaching English as an elective subject in primary schools in the cities of Padang, Bukittinggi, and Batusangkar at the time of this study. Fourteen teachers then participated in interview and classroom observation sessions to identify details of how teachers viewed their strategies and managed their English teaching and learning resources. Students of the observed teachers were also observed to identify how they responded to the teachers' classroom management. Data from the questionnaire, interview transcripts and observation notes and transcripts were examined.

b. The results

How teachers undertook strategies in selecting and using teaching and learning resources was first identified through types of resources used in teaching. In this study, textbooks, poster pictures, real objects, a radio-cassette player, miscellaneous personal items, clippings, songs and some interactive games were defined as the resources used in the classroom for teaching their young students. Textbooks from different publishers were the resource most used. A textbook of a certain publisher was used as the main resource, with other resources as supplements.

In the teachers' English teaching and learning resource use, a number of aspects—categorised as socio-culture, curriculum practice, and teaching experiences—were considered significant. The teachers' views on these aspects indicated their influence on the teachers' decision-making process when managing classroom activities and selecting and using English teaching and learning resources. Identifying teachers' views on these aspects was related to research question 1.

Socio-cultural factors identified were (a) students' background, (b) contextual background, and (c) teachers' personal background. The students' background includes their English proficiency level, age level, learning experiences, preferences for materials recognised from their environment and culture, nature (enjoying fun while learning), and level of parental involvement and support. The contextual background includes school location (in relation to the need to develop the tourism industry), the major religion in the society (in regard to cultural and moral maintenance), school mission (if the school is under a certain affiliation/association), current economic situation, principals' orientation, and technological advancement. The teachers' personal background includes their professional thoughts on managing resources according to the students' ability, confidence in their competence as an authority established by their principals, preferences for textbooks of certain publishers, and professional ability developed over years in service.

Aspects of curriculum reflected in the teachers' considerations include (a) orientation and objectives of English language teaching, (b) language skills and content, (c) teaching methods, (d) teaching activities, (e) teaching interaction, and (f) timetable and evaluation. These are considered significant aspects of traditional

practice of ELT curriculum. In the teachers' resource use, orientation and objectives of English language teaching in primary schools were related to local situations and school objectives. Language skills and content was emphasised through the importance of speaking skill to enhance other language aspects such as reading, writing, pronunciation, vocabulary, and sentence structure. Teaching methods emphasised oral communication methods. Teaching activities were commonly demonstrated through role-play, story-telling, and singing activities. Teaching interaction was traditional, through class-work interactions and activities. The timetable was usually regarded as a measure to manage students' learning spirits and attainment of new vocabulary. Evaluation by observing students' oral performance was practical to administer.

Teachers' teaching experience reflected their knowledge and understanding about (a) students' ability, grades, and daily life in their environment; (b) ELT materials and topics and teaching steps; (c) professional practice developed over years; and (d) students' social and cultural life. These aspects were often emphasised when managing the resources.

These aspects—categorised as socio-culture, curriculum practice, and teaching experiences—were reflected in how primary school teachers in West Sumatra organised and made use of resources in their classroom teaching and learning activities. Types of English teaching and learning resources frequently used were also identified. This study confirmed that textbooks were the resource most widely used for English teaching. Other resource types—such as songs, real objects available in and around the classroom, students' personal belongings, and poster pictures—were also used in the classroom teaching and learning activities.

How the teachers managed and made use of the resources in classroom activities relates to research question 2. The ways in which teachers taught reflected certain characteristics of teacher talk, patterns of classroom interactions, and classroom organisation. The purpose of this resource management was to attract and control students' interest and motivation in the classroom process, as well as to attain desired teaching objectives.

The most frequent occurrence of teacher talk—instructions or directions—mostly occurred in the classroom interactions, along with criticism or authority justification, questions, lectures or explanations, and praise or encouragement. Patterns of classroom interaction could be illustrated as an I–R–E/F sequence, in which particular types of teacher talk were emphasised in each teachers’ initiation (I) and teachers’ evaluation/feedback (E/F). This implies that teachers dominated classroom talk, including initiating classroom talk and providing feedback or evaluation to the students. Such teachers’ dominant classroom talk typifies teaching in the context of the study in which the influence of socio-culture, curriculum practice, and teaching experiences was indicated.

Most of the classroom organisation revolved around teacher-centred activities. These teacher-centred activities widely occurred in a whole class or class-work interaction. The purpose of this classroom organisation was to ensure students’ participation and involvement in classroom activities, reflecting the importance of the teachers’ full direction of their young learners’ learning activities. Teacher-centred activities also occasionally occurred in group-work, pair-work, and individualised-work instructions. These types of classroom organisation were intended to engage young learners’ attention.

An understanding of how primary school students in West Sumatra responded to their teachers in classroom activities was sought as research question 3. Students’ answers to their teachers’ instructions or directions, criticism or authority justification, questions, lectures or explanations, praise or encouragement was the most widely occurring response. The students’ responses were also reflected through the influence of socio-culture, curriculum practice, and teachers’ teaching experience.

Students’ responses provide an insight into their language performance and learning behaviours. Teachers’ consideration of the students’ responses could enhance their teaching management and determination of the effectiveness of strategies for resource use. Students’ responses also reflected the significance of socio-cultural, curriculum, and teaching experience aspects, as taken into account by teachers in their English teaching program in primary schools, curriculum development, and in teacher training programs.

The students' responses, in particular, provide insights into the effectiveness of teachers' classroom management in developing and facilitating students' English language learning. The students' language performance indicated the process of their language acquisition and development. Typical types of language—called interlanguage—occurred in their utterances. This language form consisted of single words, phrases, or incomplete sentences when answering to teachers' instructions or directions. This language form could be a reference source for teachers in upgrading their teaching practice to upgrade students' language performance.

Also, students' learning behaviours indicated the significance of their personalities and learning strategies, as taken into account by teachers undertaking effective teaching and learning activities. The students' personalities reflected in their responses indicated some criteria of extrovert and introvert behaviours as well as risk-taking and risk-avoidance. Despite need for further study, this study has generally suggested that students' typical introverted, risk-taking and risk-avoiding behaviours were a part of their learning process, resulting from the ways in which teachers managed and made use of English teaching and learning resources in classroom activities.

8.3 Implications of this study

This study may provide insights into the effective implementation of English language instruction at primary school level in Indonesia generally and in West Sumatra specifically. Theoretically, this study may suggest a framework for understanding teachers' decision-making and actions. It examines teachers' decision-making processes as reflected in their strategies when using resources in teaching their young students. Practically, this study may provide an appraisal of the development of the English language program as an elective subject in West Sumatran primary schools.

In particular, to enrich understanding of the classroom teaching and learning processes, the results of this study may illuminate more comprehensively a framework for teachers' decision making. It illustrates various factors reflected in the thoughts, beliefs and actions of teachers of young students when undertaking effective teaching

strategies. The study results suggest that the influence of various aspects of socio-culture, curriculum practice, and teacher's teaching experience is an important consideration for teaching to attain desired objectives and facilitate students' English language learning. These aspects also affect how classroom interactions and teaching and learning processes are managed, as well as providing insights into how teaching and learning processes should be carried out effectively. However, further study may be needed to extend this framework.

Issues related to the appraisal of ELT in Indonesian primary schools, such as development of local curriculum, teachers' professional development, and development of the educational system in the context of education reforms are discussed in this study. This study initiates an appraisal of English language teaching in West Sumatran primary schools: an intensive evaluation or study to ascertain the effectiveness of this program in the region needs to be undertaken. Educational authorities, teachers, principals, and parents may benefit from the results of this study when evaluating the English teaching program in primary schools, and when developing teachers' competence in their policy making. In regard to Indonesian educational reform, this study could highlight the important role of teachers as reformers at the grass-root levels of the policy-making process, to be considered by Indonesia's educational authority, particularly its provincial authorities. This study has informed a model of how teachers managed their classrooms.

Recognising the limited English proficiency of graduates of secondary schools and universities, application of the results of this study would enhance development of the primary school program and curriculum system that may accommodate the AFTA-preferred acceleration of improvement of human resources. The results particularly have an immediate relevance to developing the hastily-prepared West Sumatran local curriculum of primary school ELT, as the teachers' strategies identified and illustrated here relate to the West Sumatran context and its characteristics. As well, these results can be used as a source to develop English language teaching from junior secondary schools to higher educational levels as this subject has been prescribed as compulsory since the implementation of the earlier national curriculum in 1968.

Also, teacher training institutes and university schools of education may refer to information resulting from this study, especially in managing teachers' professional-developmental programs. In pre-service primary school teacher-training programs, for instance, student teachers can be accommodated with knowledge about specific socio-cultural background, including students' specific nature and characteristics, curriculum practice, and senior teacher's experiences reflected in this study for undertaking effective teaching. Similar knowledge can also be applied in in-service primary school teacher-training programs, but emphasis on the aspect of teachers' experience would be useful through teachers' workshop activities.

8.4 Limitations of this study and recommendations for future research

This study focused on the phenomena of how strategies for using resources were carried out by teachers. In doing so, aspects related to contextual factors, curriculum and teaching practices were examined to indicate whether or not teachers' strategies—reflecting their thoughts and actions—were effective in stimulating students' participation in classroom activities. Students' participation indicating the effectiveness of teaching was also examined by looking at how students responded to teachers' classroom management.

Students' achievements in English, including listening, speaking, reading, and writing, were not particularly examined. The teachers' strategies were only considered effective in regard to students' participation (responses) in classroom activities. Further research study, especially to identify how students achieve English competence, would be needed.

In this study, the significance of parental background was indicated in the teachers' use of resources. However, further study on students' achievement in relation to parental involvement in students' learning process at home and parental English competence can also be undertaken. As well, students' English competence and their learning experience in secondary schools—as an effect of learning English in primary schools—can be researched to illustrate a whole picture of the effectiveness of teaching undertaken by primary school teachers. The results would portray overall implementation of primary school English language instruction in

order to develop future ELT programs in the Indonesian educational context.

Further studies on students' achievement could also be suggested in relation to teachers' time management and their length of service. These could also provide an outline of the effectiveness of the ELT program in primary schools.

This study was undertaken in the context of the 1994 national curriculum system stipulating the introduction of English as an elective local-content subject for primary school students. Due to upcoming competence-based curriculum, of which the outline curricula has been introduced and piloted since 2002, further study would then be needed to examine how the introduction of English to primary school students is carried out that reflects the purpose of the recent national curriculum system. This would offer continuous evaluation of the ongoing English language teaching program in Indonesian primary schools. The results of this study have offered a view of teachers' teaching strategies when implementing the 1994 curriculum, which was based on the communicative method. Further study would then be needed to identify whether or not there is a significant distinction in teachers' teaching practices with the implementation of the 1994 communicative-based curriculum and competence-based curriculum.

The number of participants (147) who participated in the questionnaire administration of this study reflected the number of available English teachers in primary schools at the time of this study. The number of English teachers in primary schools tends to increase from time to time due to the enthusiasm for this subject, not only in the cities of Padang, Bukittinggi, and Batusangkar—the focus of this study—but also in other cities and towns. Further study could be undertaken to include teachers in all cities of the province of West Sumatra. Similar studies could invite more teachers to represent cities of Indonesia.

For classroom observations, the Flanders Interactional Analysis Category (FIAC) was adapted in this study, despite availability of several other models applicable to classroom observation, including Foreign Language Interaction (FLINT). Although FLINT was originally adapted from the FIAC, and incorporated several of its components, similar studies could also be undertaken using the FLINT to see how this model portrays teachers' classroom teaching management. Moreover,

experimental studies could also be undertaken to investigate the effectiveness of teachers' strategies for using English teaching and learning resources to facilitate students' English language learning.

Also, observation data relied greatly on video-camera recordings, which were transferred to and are available on compact disks. Field notes used during observation sessions to record general events in the classroom were rechecked while reviewing the video-camera recordings of classroom activities. This allowed an opportunity to portray overall events in the classroom. Although the field notes and video-recorded files were often revisited—attempting to confirm the accuracy of information—further data analysis may be necessary. Returning to fieldwork and cross-checking the results with participants would allow more continuous portraits of classroom teachers' actions. Of course, this study would require a longitudinal research.

Overall, this study identified the important role that teachers play in the classroom. The role was reflected through the ways in which they managed their teaching. The teachers' identified strategies indicated how they aspired to ensure that their students enjoyed their teaching and actively participated in the classroom, and curricula objectives were attained. As a popular Indonesian phrase states, *guru adalah pahlawan tanpa tanda jasa* (teachers are heroes without medals): the teachers' identified strategies affirm that their role in and their attempts to better manage teaching will contribute to the future of the country. They affect the direction of education from the front line, that is, the classroom. They demonstrate their expertise, experiences, and perspectives, as well as commitment, through their teaching, and these should be taken into account in determining reform and development of education (if teaching is regarded as a basis of education). Therefore, research on teachers and their teaching would provide valuable insights into the problems and challenges that Indonesia encounters to bring life prosperity and a better future to its people.

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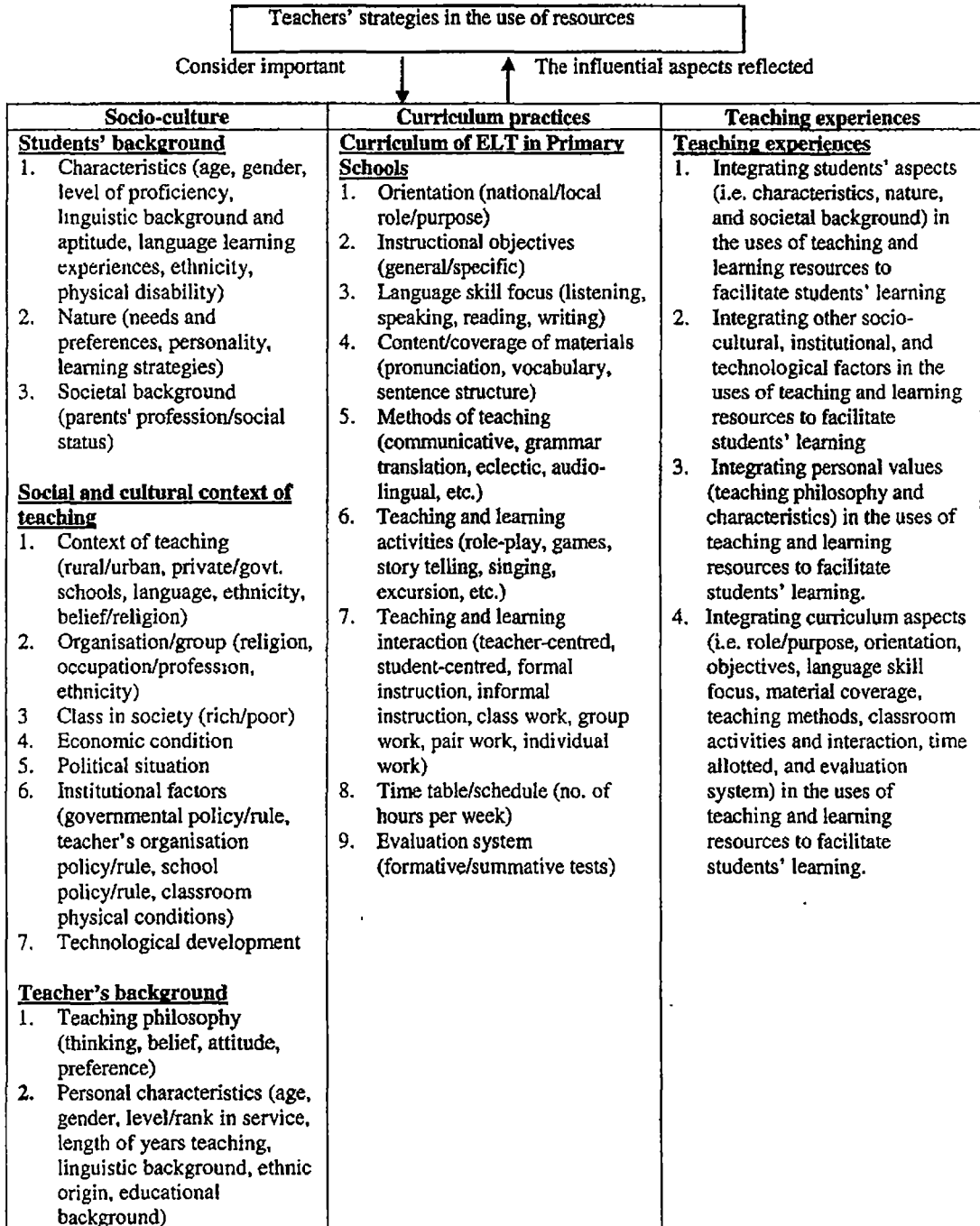
APPENDICES

Appendix:

A. Illustration of interrelated aspects reflected in teachers' strategies	290
B. Sample of questionnaire (Indonesian and English versions)	291
C. Tables of data from the questionnaire analysis results	308
D. Sample of interview transcript	318
E. Sample of observation sessions (checklist and field-note)	340
F. Approval from the University of Tasmania Ethics Committee, and application to the Ethics Committee	347
G. Information sheet, and letter of invitation to participate in research, and sample of statement of informed consent to participate in interview and observation sessions	353
H. Letters of recommendation to undertake the field work study	359

Appendix A

Interrelated aspects reflected in teachers' strategies



Appendix B
Sample of questionnaire (Indonesian and English versions)

ANGKET GURU

Angket ini terdiri atas tiga bagian. Bagian pertama terdiri atas delapan item. Tandailah item-item berikut dengan tanda silang (×) menurut pilihan jawaban Bapak/Ibu pada kotak yang disediakan. Jika Bapak/Ibu ingin memberikan informasi tambahan, silahkan menuliskannya pada bagian yang kosong pada lembaran ini atau pada kertas lain. Bapak/Ibu tidak perlu menulis identitas. Jawaban yang Bapak/Ibu berikan dijaga kerahasiaannya. Terima kasih atas kerjasama yang baik.

Bagian I: Informasi Demografi

1. Kelamin : ☐ a. Pria ☐ b. Wanita
2. Umur : ☐ a. 20-30 thn ☐ b. 31-40 thn ☐ c. 41-50 thn ☐ d. lebih 50 thn
3. Bahasa asli : ☐ a. Minangkabau ☐ b. Batak ☐ c. Jambi/Kerinci
☐ d. Java ☐ e. Sunda ☐ f. lainnya (jelaskan)
4. Pendidikan : ☐ a. SPG ☐ b. Diploma (1/2/3) ☐ c. Sarjana ☐ d. Masters
☐ e. lainnya (jelaskan)
5. Masa kerja : ☐ a. kurang dari 2 thn ☐ b. 2-5 thn ☐ c. 5-10 thn ☐ d. lebih 10 thn
6. Kepangkatan : ☐ a. II/a ☐ b. II/b ☐ c. II/c ☐ d. II/d
☐ e. III/a ☐ f. III/b ☐ g. III/c ☐ h. III/d
☐ i. IV/a ☐ j. IV/b ☐ k. IV/c ☐ l. IV/d
7. Mata pelajaran yang diajarkan

National Subjects	Local Content Subjects
<input type="checkbox"/> a. Pend. Kewarganegaraan	<input type="checkbox"/> j. Bahasa Inggris
<input type="checkbox"/> b. Agama	<input type="checkbox"/> k. Bahasa Daerah
<input type="checkbox"/> c. Bahasa Indonesia	<input type="checkbox"/> l. Seni Tradisional Daerah
<input type="checkbox"/> d. Matematika	<input type="checkbox"/> m. Keterampilan Daerah
<input type="checkbox"/> e. Ilmu Alam	<input type="checkbox"/> n. Bhs. Inggris & lainnya
<input type="checkbox"/> f. Ilmu Sosial	<input type="checkbox"/> o. Lainnya (jelaskan)
<input type="checkbox"/> g. Seni dan Kerajinan
<input type="checkbox"/> h. Olahraga Kesehatan	
<input type="checkbox"/> i. Lainnya (jelaskan)	
.....	

8. Kelas yang diajar: ☐ a. I ☐ b. II ☐ c. III ☐ d. IV ☐ e. V ☐ f. VI ☐ g. campuran

Bagian II: Sumber belajar mengajar yang digunakan

<p>Bagian ini terdiri atas lima item</p> <p>Silangilah (X) salah satu pilihan pada kolom di kanan sesuai pendapat Bapak/Ibu tentang frekuensi penggunaan dari masing-masing item sumber belajar mengajar berikut. Mohon jangan ada bagian yang dikosongkan.</p>	Selalu	Sering	Kadang-kadang	Jarang	Tidak pernah
Klasifikasi sumber belajar-mengajar yang digunakan dalam mengajar Bahasa Inggris					
<u>A. Bahan-bahan cetakan:</u>					
9. buku teks,	1	2	3	4	5
10. buku sumber (rujukan),	1	2	3	4	5
11. pedoman pelaksanaan kerja (pedoman proyek),	1	2	3	4	5
12. pamphlets/brosur,	1	2	3	4	5
13. poster/banner,	1	2	3	4	5
14. pedoman permainan simulasi,	1	2	3	4	5
15. peta,	1	2	3	4	5
16. kartu-kartu,	1	2	3	4	5
17. kamus,	1	2	3	4	5
18. buku pedoman mengarang,	1	2	3	4	5
19. teks-teks bacaan.	1	2	3	4	5
<u>B. Bahan-bahan pandang dengar:</u>					
20. Komputer mikro dan komputer multimedia,	1	2	3	4	5
21. televisi,	1	2	3	4	5
22. filem,	1	2	3	4	5
23. radio/perekam pita,	1	2	3	4	5
24. video,	1	2	3	4	5
25. pita slide dan strip filem,	1	2	3	4	5
26. <i>overhead projector (OHP)</i> ,	1	2	3	4	5
27. gambar-gambar poster.	1	2	3	4	5

<u>C. Nara sumber di sekitar sekolah:</u>					
28. orang-orang yang memiliki jabatan/pekerjaan tertentu,	1	2	3	4	5
29. pensiunan dari profesi tertentu,	1	2	3	4	5
30. kelompok, asosiasi atau organisasi tertentu,	1	2	3	4	5
31. pelancong/penutur asli Bahasa Inggris.	1	2	3	4	5
<u>D. Bahan dokumentasi dan milik pribadi:</u>					
32. koran,	1	2	3	4	5
33. dokumentasi dan laporan,	1	2	3	4	5
34. foto-foto,	1	2	3	4	5
35. kliping,	1	2	3	4	5
36. rekaman percakapan/wawancara,	1	2	3	4	5
37. barang-barang milik pribadi lainnya (seperti dompet, jam tangan, sapu tangan, dll.)	1	2	3	4	5
<u>F. Karya-karya seni dan budaya:</u>					
38. patung-patung,	1	2	3	4	5
39. lukisan,	1	2	3	4	5
40. koleksi puisi,	1	2	3	4	5
41. nyanyian, dan	1	2	3	4	5
42. permainan interaksi (spt. Simulasi, bermain peran, drama)	1	2	3	4	5
Lain-lain (jelaskan)					

Bagian ini dibagi atas tiga kelompok dan secara keseluruhan bagian ini terdiri atas tujuh item

A.1 Aspek-aspek yang berkaitan dengan murid:

Sangat setuju
Setuju
Ragu-ragu/tidak ada
Tidak setuju
Sangat tidak setuju

[illegible]

- [illegible]

A.2 Aspek-aspek yang berkaitan dengan lingkungan sosial:	Sangat setuju	Setuju	Ragu-ragu/tidak ada	Tidak setuju	Sangat tidak setuju
H. Penggunaan sumber belajar-mengajar Bahasa Inggris didasarkan atas pertimbangan saya pada aspek-aspek berikut ini:					
57. lokasi sekolah saya (seperti perkotaan/pedesaan)	1	2	3	4	5
58. status sekolah saya (seperti negeri/swasta)	1	2	3	4	5
59. bahasa mayoritas dalam masyarakat	1	2	3	4	5
60. etnis/suku mayoritas dalam masyarakat	1	2	3	4	5
61. agama mayoritas dalam masyarakat	1	2	3	4	5
62. pengaruh kelompok/organisasi keagamaan di masyarakat	1	2	3	4	5
63. pengaruh kelompok/organisasi suku/etnis di masyarakat	1	2	3	4	5
64. pengaruh kelompok/organisasi profesi dalam masyarakat	1	2	3	4	5
65. klasifikasi (status) sosial di masyarakat (spt kaya/miskin)	1	2	3	4	5
66. kondisi ekonomi dalam masyarakat	1	2	3	4	5
67. situasi politik dalam masyarakat	1	2	3	4	5
68. peraturan/kebijakan pemerintah	1	2	3	4	5
69. peraturan/kebijakan organisasi guru	1	2	3	4	5
70. peraturan/kebijakan kepala sekolah	1	2	3	4	5
71. peraturan/kebijakan sekolah	1	2	3	4	5
72. kondisi fisik ruang kelas (tempat belajar)	1	2	3	4	5
73. perkembangan ekonomi	1	2	3	4	5
74. situasi keuangan sekolah	1	2	3	4	5

A.3 Aspek-aspek berkaitan dengan guru:	Sangat setuju	Setuju	Ragu-ragu/tidak ada	Tidak setuju	Sangat tidak setuju
I. Penggunaan sumber belajar-mengajar Bahasa Inggris didasarkan atas pertimbangan saya pada aspek-aspek berikut ini:					
75. pemikiran/pendapat/wawasan saya	1	2	3	4	5
76. keyakinan saya	1	2	3	4	5
77. kesukaan saya	1	2	3	4	5
78. usia saya	1	2	3	4	5
79. jenis kelamin saya	1	2	3	4	5
80. leval/golongan pangkat saya	1	2	3	4	5
81. lama saya mengajar	1	2	3	4	5
82. latar belakang kebahasaan saya	1	2	3	4	5
83. suku/etnis asli saya	1	2	3	4	5
84. latar belakang pendidikan saya	1	2	3	4	5

Kelompok B. Pertimbangan Berdasarkan Aspek Kurikulum (GBPP)

B.1 Tujuan (Goal) menurut kurikulum	Sangat setuju	Setuju	Ragu-ragu/tidak ada	Tidak setuju	Sangat tidak setuju
J. Penggunaan sumber balajar-mengajat Bahasa Inggris didasarkan atas pertimbangan saya pada aspek-aspek berikut ini:					
85. peran/maksud pengajaran Bahasa Inggris SD nasional	1	2	3	4	5
86. peran/maksud pengajaran Bahasa Inggris SD di daerah	1	2	3	4	5
87. tujuan umum pengajaran Bahasa Inggris SD	1	2	3	4	5
88. tujuan khusus pengajaran Bahasa Inggris SD	1	2	3	4	5

B. 2 Materi/bahan menurut kurikulum	Sangat setuju	Setuju	Ragu-ragu/tidak ada	Tidak setuju	Sangat tidak setuju
K. Penggunaan sumber belajr-mengajar Bahasa Inggris didasarkan atas pertimbangan saya pada aspek-aspek berikut ini:					
89. fokus pada keterampilan mendengar (<i>listening</i>)	1	2	3	4	5
90. fokus pada keterampilan berbicara (<i>speaking</i>)	1	2	3	4	5
91. fokus pada keterampilan membaca (<i>reading</i>)	1	2	3	4	5
92. fokus pada keterampilan menulis (<i>writing</i>)	1	2	3	4	5
93. fokus pada materi pelafalan (<i>pronunciation</i>)	1	2	3	4	5
94. fokus pada materi kosakata (<i>vocabulary</i>)	1	2	3	4	5
95. fokus pada struktur kalimat (<i>sentence structure</i>)	1	2	3	4	5

B. 3 Metode, aktifitas, dan evaluasi menurut kurikulum	Sangat setuju	Setuju	Ragu-ragu/tidak ada	Tidak setuju	Sangat tidak setuju
L. Penggunaan sumber belajar-mengajar Bahasa Inggris didasarkan atas pertimbangan saya pada aspek-aspek berikut ini:					
96. pelaksanaan metode pengajaran komunikatif	1	2	3	4	5
97. pelaksanaan metode <i>grammar</i> (<i>translation</i>)	1	2	3	4	5
98. pelaksanaan metode campuran (<i>eclectic method</i>)	1	2	3	4	5
99. pelaksanaan metode <i>audio-lingual</i>	1	2	3	4	5
100. pelaksanaan aktifitas bermain peran (<i>role play</i>)	1	2	3	4	5
101. pelaksanaan aktifitas permainan (<i>game</i>)	1	2	3	4	5
102. pelaksanaan aktifitas bercerita (<i>story telling</i>)	1	2	3	4	5
103. pelaksanaan aktifitas bernyanyi (<i>singing activities</i>)	1	2	3	4	5

104. pelaksanaan aktifitas kunjungan lapangan	1	2	3	4	5
105. pengajaran berpusat pada guru (<i>teacher-centred</i>)	1	2	3	4	5
106. pengajaran berpusat pada murid (<i>student-centred</i>)	1	2	3	4	5
107. cara penyampaian formal (<i>formal instruction</i>)	1	2	3	4	5
108. cara penyampaian tidak formal (<i>informal instruction</i>)	1	2	3	4	5
109. interaksi kelas (<i>class-work interaction</i>)	1	2	3	4	5
110. interaksi kelompok (<i>group-work interaction</i>)	1	2	3	4	5
111. interaksi berpasangan (<i>pair-work interaction</i>)	1	2	3	4	5
112. bimbingan perseorang (<i>individualized instruction</i>)	1	2	3	4	5
113. waktu yang tersedia/jadwal yang ditentukan (jam/minggu)	1	2	3	4	5
114. pelaksanaan bentuk tes formatif	1	2	3	4	5
115. pelaksanaan bentuk tes sumatif	1	2	3	4	5
	Sangat setuju	Setuju	Ragu-ragu/tidak ada	Tidak setuju	Sangat tidak setuju

Kelompok C. Pertimbangan Berdasarkan Aspek Pengalaman Guru

Silangilah (X) salah satu pilihan pada kolom di kanan menurut pengalaman mengajar Bahasa Inggris Bapak/Ibu sehubungan dengan aspek-aspek yang terkait dengan penggunaan sumber belajar-mengajar. Mohon jangan ada bagian yang dikosongkan.	Selalu	Sering	Kadang-kadang	Jarang	Tidak pernah
M. Dalam mengajar, frekuensi pertimbangan dari aspek-aspek yang berkaitan dengan penggunaan sumber belajar-mengajar adalah sebagai berikut:					
116. aspek-aspek murid (seperti diuraikan pada A 1)	1	2	3	4	5
117. aspek lingkungan sosial (seperti diuraikan pada A 2)	1	2	3	4	5
118. aspek pribadi saya sebagai guru (seperti diuraikan pada A 3)	1	2	3	4	5
119. aspek kurikulum (seperti diuraikan pada B)	1	2	3	4	5

TEACHERS' QUESTIONNAIRE

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This questionnaire consists of three parts. This first part consists of eight items. Please circle (X) the following items in accordance with your opinions at the space provided. If you need to give further information, please write it in the space provided or use another paper. You do not need to write your name. Your answers will be treated confidentially. Thank you for your cooperation.

=====

Section I: Demographic Information

1. Gender : ☐ a. Male ☐ b. Female
2. Age : ☐ a. 20-30 yrs ☐ b. 31-40 yrs ☐ c. 41-50 yrs ☐ d. over 50 yrs
3. Native language : ☐ a. Minangkabau ☐ b. Batak ☐ c. Jambi/Kerinci
☐ d. Java ☐ e. Sunda ☐ f. Other (specify)
4. Education : ☐ a. Teacher college ☐ b. Uni. Diploma ☐ c. Bachelor ☐ d. Masters
☐ e. Others (please specify)
5. Length in-service: ☐ a. less than 2 yrs ☐ b. 2-5 yrs ☐ c. 5-10 yrs ☐ d. over 10 yrs
6. Teaching rank : ☐ a. II/a ☐ b. II/b ☐ c. II/c ☐ d. II/d
☐ e. III/a ☐ f. III/b ☐ g. III/c ☐ h. III/d
☐ i. IV/a ☐ j. IV/b ☐ k. IV/c ☐ l. IV/d
7. Subject(s) Taught

National Subjects	Local Content Subjects
<input type="checkbox"/> a. Civic Education <input type="checkbox"/> b. Religion <input type="checkbox"/> c. Indonesian language <input type="checkbox"/> d. Mathematics <input type="checkbox"/> e. Natural Science <input type="checkbox"/> f. Social Science <input type="checkbox"/> g. Arts and Crafts <input type="checkbox"/> h. Physics and Health <input type="checkbox"/> i. Others (please specify)	<input type="checkbox"/> j. English <input type="checkbox"/> k. Local language <input type="checkbox"/> l. Traditional/local arts <input type="checkbox"/> m. Traditional/local crafts <input type="checkbox"/> n. English and others <input type="checkbox"/> o. Other subjects (Please specify)

8. Grade(s) taught: ☐ a. I ☐ b. II ☐ c. III ☐ d. IV ☐ e. V ☐ f. VI ☐ g. mixture

Section II: Teaching and learning resources

<p>This part consists of five items</p> <p>Please circle (X) one of the five options in the right columns representing your opinion about the resources and how frequently each item is relevant to your teaching.</p>						Always	Often	Sometimes/occasionally	Rarely	Never
Classification of The Resources										
<u>A. Printed materials:</u>										
9.	textbooks,	1	2	3	4	5				
10.	reference books (source books),	1	2	3	4	5				
11.	project kits,	1	2	3	4	5				
12.	pamphlets/brochure,	1	2	3	4	5				
13.	poster/banner,	1	2	3	4	5				
14.	simulation games,	1	2	3	4	5				
15.	maps,	1	2	3	4	5				
16.	cards,	1	2	3	4	5				
17.	dictionaries,	1	2	3	4	5				
18.	composition books,	1	2	3	4	5				
19.	literary texts.	1	2	3	4	5				
<u>B. Audio-visual materials:</u>										
20.	Microcomputers and multimedia computer,	1	2	3	4	5				
21.	television,	1	2	3	4	5				
22.	film,	1	2	3	4	5				
23.	radio,	1	2	3	4	5				
24.	video,	1	2	3	4	5				
25.	slide tapes and film strips,	1	2	3	4	5				
26.	overhead projector (OHP),	1	2	3	4	5				
27.	poster pictures.	1	2	3	4	5				

<u>C. People around the school:</u>					
28. persons in specific occupations,	1	2	3	4	5
29. retired persons,	1	2	3	4	5
30. groups, associations or organizations,	1	2	3	4	5
31. tourists/native speaker of English.	1	2	3	4	5
<u>D. Materials and artifacts:</u>					
32. newspapers,	1	2	3	4	5
33. documents and reports,	1	2	3	4	5
34. photographs,	1	2	3	4	5
35. clippings,	1	2	3	4	5
36. conversation/interview recordings,	1	2	3	4	5
37. miscellaneous personal items.	1	2	3	4	5
<u>F. Works on arts and culture:</u>					
38. statues,	1	2	3	4	5
39. paintings,	1	2	3	4	5
40. poetry collections,	1	2	3	4	5
41. songs, and	1	2	3	4	5
42. interactive games.	1	2	3	4	5
Others (Please specify)					

Section III. Teachers' Considered Views on the Use of the Teaching and Learning Resources

This part consists of three sections and overall this part has seven items

A. Aspects Related to Socio-culture

A.1 Aspects related to my students: Please circle (X) one of the five options in the right columns to represent your opinion how well the following aspects you have taken into account in selecting and using the teaching and learning resources in your teaching.		Strongly agree	Agree	Uncertain/unavailable	Disagree	Strongly disagree
G. The use of the English teaching and learning resources is based on my consideration on the following aspects:						
43.	the age of my students	1	2	3	4	5
44.	the gender (male/female) of my students	1	2	3	4	5
45.	the proficiency level of my students	1	2	3	4	5
46.	the linguistic background of my students	1	2	3	4	5
47.	the linguistic aptitude of my students	1	2	3	4	5
48.	the language learning experience of my students	1	2	3	4	5
49.	the ethnicity of my students	1	2	3	4	5
50.	the physical (dis)ability of my students	1	2	3	4	5
51.	the needs of my students	1	2	3	4	5
52.	the preferences of my students	1	2	3	4	5
53.	the personality of my students	1	2	3	4	5
54.	the learning strategies/styles of my students	1	2	3	4	5
55.	the parents' profession of my students	1	2	3	4	5
56.	the social status of my students	1	2	3	4	5

<i>A.2 Aspects related to social environment:</i>	Strongly agree	Agree	Uncertain/unavailable	Disagree	Strongly disagree
H. The use of the English teaching and learning resources is based on my consideration on the following aspects:					
57. the location of my school (urban/rural)	1	2	3	4	5
58. the status of my school (govt./private)	1	2	3	4	5
59. the major language in the society	1	2	3	4	5
60. the major ethnicity in the society	1	2	3	4	5
61. the major religion in the society	1	2	3	4	5
62. the religious groups influence in the society	1	2	3	4	5
63. the ethnic group influence in the society	1	2	3	4	5
64. the occupational group influence in the society	1	2	3	4	5
65. the social classes in the society (rich/poor)	1	2	3	4	5
66. the economic condition in the society	1	2	3	4	5
67. the political situation in the society	1	2	3	4	5
68. the governmental policy/rule	1	2	3	4	5
69. the teacher organization policy/rule	1	2	3	4	5
70. the principal policy/rule	1	2	3	4	5
71. the school policy/rule	1	2	3	4	5
72. the classroom (physical) condition	1	2	3	4	5
73. the technology development	1	2	3	4	5
74. the school finance situation	1	2	3	4	5

A.3 Aspects related to teacher:	Strongly agree	Agree	Uncertain/unavailable	Disagree	Strongly disagree
I. The use of the English teaching and learning resources is based on my consideration on the following aspects:					
75. my own thoughts	1	2	3	4	5
76. my own beliefs	1	2	3	4	5
77. my own preference	1	2	3	4	5
78. my age	1	2	3	4	5
79. my gender	1	2	3	4	5
80. my level/rank in service	1	2	3	4	5
81. my length of teaching years	1	2	3	4	5
82. my linguistic background	1	2	3	4	5
83. my ethnic origin	1	2	3	4	5
84. my educational background	1	2	3	4	5

B. Aspects Related to Curriculum

B.1 Goal According to Curriculum	Strongly agree	Agree	Uncertain/unavailable	Disagree	Strongly disagree
J. The use of the English teaching and learning resources is based on my consideration on the following aspects:					
85. the national role/purpose of ELT in primary school	1	2	3	4	5
86. the local role/purpose of ELT in primary school	1	2	3	4	5
87. the general objectives of ELT in primary school	1	2	3	4	5
88. the specific objectives of ELT in primary school	1	2	3	4	5

B. 2 Content/Materials According to Curriculum	Strongly agree	Agree	Uncertain/unavailable	Disagree	Strongly disagree
K. The use of the English teaching and learning resources is based on my consideration on the following aspects:					
89. the listening skill focus	1	2	3	4	5
90. the speaking skill focus	1	2	3	4	5
91. the reading skill focus	1	2	3	4	5
92. the writing skill focus	1	2	3	4	5
93. the pronunciation materials	1	2	3	4	5
94. the vocabulary materials	1	2	3	4	5
95. the sentence structure materials	1	2	3	4	5

B. 3 Methods, Activities, and Evaluation According to Curriculum	Strongly agree	Agree	Uncertain/unavailable	Disagree	Strongly disagree
L. The use of the English teaching and learning resources is based on my consideration on the following aspects:					
96. the communicative teaching methods	1	2	3	4	5
97. the grammar translation method	1	2	3	4	5
98. the eclectic method	1	2	3	4	5
99. the audio-lingual method	1	2	3	4	5
100. the role play activities	1	2	3	4	5
101. the game activities	1	2	3	4	5
102. the story telling activities	1	2	3	4	5
103. the singing activities	1	2	3	4	5
104. the excursion activities	1	2	3	4	5
105. the teacher-centred interaction	1	2	3	4	5

106. the student-centred interaction	1	2	3	4	5
107. the formal instruction	1	2	3	4	5
108. the informal instruction	1	2	3	4	5
109. the class work interaction	1	2	3	4	5
110. the group work interaction	1	2	3	4	5
111. the pair work interaction	1	2	3	4	5
112. the individualized instruction	1	2	3	4	5
113. the time table/schedule (no. of hours/week)	1	2	3	4	5
114. formative test (evaluation)	1	2	3	4	5
115. summative test (evaluation)	1	2	3	4	5
	Strongly agree	Agree	Uncertain/unavailable	Disagree	Strongly disagree

C. Aspects Related to Teachers' Experience

Please circle (X) one of the five options in the right columns to indicate your opinion about the frequency of the following aspects you apply in your teaching practices.	Always	Often	Sometimes/occasionally	Rarely	Never
M. In my teaching, the frequency of the following aspects to use in the English teaching and learning resources is as follows.					
116. the students' aspects (as referred to part A 1)	1	2	3	4	5
117. the other social-environment aspects (as referred to part A 2)	1	2	3	4	5
118. my own personal aspects (as referred to part A 3)	1	2	3	4	5
119. the curriculum aspects (as referred to part B)	1	2	3	4	5

Appendix C
Tables of data from the questionnaire analysis results

Table 1: Frequency and percentage of teachers' use of English teaching resources

Category	Types of resource	Frequency of response							Percentage of response						
		A	O	S	R	N	N/A	N	A	O	S	R	N	N/A	Cm
Printed materials	Textbooks	83	47	13	1	3	0	147	56.5	32.0	8.8	0.7	2.0	0.0	100
	Reference books	28	72	30	2	15	0	147	19.0	49.0	20.4	1.4	10.2	0.0	100
	Project kits	25	27	34	12	45	4	147	17.0	18.4	23.1	8.2	30.6	2.7	100
	Pamphlets/brochures	2	6	34	35	69	1	147	1.4	4.1	23.1	23.8	46.9	0.7	100
	Posters/banners	2	7	57	34	47	0	147	1.4	4.8	38.8	23.1	32.0	0.0	100
	Simulation game	3	13	48	24	57	2	147	2.0	8.8	32.7	16.3	38.8	1.4	100
	Maps	2	14	32	32	67	0	147	1.4	9.5	21.8	21.8	45.6	0.0	100
	Cards	7	12	49	32	47	0	147	4.8	8.2	33.3	21.8	32.0	0.0	100
	Dictionary	28	39	46	12	22	0	147	19.0	26.5	31.3	8.2	15.0	0.0	100
	Composition books	10	11	22	35	68	1	147	6.8	7.5	15.0	23.8	46.3	0.7	100
	Literary texts	18	57	37	7	26	2	147	12.2	38.8	25.2	4.8	17.7	1.4	100
Audio-visual materials	Multimedia/microcomputers	0	2	1	7	136	1	147	0.0	1.4	0.7	4.8	92.5	0.7	100
	Television	0	4	9	10	123	1	147	0.0	2.7	6.1	6.8	83.7	0.7	100
	Film	0	3	10	9	124	1	147	0.0	2.0	6.8	6.1	84.4	0.7	100
	Radio	0	9	38	21	79	0	147	0.0	6.1	25.9	14.3	53.7	0.0	100
	Video	0	1	7	9	129	1	147	0.0	0.7	4.8	6.1	87.8	0.7	100
	Slides and film strips	0	0	4	4	138	1	147	0.0	0.0	2.7	2.7	93.9	0.7	100
	Overhead projector	0	0	1	7	137	2	147	0.0	0.0	0.7	4.8	93.2	1.4	100
	Poster pictures	5	28	61	23	30	0	147	3.4	19.0	41.5	15.6	20.4	0.0	100
People around the schools	Persons in specific occupation	10	11	38	23	63	2	147	6.8	7.5	25.9	15.6	42.9	1.4	100
	Retired persons	1	5	13	23	104	1	147	0.7	3.4	8.8	15.6	70.7	0.7	100
	Groups, associations, or organisations	0	12	23	18	92	2	147	0.0	8.2	15.6	12.2	62.6	1.4	100
	Native speakers/tourists	4	1	24	22	95	1	147	2.7	0.7	16.3	15.0	64.6	0.7	100

(Cont.)

Materials and artefacts	Newspapers	2	23	33	30	59	0	147	1.4	15.6	22.4	20.4	40.1	0.0	100
	Documents and reports	2	11	23	26	85	0	147	1.4	7.5	15.6	17.7	57.8	0.0	100
	Photographs	4	12	29	40	62	0	147	2.7	8.2	19.7	27.2	42.2	0.0	100
	Clippings	1	10	33	32	71	0	147	0.7	6.8	22.4	21.8	48.3	0.0	100
	Conversation/interview recordings	1	6	26	17	95	2	147	0.7	4.1	17.7	11.6	64.6	1.4	100
	Miscellaneous personal items	31	52	38	8	18	0	147	21.1	35.4	25.9	5.4	12.2	0.0	100
Work on arts and culture	Statutes	1	3	13	8	121	1	147	0.7	2.0	8.8	5.4	82.3	0.7	100
	Paintings	0	9	32	20	86	0	147	0.0	6.1	21.8	13.6	58.5	0.0	100
	Poetry collections	1	5	29	24	88	0	147	0.7	3.4	19.7	16.3	59.9	0.0	100
	Songs	19	42	46	23	17	0	147	12.9	28.6	31.3	15.6	11.6	0.0	100
	Interactive games	9	25	59	22	32	0	147	6.1	17.0	40.1	15.0	21.8	0.0	100
	Other resources not specified	0	0	0	0	0	0	0							

A = Always O = Often S = Sometimes R = Rare Nv = Never N/A = No answer N = Total number

Cmt = Cumulative

Table 2: Mean scores of teachers' responses to the use of English teaching resources

Category	Type of resource	Mean
Printed materials	Textbooks	1.60
	Reference books	2.35
	Project kits	3.09
	Pamphlets/brochures	4.09
	Posters/banners	3.80
	Simulation game	3.77
	Maps	4.01
	Cards	3.68
	Dictionary	2.73
	Composition books	3.93
	Literary texts	2.73
Audio-visual materials	Multimedia/microcomputers	4.86
	Television	4.69
	Film	4.71
	Radio	4.16
	Video	4.79
	Slides and film strips	4.88
	Overhead projector	4.87
	Poster pictures	3.31
People around the school	Persons in specific occupation	3.76
	Retired persons	4.50
	Groups, associations, or organisations	4.25
	Native speakers/tourists	4.36
Materials and artefacts	Newspapers	3.82
	Documents and reports	4.23
	Photographs	3.98
	Clippings	4.10
	Conversation/interview recordings	4.31
	Miscellaneous personal items	2.52
Work on arts and culture	Statues	4.65
	Paintings	4.24
	Poetry collections	4.31
	Songs	2.84
	Interactive games	3.29
	Other resources not specified	0.00

Always = 1 Often = 2 Sometimes = 3
Rare = 4 Never = 5

Table 3: Frequency and percentages of the teachers' views regarding the significance of socio-cultural aspects when using English teaching resources

Category	Socio-cultural aspect	Frequency of response						Percentage of response					
		SA	A	UC/UA	DA	SDA	N	SA	A	UC/UA	DA	SDA	Cmt
Students' characteristics	Age	71	67	3	2	4	147	48.3	45.6	2.0	1.4	2.7	100.0
	Gender	29	49	17	39	13	147	19.7	33.3	11.6	26.5	8.8	100.0
	Proficiency level	49	73	16	5	4	147	33.3	49.7	10.9	3.4	2.7	100.0
	Linguistic background	24	74	31	15	3	147	16.3	50.3	21.1	10.2	2.0	100.0
	Linguistic aptitude	41	86	12	8	0	147	27.9	58.5	8.2	5.4	0.0	100.0
	Learning experience	31	74	23	16	3	147	21.1	50.3	15.6	10.9	2.0	100.0
	Ethnicity	4	36	23	45	39	147	2.7	24.5	15.6	30.6	26.5	100.0
	Physical (dis)ability	10	50	35	33	19	147	6.8	34.0	23.8	22.4	12.9	100.0
Students' nature	Students' needs	43	89	9	3	3	147	29.3	60.5	6.1	2.0	2.0	100.0
	Students' preferences	46	86	9	6	0	147	31.3	58.5	6.1	4.1	0.0	100.0
	Students' personalities	28	79	23	16	1	147	19.0	53.7	15.6	10.9	0.7	100.0
	Students' learning strategies/styles	35	86	17	8	1	147	23.8	58.5	11.6	5.4	0.7	100.0
Students' social background	Students' parental background	14	51	27	33	22	147	9.5	34.7	18.4	22.4	15.0	100.0
	Students' social status	12	46	24	40	25	147	8.2	31.3	16.3	27.2	17.0	100.0
Context of teaching	School location (e.g. urban or rural)	52	66	6	20	3	147	35.4	44.9	4.1	13.6	2.0	100.0
	School status	36	43	10	46	12	147	24.5	29.3	6.8	31.3	8.2	100.0
	Major language in the local society	16	54	22	46	9	147	10.9	36.7	15.0	31.3	6.1	100.0
	Major ethnicity in the local society	9	38	27	53	20	147	6.1	25.9	18.4	36.1	13.6	100.0
	Major religion in the local society	9	34	25	59	20	147	6.1	23.1	17.0	40.1	13.6	100.0
Social and cultural organization	Religious groups' influence in the society	4	33	34	56	20	147	2.7	22.4	23.1	38.1	13.6	100.0
	Ethnic groups' influence in the society	4	26	37	58	22	147	2.7	17.7	25.2	39.5	15.0	100.0
	Occupational groups influence in society	3	40	36	55	13	147	2.0	27.2	24.5	37.4	8.8	100.0
Social classes in society	Social classes in society	7	28	28	53	31	147	4.8	19.0	19.0	36.1	21.1	100.0
Economic and	Economic condition in society	8	67	20	39	13	147	5.4	45.6	13.6	26.5	8.8	100.0
political condition	Political situation	3	32	30	62	20	147	2.0	21.8	20.4	42.2	13.6	100.0

Cont.

Institutional factors	Government policy/rule	28	77	19	19	4	147	19.0	52.4	12.9	12.9	2.7	100.0
	Teacher organisation policy/rule	23	84	27	11	2	147	15.6	57.1	18.4	7.5	1.4	100.0
	School principal policy/rule	30	92	15	8	2	147	20.4	62.6	10.2	5.4	1.4	100.0
	School policy/rule	24	105	10	5	3	147	16.3	71.4	6.8	3.4	2.0	100.0
	Classroom (physical) condition	21	86	17	19	4	147	14.3	58.5	11.6	12.9	2.7	100.0
	School financial situation	24	76	26	12	9	147	16.3	51.7	17.7	8.2	6.1	100.0
	Technological development	46	85	12	3	1	147	31.3	57.8	8.2	2.0	0.7	100.0
Teachers' thoughts/beliefs/ preferences	Thoughts	54	78	4	10	1	147	36.7	53.1	2.7	6.8	0.7	100.0
	Beliefs	30	88	15	11	3	147	20.4	59.9	10.2	7.5	2.0	100.0
	Preferences	24	64	17	38	4	147	16.3	43.5	11.6	25.9	2.7	100.0
Teachers' characteristics	Age	8	52	17	63	7	147	5.4	35.4	11.6	42.9	4.8	100.0
	Gender	8	28	20	65	26	147	5.4	19.0	13.6	44.2	17.7	100.0
	Level/Rank in service	4	30	29	59	25	147	2.7	20.4	19.7	40.1	17.0	100.0
	Length of service	14	65	14	42	12	147	9.5	44.2	9.5	28.6	8.2	100.0
	Linguistic background	21	57	17	41	11	147	14.3	38.8	11.6	27.9	7.5	100.0
	Ethnic origin	6	27	25	60	29	147	4.1	18.4	17.0	40.8	19.7	100.0
	Educational background	31	87	10	12	7	147	21.1	59.2	6.8	8.2	4.8	100.0

SA = Strongly agree A = Agree UC/UA = Uncertain/Unavailable DA = Disagree SDA = Strongly disagree
N = Total number Cmt = Commulative

Table 4: Mean scores of teachers' views regarding the significance of socio-cultural aspects when using English teaching resources

Category	Aspects	Mean
Students' characteristics	Age	1.65
	Gender	2.71
	Proficiency level	1.93
	Linguistic background	2.31
	Linguistic aptitude	1.91
	Language learning experience	2.22
	Ethnicity	3.54
	Physical (dis)ability	3.01
Students' nature	Students' needs	1.87
	Students' preferences	1.83
	Students' personalities	2.20
	Students' learning strategies/styles	2.01
Students' social background	Students' parental background (profession)	2.99
	Students' social status	3.14
Context of teaching	School location (e.g. urban or rural)	2.02
	School status (e.g. government or private)	2.69
	Major language in the local society	2.85
	Major ethnicity in the local society	3.25
	Major religion in the local society	3.32
Social and cultural organization	Religious groups' influence in the local society	3.37
	Ethnic groups' influence in the local society	3.46
	Occupational groups' influence in the local society	3.24
Social classes in society	Social classes in society	3.50
Economic and political condition	Economic conditions in society	2.88
	Political situation	3.44
Institutional factors	Government policy/rule	2.28
	Teacher organisation policy/rule	2.22
	School principal policy/rule	2.05
	School policy/rule	2.03
	Classroom (physical) condition	2.31
	School financial situation	2.36
	Technological development	1.83
Teachers' thoughts/beliefs/preferences	Thoughts	1.82
	Beliefs	2.11
	Preferences	2.55
Teachers' characteristics	Age	3.06
	Gender	3.50
	Level/Rank in service	3.48
	Length of service	2.82
	Linguistic background	2.76
	Ethnic origin	3.54
	Educational background	2.16

Strongly agree = 1 Agree = 2 Uncertain/Unavailable = 3
Disagree = 4 Strongly disagree = 5

Table 5: Frequency and percentages of teachers' views regarding the significance of curriculum practice when selecting and using English teaching resources

Category	Curriculum component	Frequency of response						Percentage of response					
		SA	A	UC/UA	DA	SDA	N	SA	A	JV/UA	DA	SDA	Cmt
Orientation of ELT	National role of ELT	79	65	3	0	0	147	53.7	44.2	2.0	0.0	0.0	100.0
	Local role of ELT	45	87	10	5	0	147	30.6	59.2	6.8	3.4	0.0	100.0
Instructional objectives of ELT	General objective of ELT	46	94	5	2	0	147	31.3	63.9	3.4	1.4	0.0	100.0
	Specific objectives of ELT	46	94	6	1	0	147	31.3	63.9	4.1	0.7	0.0	100.0
Language skills and content	Listening skill focus	60	68	13	6	0	147	40.8	46.3	8.8	4.1	0.0	100.0
	Speaking skill focus	62	72	10	3	0	147	42.2	49.0	6.8	2.0	0.0	100.0
	Reading skill focus	48	87	10	2	0	147	32.7	59.2	6.8	1.4	0.0	100.0
	Writing skill focus	37	93	14	3	0	147	25.2	63.3	9.5	2.0	0.0	100.0
	Pronunciation materials	50	81	13	2	1	147	34.0	55.1	8.8	1.4	0.7	100.0
	Vocabulary materials	45	90	11	1	0	147	30.6	61.2	7.5	0.7	0.0	100.0
	Sentence structure materials	31	86	19	10	1	147	21.1	58.5	12.9	6.8	0.7	100.0
Teaching methods	Communicative teaching method	59	74	14	0	0	147	40.1	50.3	9.5	0.0	0.0	100.0
	Grammar translation method	20	96	23	8	0	147	13.6	65.3	15.6	5.4	0.0	100.0
	Eclectic method	23	91	29	4	0	147	15.6	61.9	19.7	2.7	0.0	100.0
	Audio-lingual method	28	78	35	4	2	147	19.0	53.1	23.8	2.7	1.4	100.0
Teaching activities	Role-play activities	28	94	20	4	1	147	19.0	63.9	13.6	2.7	0.7	100.0
	Game activities	36	91	17	2	1	147	24.5	61.9	11.6	1.4	0.7	100.0
	Story-telling activities	26	91	24	6	0	147	17.7	61.9	16.3	4.1	0.0	100.0
	Singing activities	46	86	13	2	0	147	31.3	58.5	8.8	1.4	0.0	100.0
	Excursion activities	11	81	42	12	1	147	7.5	55.1	28.6	8.2	0.7	100.0
Teaching interaction	Teacher-centred interaction	9	46	23	61	8	147	6.1	31.3	15.6	41.5	5.4	100.0
	Student-centred interaction	19	62	23	37	6	147	12.9	42.2	15.6	25.2	4.1	100.0
	Formal instruction	17	65	26	36	3	147	11.6	44.2	17.7	24.5	2.0	100.0
	Informal instruction	8	65	47	24	3	147	5.4	44.2	32.0	16.3	2.0	100.0
	Class-work interaction	37	99	9	2	0	147	25.2	67.3	6.1	1.4	0.0	100.0
	Group-work interaction	23	100	21	1	2	147	15.6	68.0	14.3	0.7	1.4	100.0
	Pair-work interaction	21	103	16	5	2	147	14.3	70.1	10.9	3.4	1.4	100.0
	Individualised instruction	23	90	17	16	1	147	15.6	61.2	11.6	10.9	0.7	100.0
Schedule and Evaluation	Timetable/schedule	23	104	12	7	1	147	15.6	70.7	8.2	4.8	0.7	100.0
	Formative tests	27	104	10	6	0	147	18.4	70.7	6.8	4.1	0.0	100.0
	Summative tests	21	112	12	2	0	147	14.3	76.2	8.2	1.4	0.0	100.0

SA = Strongly agree A = Agree UC/UA = Uncertain/Unavailable DA = Disagree SDA = Strongly disagree N = Total number Cmt = Cumulative

Table 6: Mean scores of teachers' views regarding the significance of curriculum practice when selecting and using English teaching resources

Category	Curriculum components	Mean
Orientation of ELT in primary schools	National role of ELT in primary schools	1.48
	Local role of ELT in primary schools	1.83
Instructional objectives of ELT	General objective of ELT in primary schools	1.75
	Specific objectives of ELT in primary schools	1.74
Language skills and content	Listening skill focus	1.76
	Speaking skill focus	1.69
	Reading skill focus	1.77
	Writing skill focus	1.88
	Pronunciation materials	1.80
	Vocabulary materials	1.78
	Sentence structure materials	2.07
Teaching methods	Communicative teaching method	1.69
	Grammar translation method	2.13
	Eclectic method	2.10
	Audio-lingual method	2.14
Teaching activities	Role-play activities	2.02
	Game activities	1.92
	Story-telling activities	2.07
	Singing activities	1.80
	Excursion activities	2.39
Teaching interaction	Teacher-centred interaction	3.09
	Student-centred interaction	2.65
	Formal instruction	2.61
	Informal instruction	2.65
	Classwork interaction	1.84
	Groupwork interaction	2.04
	Pairwork interaction	2.07
	Individualised instruction	2.20
Schedule and evaluation	Timetable/schedule (number of hours/week)	2.04
	Formative tests	1.97
	Summative tests	1.97

Strongly agree = 1 Agree = 2 Uncertain/unavailable = 3

Disagree = 4 Strongly disagree = 5

Table 7: Frequency and percentage of teachers' views on aspects reflecting their teaching experience for using English teaching resources

Category	Experience aspects	Frequency of response							Percentage of response						
		A	O	S	R	Nv	N/A	N	A	O	S	R	N	N/A	Cmt
Teachers' experience	Students' aspects	50	65	19	10	0	3	147	34.0	44.2	12.9	6.8	0.0	2.0	100
	Social environment aspects	16	68	39	17	4	3	147	10.9	46.3	26.5	11.6	2.7	2.0	100
	Personal aspects	33	57	27	18	9	3	147	22.4	38.8	18.4	12.2	6.1	2.0	100
	Curriculum aspects	63	63	12	3	3	3	147	42.9	42.9	8.2	2.0	2.0	2.0	100

A = Always O = Often S = Sometimes R = Rarely Nv = Never N/A = No answer N = Total number Cmt = Cumulative

Table 8: Mean scores of teachers' views on aspects reflecting their teaching experience for using English teaching resources

Category	Experience aspects	Mean
Teachers' experience	Students' aspects	1.88
	Social environment aspects	2.43
	Personal aspects	2.35
	Curriculum aspects	1.71

Always = 1 Often = 2 Sometimes = 3
Rarely = 4 Never = 5

Appendix D

Sample of interview transcript

INTERVIEW SESSION

Participant: T3 (Male)

Location: school office

The interview was undertaken after providing the teacher with some information about the study and obtaining his agreement; he was asked how he determined the use of resources, i.e. textbook, in teaching his young students; the information appear as follows:

- T3: Penunjang, jadi ini bisa digunakan untuk Sementara kalau dilihat dari materinya, kalau dibandingkan dengan buku yang lain itu, memang agak rendah
- R: Hmm
- T3: Rrr kosakatanya
- R: Hmm, kemungkinan bagi anak-anak bagaimana menurut bapak?
- T3: Kemungkinan bagi anak-anak cepat ditangkap (dipahami)
- R: Oh begitu
- T3: Cepat ditangkap, tinggal nanti pengayaan dari guru lagi, ini kan tidak monoton, sebab itu kan nanti dari rrr apa ini, bagian pertama, lalu yang ini tinggal pengayaan guru nantinya
- R: Hmm
- T3: Yang disebutkan hanya sampai disini, lalu selanjutnya ini pengayaan guru lagi, lantas lalu masuk ...
- R: Ini buku guru atau siswa?
- T3: Rrr ini untuk buku siswa,
- R: Rrr, penerbit?
- T3: Untuk buku siswa bisa juga untuk pengayaan guru, Intan Pariwara
- R: Rrr penerbitnya dimana ya? Penerbitnya di kota?
- T3: Intan pariwara ini kota ...
- R: Intan pariwara ini kotanya
- T3: Klaten
- R: Jawa Tengah
- T3: Jawa
- R: Tidak ada mengacu kepada kurikulum, harusnya mereka mellihat kepada kurikulum Sumatera Barat itu bagaimana kan?
- T3: Rrr, dan kemudian di buku-buku yang lain itu ada kurikulum, tapi itu secara nasional, bukan Sumatera Barat bentuknya,
- R: Tapi kan untuk kurikulum SD secara nasional kan tidak ada
- T3: Tidak ada. Ini ada buku satu lagi pak
- R: Hmm apa yang satu lagi
- T3: Kurikulum yang di apa, dari PdK sama IKIP, hanya saja disini, yang bersifat benda-benda alam itu kelas 4 seharusnya, kalau disitu
- R: Sumatera Barat ya
- T3: Ini ada Airlangga, ini ada kurikulum yang diberikannya, tapi ini kurikulum yang mengacu secara nasional ini, ini kurikulum yang diberikannya
- R: Hmm, jadi setelah bapak banding-bandingkan dengan kurikulum macam ini, mana yang, mana yang rasanya sering digunakan, atau mana yang cocok digunakan?
- T3: Rrr kalau yang sering digunakan, seperti bentuk bukunya pak, ini, ini hal-hal yang sering kami

- ajarkan ini, rrr artinya yang sering dijumpai oleh anak-anak, disesuaikan juga, ada kecocokan. Hanya saja yang seharusnya disini, misalnya, benda-benda yang ada di rumah itu harusnya di kelas 4, rrr ini kan?
- R: Hmmm
- T3: Tapi ini disini diletakkan di kelas 5, rrr di kelas 5
- R: Hmm
- T3: Rrrr di kelas 5, di kelas 5 tidak ada masalah itu lagi, rrr itu kalau menurut ukuran kurikulum lokal ini
- R: Ya ya
- T3: Cuma nanti tinggal pengayaan, jadi untuk karena saya mengajar di kelas 5, yang satu lagi mengajar di kelas 6, yang satu lagi di kelas 4, untuk melatih listening anak-anak ini, mungkin nanti bahan kelas 4 difotokopikan sehelai, tanpa diberitahu dulu kepada anak itu ini untuk kelas berapa, lalu dipinjam kaset kelas 4 itu, jadi .. untuk mengejar ke bawah
- R: Misalnya bapak mengajarkan topik ini, pets, bisakah bapak mencoretkan, ini kan sudah pernah diajarkan pak?
- T3: Yang ini kan di kelas 4, buku ini belum dipakai, baru sekarang,
- R: Rrr yang sudah pernah bapak pakai mengajar? Seperti tadi misalnya, apa apa yang pernah
- T3: Rrr kalau, kalau yang tadi ini bahan lama, ini ada di kelas 5
- R: Mengenai apa itu pak?
- T3: Ini mengenai "personal introduction I", tapi belum mengacu kepada ini lagi, disini hanya perkenalan saja
- R: Bisa bapak menerangkan, menjelaskan, menceritakan, kepada saya rrr bapak mengajarkan itu mulai dari awal itu bagaimana? Dari A sampai akhir itu kan?
- T3: Oh begitu
- R: Ya yang biasa bapak lakukan
- T3: Yang pertama kan kalau kita mengajar ini, itu kan bahan baru bagi anak-anak ini,. Jadi saya pertama memperkenalkan kosakata dulu,
- R: Hmm
- T3: Rrr kosakata, sudah kosakata itu seperti ini, diperkenalkan dari atas judulnya dulu, tema diperkenalkan dulu, personal ini apa, "introduction" ini apa, "one" ini apa, lalu diulang pronunciationnya sampai betul
- R: Hmm
- T3: Kemudian yang kedua, kita perkenalkan kepada anak speech rrr itu kan memperkenalkan tema, lalu menyebutkan bahagian dari tema itu, ada beberapa bagian. Pertama speech, rrr lalu dari speech itu saya memperkenalkan kata-kata yang hampir sama bunyinya seperti speak, speed, street, stupid
- R: Hmm
- T3: Rrr untuk melatih pronunciation anak-anak, itu diambil waktu sekitar 5 sampai 10 menit, tapi lebih kurang itu hanya 5 menit itu, rr jadi speech, speak, speed, street, stupid rrr sambil anak itu bergembira kan, setelah itu disuruh salah seorang, jadi kalau mereka disuruh cepat salah itu kegembeiran baginya
- R: Hhmm
- T3: Nanti mereka terpacu kan
- R: Hmm
- T3: Rrr setelah mereka mengerti mana yang speech, lalu saya perkenalkan number 1 to number 11 tentang pidato tadi itu
- R: Hmm
- T3: Untuk menggunakan ini, saya dulu yang mempraktekkan, sekali dua kali tiga kali saya bacakan secara keras, ya kan misalnya "good morning everybody", "good morning", yang pertama itu, lalu langsung nomor dua, setelah itu ulang sekali lagi sambil jalan
- R: Hmm
- T3: Jalan,. Sudah tiga kali lalu diulang, yaa listen to me please repeat after me, ulang begitu, "good morning everybody", lalu anak mengulang bersama-sama, lalu diajarkan, kalau orang bilang "good morning everybody", kamu harus menjawab nantinya, "good morning", itu setidaknya

tidaknya jawaban

R: hmm

T3: setelah itu langsung, "today is my turn to introduce myself to all of you", untuk mengajarkan kalimat panjang ini, satu-satu, sepotong-potong dulu

R: hmm

T3: today is my turn, rrr begitu putus-putus

R: hmm

T3: yang keduanya ditambah, yang ketiganya lalu sekalian, rrr begitu juga nomor tiga sampai nomor empat, habis?, ulang sama-sama, ulang sekali lagi mesih dibacakan, sampai pula tiga kali. Habis tiga kali (cough) baru baca bersama-sama bersama dengan saya lagi rrr bersamaan, rr sudah bersamaan, lalu saya suruh perbangku, ini belum dikenalkan artinya lagi

R: berpasangan begitu?

T3: Tidak per

R: Per row?

T3: Rrr yaa per row,

R: Per baris ya

T3: ya, Misalnya begini, dia baca, salah, nanti saya stop, saya perbaiki langsung, itu diberi dia nilai sekian, good, jadi per bangku. Nah sehabis per bangku itu, saya coba, saya lihat mana yang agak biasa membaca, agak cepat, saya suruh ke depan, rrr sesudah dia membaca langsung, sudah agak bisa baru diartikan melalui vocab(ulary)

R: Hmm

T3: Coba kita lihat topik dibawahnya sambil kita baca, today, today, apa artinya? Hari ini, rrr kira-kira today ini apa artinya

R: Hmm

T3: Hari ini, rrr, rrr sampai nanti nomor sepuluh, everybody

R: Hmm

T3: Sudah satu kali saya masuk sama satu minggu in kelas lima A sampai lima E, baru sampai disini,

R: Hmm

T3: Karena jam sedikit, lalu untuk mempermantap ini ini, saya beri pertama PR, PRnya men-translate di rumah

R: Hmm

T3: Berdasarkan kalimat kunci, key wordnya, rrr, ditambah nanti anak-anak ini, kosakatanya, yang kedua saya suruh hafal, jadi minggu depan PRnya saya kumpul, saya suruh ke depan sendiri-sendiri rrr

R: Jadi rrr topiknya kan memperkenalkan kosakata tadi kan

T3: Ya

R: Rrr sumber belajar yang terutama bapak gunakan dalam memperkenalkan topik itu, apa yang lebih?

T3: Maksud bapak apa?

R: Sumber utama belajar yang digunakan itu apa yang lebih utama, dari mana bapak mengambil bahan itu?

T3: Ohh ini dari buku pak, ada buku, jadi kan berdasarkan ini kan, tadi kan memperkenalkan teman, kalau memperkenalkan teman kelas 4 kan tambah berat, maka disuruh ke depan, seorang seorang untuk memperkenalkan namanya sendiri, sebab kuncinya kan nanti disini ada pertanyaan, anak ini disuruh bertanya berdasarkan ini, "what's your name?" Nanti mereka menjawab disini

R: Oh begitu

T3: Rrr begitu, utuk memantapkan isi kepalanya itu nanti hafal atau tidak hafal pertanyaan ini, ini saya sadur dari beberapa buah buku

R: Oh begitu,

T3: Saya sadur dari beberapa buah buku, kemudian saya susun dengan kalimat sendiri

R: Jadi sumber sumber bapak berupa beberapa buah buku, kemudian diramu sendiri

T3: Diramu, kebetulan sekali saya tidak pakai buku pegangan, hanya berdasarkan kursus, sementara bukunya tidak ada, lalu saya sadur dari beberapa buah buku, saya gunting, saya buat

R: Hmm

T3: Rr insya allah, saya sesuaikan dengan kehidupannya sehari-hari, jadi ringan
 R: Jadi tidak tergantung pada satu buku?
 T3: Tidak satu buku
 R: Tidak text-book oriented, tapi beberapa buku yang dihimpun sendiri
 T3: Dihimpun sendiri
 R: Kemudian dilahirkan sebuah sebuah?
 T3: Ya
 R: Sebuah model, atau wacana barangkali ya
 T3: Ya, mungkin nanti setelah ada buku pegangan ini, mungkin mengacu kemari, untuk bahan pengayaan, saya tidak pakai buku satu ini saja
 R: Apakah masing-masing siswa memperoleh?
 T3: Ini punya, siswa ini masing-masingnya punya nanti
 R: Buku sekolah?
 T3: Buku sekolah kini ada ..
 R: Ya ya
 T3: Hanya saja nantinya, karena ini kan terlalu sederhana, misalnya kan "this is a car,"
 R: Hmm
 T3: Itu kan cangkir, kan terlampau simple anak-anak
 R: Ya ya
 T3: Rrr cuma nanti diramu kembali, mana yang ditambah, sampai dengan adanya permainan permainan, mungkin alat alat ini dibawa ke dalam kelas rrr supaya lebih jelas bagi anak-anak, sambil diucapkan, tidak makanya bahan-bahan ini masih agak rendah caranya
 R: Dibawa ke dalam kelas, itu mereka bawa masing-masing atau disiapkan?
 T3: Rrr tidak, disiapkan saja,
 R: Disiapkan saja
 T3: Disiapkan saja, ini sejenis gambar itu bisa saja, gambar, errr diprinter nanti gambar-gambar itu err kan itu yang akan disajikan
 R: Hmm
 T3: Kemudian seperti ini, kita mengadakan suatu permainan melalui urutan alfabet
 R: Oh begitu, Bagaimana contoh permainan?
 T3: Waktu itu kan, coba cari, tadi kan ada spoon, sendok,
 R: Aha
 T3: Coba buat kalimat, cari kata-kata ...
 R: Oh begitu
 T3: Mungkin anak anak secara horizontal atau vertikal rrr begitu
 R: Hmm
 T3: Diberikan latihan, kalau itu kan contohnya sudah di ..., rr mungkin nanti kita suruh bikin ... rrr itu kira-kira

 R: Respon dari reaksi dari siswa bagaimana biasanya pak?
 T3: Kalau bagi saya pribadi, anak-anak itu senang pak, sehingga kalau sehari hari anak anak itu ...
 R: Bisa dicontohkan kongkrit mereka senang itu bagaimana reaksinya?
 T3: Oh begini, sering anak-anak itu bertanya, itu satu
 R: Satu
 T3: Misalnya kan ini bagaimana ini pak, lalu diucapkan, kemudian kalau di luar, hasil pelajaran itu errr kita tekankan ada kalimat-kalimat sehari hari yang sudah dihafalkan misalnya kamu keluar nanti "excuse me sir"
 R: Hmm
 T3: Harus betul, kan ada "accus me",
 R: Ha ha
 T3: Rrr mana yang betul? Kalau salah salah ucap kamu bisa tidak boleh keluar, ketemu nanti "good morning sir", "hallo sir", makanya mereka berani begitu, err biarpun satu kata, kemudian kita mencoba untuk menambah
 R: Jadi yang pertama mereka bertanya, itu reaksi yang pertama?
 T3: Err reaksi yang pertama,
 R: Reaksi yang lain mungkin?

- T3: Err reaksi yang kedua mereka itu bisa berbicara antara mereka sambil mungkin ada yang menyalahkan ada yang membetulkan mungkin ada yang bergurau, maka disana kita lihat
- R: Pernah terdeteksi itu pak?
- T3: Pernah, dia misalnya mengatakan begitu, mereka diperkenalkan, misalnya, nama-nama animal, misalnya cow kan, buffalo, lalu disana saya bercada itu, cow sapi ya?
- R: Ha ha
- T3: Cow sapi ya, bukan sapi pak, nah coba kita lihat, kita tulis, cow = sapi, cow sapi ya. Lalu dia coba itu, cow sapi, buffalo bapak lu
- R: Ha ha
- T3: Cow sapi, bapak lu (buffalo) kerbau, itu salah satu teori bagaimana anak-anak menghafal, sudah itu kemudian ditulis
- R: Apa kemudian tidak ada efek secara negatif?
- T3: Oh tidak
- R: Atau mereka hanya terbatas dalam?
- T3: Habis dalam itu saja, habis dalam itu, err Kemudian pada kelas 6 yang saya ajarkan, saya urutkan kata kata ini, selalulah always, kadang-kadang sometimes, itu semua karena because eerr mereka menghafalkan itu, err itu yang sering dipraktekkan oleh anak-anak
- R: Hmm
- T3: Pak selalu always pak err begitu, sering begitu err yang salah yang ketemu oleh saya sampai sekarang dengan adanya kalimat-kalimat umum seperti sekarang kunci itu
- R: Hmm
- T3: Itulah yang seringkali terdengar, "good morning sir" err jadi sebenarnya bisa dicatat walaupun satu kata yang penting anak punya keberanian err
- R: Yaa, ok bagaimana caranya bapak untuk melakukan, artinya memonitor perkembangan anak mengevaluasi dalam istilah kita, tapi memonitor perkembangan anak?
- T3: Oh begitu, kalau perkembangan anak secara keseluruhan pak, memang saya tidak melakukannya, hanya saja begini, ada potongan kertas sisa fotokopi itu saya potong-potong ya kan
- R: Hm
- T3: Ini untuk mengukur, yang pertama kosakata anak
- R: Hm
- T3: Err ketika akan pulang, itu dibagikan, mana yang sudah dipelajari, misalnya seperti ini, tulis dengan cepat 10 menit terakhir itu "a ball", "a plate" itu tidak sehari itu responnya, err minggu depan sebagai apersepsi coba kita ambil yang kemarin, siapa bisa menulis, begitu rrr, jadi bagi yang, itu yang pertama. Yang kedua menyuruh anak menghafalkan kosakata, err itu kalau ada yang jahiliyah itu betul-betul jahiliyah tidak menghafal itu
- R: Ha ha
- T3: Ha itu, setelah saya hubungi guru kelasnya juga begitu, anak ini memang susah menghafal
- R: Terus, pernah tidak dihitung misalnya dalam satu minggu atau dalam satu bulan, berapa kosakata yang anak itu bertambah, rata-rata berapa?
- T3: Rrr itulah pak, kenarin kami bertiga duduk, sampai kami coret coret itu program itu kan, yang selama ini yang tidak terpantau sama kita, kita tidak pernah mentargetkan berapa anak harus menghafal kosakata
- R: Oh begitu, tapi pernah diinikan, di review, sekedar menghitung-hitung saja rata rata di kelas ini kosakatanya peningkatan kosakatanya dalam perminggu ini sekian per minggu sekian per minggu
- T3: Tidak pernah pak tidak pernah. Lalu kami kemarin coret-coreit gitu kan, Juli, Agus, September, Oktober, ini satu cawu, kami bagi, ini 4 minggu 4 minggu, untuk 1 cawu ini kita ada 4 kali pertemuan, rata rata nanti kelas 4 5 6 itu harus 250 kata, harus dikuasai, itu kami ukur kemarin, itu betul yang tidak terdeteksi
- R: Sehingga dalam satu kali pertemuan berapa kosakata?
- T3: Ya, nah untuk mencapai yang 250 itu ini yang pertama mungkin menghafal kosakata tadi..
- R: Strateginya?
- T3: Strateginya lagi, diberi anak, mungkin anak diberi menghafal anak ditugasi mencari 10 kalimat setiap kali pertemuan

R: 10 kosakata
T3: berarti 10 kosakata, 10 kosakata berarti kali 4, berarti 40, 4 x 4 rrr kalau penuh berarti 160 kosakata, itu dari meg hafal itu, kemudian yang kedua melalui
R: strategi guru?
T3: Err translate
R: Hmm
T3: Translate, karena kita nanti ada baca-baca, bacaan singkat yang ringan untuk anak diberikan untuk anak, kita baca bersama-sama, ditambah translate, dicari kosakata
R: Itu berapa kalimat itu dalam satu paragraf?
T3: Satu alenia itu kira-kira 4 baris itu pak, itu kelas 4 itu, kalau kelas 6 tidak
R: Kira-kira berapa kalimat itu pak?
T3: Kalau itu dihitung 4 baris sekitar ... tidak sampai 15 kalimat itu pak, itu sekitar 20 lah, 20 kalimat, kan sedikit, itu kelas 4 itu, itu kelas 6 kami apakan kemarin sekitar 50 kalimat satu alenia itu, rr cuma untuk mendapatkan bacaan demikian, menyusun kata, menyusun bacaan itu, itu yang kendala sekarang, ada teman itu kemarin yang mengusul coba lihat-lihat gramedia, ada bahan-bahan bacaan untuk anak-anak SD, mungkin nanti 1 judul itu, bisa kita berikan 4 kali pertemuan terputus putus, itu panjang, bisa kita putus putus satu alenia itu, pertama untuk pertemuan pertama
R: Hm
T3: Untuk bahan reading-nya, sambil kita menghitung kosa kata, yang diperdapat anak nanti, disana satu, jadi diperkirakan nanti satu cawu itu sekian pula dapat anak
R: Hmm
T3: Kemudian dari dialogue, misalnya anak ini diberi dialogue singkat rrr dikenalkan kata kata barunya nanti vocabulary-nya rrr disana anak juga menghafal itu
R: Hmm
T3: Err kemudian yang ke ...
R: Dialogue itu contohnya seperti tadi?
T3: Err. Ini tidak dialogue
R: Bukan
T3: Kalau ini sendiri sendiri ke depan
R: Masih sendiri sendiri
T3: Kalau dialogue kan berpasang, mungkin dia seorang
R: Oh begitu
T3: Rrr begitu, Jadi dari ...
R: Terus apa lagi yang yang pernah dilakukan yang dilakukan untuk mencapai target ini
T3: kalau ini, kalau ini baru pak,
R: ini baru ya
T3: ini baru, jadi kami kan karena jarang bertemu
R: kemudian dialogue, dialogue itu pernah, berapa frekuensi yang dilakukan rata-rata 1 kali mengajar, berapa frekuensi dari masing-masing itu yang secara rata ratanya pak, yang bapak lakukan, dialogue presentasinya berapa persen satu kali pertemuan?
T3: ya ya
R: menyuruh murid menghafal itu berapa persen, pernah dikira-kira?
T3: Kalau persen itu mungkin tidak ada, cuma saya ada setiap 10 menit
R: oh 10 menit
T3: rr per menit,
R: rrr berapa menit dalam 1 kali pertemuan itu?
T3: Kalau pelajarannya kan 40 menit, berartikan 80 2 jam pelajaran, dari 80 menit itu saya bagi, yang ¼ jam pertama itu mengasah lidahnya dulu
R: Hmm
T3: Membetulkan dulu, sampai betul
R: Hmm
T3: Sudah itu, saya sebagai A, mereka sebagai B
R: hmm
T3: mereka sebagai B, saya sebagai A

R: aha
T3: itu menghabiskan waktu 10 menit itu, rrr itu kan, rrr nanti 2 kelompok ini, 2 bangku ini dua deret ini sebagai A, ini sebagai B, ini sebagai B, ini sebagai A, ini sebagai A ini sebagai B
R: itu di siswa dikelompokkan?
T3: dikelompokkan
R: digroupkan itu ya, dibagi dua?
T3: bukan, group nya itu sambil lalu saja
R: hmm
T3: sesudah saya bacakan pertama, sudah betul, sekarang saya sebagai B kamu sebagai A, rrr sudah, nanti kamu lagi B, saya A, tapi 2 kelompok itu ini A ini B

R: itu berapa lama waktu habis,
T3: itu habis 10 menit
R: 10 menit
T3: memperbaiki itu rrr sudah itu diajarkan artinya lagi, artinya, sudah dapat, rr nanti saya bacakan bahasa Inggris, dia bahasa Indonesiannya, misalnya good morning sir, selamat pagi pak, nanti dia yang berbahasa Inggris, saya yang bahasa Indonesiannya, jadi ini bahasa Inggris, ini bahasa Indonesia dua kelompok, ini bahasa Inggris ini bahasa Indonesia 2 kelompok,
R: hmm
T3: sudah itu untuk membantu itu saya acak kalimat itu, misalnya baris ke 5, ada nati ditulis di depan "how are you", apa artinya itu? Atau saya sebutkan bahasa Indonesia, coba cari bahasa Inggrisnya, rrr sudah paham dia, bariu saya bagi dia berpasangan akhirnya habis waktu sekitar 20 menit sambil memperbaiki, tidak dibiarkan itu,
R: tetap dimonitor ya
T3: ya, coba kamu dulu, nanti mungkin dia salah kan, good morning sir, jadi ditukar rrr bagitu kan, hawayu, how are you? Rrr ini diperbaiki, how are you? Yang bagus
R: ya
T3: rrr "tank you", rrr ditukar "thank you", rr bagaimana menyebutkannya, rrr untuk memantau itu habis 20 menit, belum lagi anak tampil itu
R: hmm
T3: rrr memperbaiki, jadi dari 80 menit itu, 60 menit itu waktu terkuras untuk memperbaiki
R: memperbaiki
T3: rrr 20 menit
R: artinya mereview gitu ya?
T3: ya mereview rrr, jadi kalau saya punya prinsip begitu, pokoknya 20, rrr sasarannya begitu, konsentrasi anak itu berapa menit pertama itu
R: hmm
T3: itu yang dipusatkan dulu, bagaimana begitu? hilang begitu,
R: ya ya
T3: ngawur mereka lagi
R: kalau sudah konsentrasi penuh mereka ke kelas?
T3: Rrr

R: Mereka sudah bisa diarahkan?
T3: Kalau anak-anak kan lebih kurang sekitar 13 atau 15 menit, rrr itu didesakkan itu pak, rrr sudah itu baru dilongggarkan, itu makanya kalau anak-anak itu kalau sudah lewat 1 jam pelajaran, dia lagi bertukar, rrr itu kalau lagi di .. payah kita tuh, terpaksa disuruh mereka berdua dua lagi,
R: Hmm
T3: Rrr berdua dua itulah baru dipantau, kalau saya begitu, kalau dilepaskan pertama hilang
R: Ya ya ok
T3: Sehingga bagi saya sendiri, kurang rasanya waktu

R: Menurut bapak sendiri rrr metode itu cukup ampuh untuk anak-anak?
T3: Kalau untuk anak-anak pak ya, dikatakan tidak ampuh, karena dari hasil yang kita lihat kalau yang nakal itu memang sulit juga pada anak itu kan, tapi sebagian yang betul-betul memperhatikan, memperhatikan, seperti kelas 6 kemarin ada 10 orang, itu pak Man sendiri yang memantau itu,

dibuat pidato, disuruh tampil ke depan, pak Man betul yang melihatnya itu rrrr itu berhasil itu,

R: Ha ha

T3: Rrr berhasil, dari pronunciationnya anak-anak itu .. ya kan, berhasil, kita ikutkan lomba pidato, diberi konsep

R: Ya ya

T3: Disuruh membaca, sekali dua kali disuruh tampil, tadi kan tidak begitu ampuh betul, cuma untuk

R: Tapi berhasil, berjalan?

T3: Rrr mungkin tidak ampuh betul, dan satu lagi kan kalau bisa kita punya sarana sarana yang lebih lah,

R: Apakah itu bisa termakan (terkuasai) oleh siswa ya?

T3: Bisa

R: Bisa terjangkau oleh kemampuan mereka? ..

T3: Ya bisa terjangkau, dengan catatan bahan kita ini tidak tinggi

R: Hmm

T3: Rrr

R: Nah kira-kira apa rrrr bapak pernah mendengar tujuan pendidikan nasional, tujuan, menurut kurikulum tujuan pendidikan nasional dalam hal pengajaran bahasa Inggris di SD ini?

T3: Rrr belum, tidak, belum pernah lagi pak

R: Belum pernah ya?

T3: Hanya saja saya ikuti itu disini saja, melalui tujuan

R: Tujuan yang tertera disini dalam kurikulum muatan lokal?

T3: Ya muatan lokal, jadi kalau disini kan anak diarahkan untuk menguasai, tapi anak diarahkan untuk menjangkau hal hal yang ringan dengan pengucapan yang bagus,

R: Hmm

T3: Rrr kalau menguasai, berat jadinya ini,

R: Berarti yang bapak lakukan sekarang sesuai dengan ...

T3: Sesuai dengan

R: tujuan kurikulum muatan lokal itu?

T3: ya muatan lokal

R: hmm, sudah berapa lama bapak bertugas disini?

T3: Kalau saya selama

R: Yang mengajarkan bahasa Inggris?

T3: Kalau bahasa Inggris lebih kurang 3 tahun

R: 3 tahun ya?

T3: 3 tahun

R: kemudian bisakah bapak menceritakan dari pertama kali bapak mengajar bahasa Inggris dibandingkan dengan kini masih mengajar bahasa Inggris, apa rasa .. ada sesuatu hal yang menonjol yang signifikan tidak selama sekian lama itu?

T3: Rrr kalau yang menonjol itu

R: Yang bapak rasakan?

T3: Ini terus terang, dari background saya dulu pak ya,

R: Hmm

T3: Latar belakang saya kan dari IAIN, sedangkan penguasaan bahasa Inggris ini saya dapat dari kursus lebih kurang 1 tahun di PPLK Nusantara

R: Hmm

T3: Prinsip saya les dulu, saya menguasai cara mengajar, lalu saya kuasai, langsung saya belajar sendiri ,rrr begitu

R: Hmm

T3: Saya belajar sendiri

R: Jadi pertama kali mengajar sampai kini bagaimana rasa-rasanya

T3: Rrr kalau dari pertama mengajar sampai kini bagi saya pribadi, itu banyak kemajuan bagi saya sendiri itu, sebab saya harus konsul selalu dengan dictionary, dan

R: Dalam hal apa pak kira-kira?

T3: Saya dalam berbicara bahasa Inggris gitu, yang kedua dalam peningkatan, apa namanya itu, bahan,

R: Hmm

T3: Setelah itu, metode-metode untuk anak-anak itu, sebab kalau pada anak SD itu memang tidak bisa metode-metode seperti yang dibuat orang itu,

R: Hmm

T3: Metode itu memang harus diramu gitu,

R: Hmm

T3: Mungkin ada gaya sistem les, rrr seperti belajar di tempat kursus,

R: Bagaimana bentuknya itu pak?

T3: Kalau tempat kursus sama dengan tadi itu,

R: Apa contohnya?

T3: Contohnya begitu, saya mengajarkan dialogue,

R: Oh begitu

T3: lalu sudah itu gantian kita, gantian kita, gantian kita, jadi dari segi anak ini diberikan seluruhnya

R: hmm

T3: rrr sebab ketika saya belajar bahasa Inggris dulu tidak pernah begitu, rrr tidak pernah, dulu langsung buka buku halaman sekian, tanya orang tua dulu

R: ha ha

T3: tapi kalau kini dikembangkan, anak itu terpantau terus, jadi kalau kini dibegitu kan anak-anak, buka buku halaman sekian, lalu baca, tidak mengerti anak itu, tapi harus diaduk metode itu. Jadi dikatakan metode itu multi metode tidak pula, bagaimana metode itu, rrr sebab itu salah satu metode di les yang saya tangkap yang diajarkan oleh pak Nasrul

R: ya ya

T3: kemudian kalimat-kalimat yang bentuk-bentuk seloroh itu rrr diajarkan juga yang ringannya, tapi anak-anak harus diberikan penekanan bahwa itu sekedar untuk itu, jangan itu dicobakan ke orang, cow sapi ya, ditunju oleh orang nanti, kita orang minang, begitu ya,

R: ya ya, ok jadi, bapak meramu bahan begitu ya?

T3: Meramu

R: Itu itu diperoleh dari pengamalan?

T3: Pengalaman, rrr setelah itu ditambah dengan saya, ada beberapa orang teman-teman yang ahli bahasa Inggris gitu kan, sampai yang memberi saya kamus, itu memang saya tanya khusus gitu,

R: Hmm

T3: Sebab se cawu ini, terus terang saya kepada Bapak, saya tidak menguasai structure, bukan structure yang saya dahulukan, kunci bahasa Inggris itu kan ada kosakata

R: Kosakata dulu

T3: Kosakata rrr dulu vocab(ulary) ini pada pembentukan kalimat, rrr disana baru nanti kita masukkan structurenya,

R: Oh begitu

T3: Itu makanya anak SD tidak boleh diajarkan structure, kan begitu menurut kurikulum,

R: Ya

T3: Kalau diajarkan structure bingung anak itu nanti,

R: Dari kosakata nanti bapak memperkenalkannya dengan cara speech?

T3: Rrr ya speech itu,

R: Pronunciation

T3: Ya pronunciation itu

R: Oh begitu ... rrr kemudian apakah bapak juga pernah menggunakan rrr nara nara sumber yang ada di sekitar sekolah barangkali?

T3: Kalau yang begitu belum pernah lagi

R: Belum pernah lagi, misalnya mengundang secara khusus?

T3: Belum pernah lagi, ada dalam suatu kesempatan, kami sudah berusaha dengan guru yang 2 lagi, kalau ada dosen-dosen, apa namanya itu, kawan-kawan kita yang turis yang turis, tolong dibawa dalam minggu ini, dan kami pun dalam bertiga ini sekali seminggu akan berkumpul berdialogue

dalam bahasa Inggris, kalau tidak, tidak bisa kita meningkatkan kemampuan anak, rrr begitu

- R: Kemudian penggunaan alat pandang dengar barangkali?
T3: Itu belum pernah, cuma kita baru menggunakan satu tep saja baru
R: Tep, rrr dibawa ke dalam kelas
T3: Kebetulan saya ada kaset, itu saya gunakan untuk listening dulu
R: Hmm
T3: Ada bahannya saya kopikan, belum saya berikan kepada anak lagi, yang kedua
R: Itu yang direkam dalam kaset itu apakah suara sendiri atau suara orang lain
T3: Bukan yang dikaset itu memang native speakernya, sama dengan ini, ini mungkin sekitar 3 orang yang aslinya ditambah dengan 2 orang yang lokal, mendengar suaranya kan, kan bisa dibedakan rr suaranya
R: Hmm ya
T3: Itu cuma tape yang saya gunakan selama ini
- R: Hal hal yang ada di dalam kelas?
T3: Hal hal yang ada dalam kelas itu gambar gambar,
R: Gambar gambar?
T3: Rrr diperlihatkan dulu, gambar yang berbahasa Inggris ada gambarnya di dalam kelas itu, sudah itu transportation ada gambarnya dalam kelas,
R: Hal hal yang ada di dalam lingkungan di lingkungan
T3: Rr kalau yang ada di lingkungan yang pernah saya bawa anak anak, kafe yang kecil, ada jualan, sudah itu taman, sudah itu ..., sudah itu .. ke depan transportasi, ini cuman langsung, kalau nangkap binatang apa nama binatang itu, dicatat dalam bahasa Indonesia, nanti dicari bahasa Inggrisnya, jadi anak harus bawa kamus jadinya,
R: Ya ya ya
T3: Rrr begitu,
- R: Pernah tidak bapak mendengar respon dari orang tua murid?
T3: Rrr alhamdulillah, itu banyak sekali
R: Apa contohnya?
T3: Contohnya begini, bersyukur sekali anak ini belajar bahasa Inggris pak, di SMP, 9, 9 saja nilai bahasa Inggris nya,
R: Yaa
T3: Rrr begitu, baik guru yang dua itu begitu juga, rr termasuk salah satunya wali murid yang disini, yang guru di sini,
R: Aha
T3: Ibu ..., anaknya itu 9 9 saja nilai bahasa Inggrisnya,
R: Di SMP?
T3: Di SMP, yang baru masuk itu, ada 3 orang guru disini yang anaknya saya ajar, alhamdulillah responnya itu, sampai anak itu tamat kemarin, tidak berubah nilainya. Sebab yang diberikan kepada anak itu tidak mengarah ke structure, anak itu mengacu kepada yang ringan jadi mereka bisa mengembangkan
R: Jadi err err orang tua dalam hal ini mengucapkan terima kasih
T3: Rrr yaa,
R: Bentuk kongkrit dari itu?
T3: Rrr bentuk kongkrit dari itu tidak ada
R: Orang tua berterima kasih?
T3: Tidak ada lagi selain dari itu
R: Aha
T3: Rrrr, mereka kepada saya, datang, yang diberikan tidak lebih dari itu, congratulation saja,
R: Congratulation, tidak ada lebih dari itu?
T3: Tidak ada lebih dari itu
- R: Ok lah, err kemudian ketika bapak mempersiapkan bahan itu, apakah sendirian meramunya, sendiri, meramu dari berbagai sumber itu sendiri ataukah berkerjasama dalam bentuk tim? Tim

- work katakanlah begitu?
- T3: Kalau masih sejauh itu sendiri sendiri pak,
- R: Sendir-sendiri, Koordinasi dengan guru guru lain bagaimana?
- T3: Rrr koordinasi dengan guru lain ya dengan yang berdua itu. Tujuan kami yaitu agar dalam menyusun soal akhir bisa kita setarakan nantin, rrr bisa kita buat kisi-kisinya, jadi sejauh ini menyajikan bahan hanya menurut per bagian, misalnya saya mengajar di kelas 5, kelas 5 saya sendiri yang menyusun,
- R: Oh begitu ya
- T3: Kelas 4, kelas dia sendiri yang menyusun
- R: Nah apakah nanti murid naik ke kelas 6 itu bapak naik ke kelas 6 mengikuti pula atau ditunggu di kelas 5 saja
- T3: Errr begini, kalau yang metode selama ini, sebelum dirubah ini pak ya, itu kelas 4 5 6 satu guru, 4 5 6 satu guru,
- R: Hmm
- T3: Kalau kini tidak, karena guru bertiga, lokal 14, per kelas lagi, Kelas 5 saya yang memegang
- R: Oh begitu
- T3: Jadi saya satu persiapan
- R: Jadi guru, murid naik kelas 5 murid kelas 4 naik kelas 5 bertemu dengan guru kelas 5, murid naik kelas 5 naik ke kelas 6 bertemu dengan guru lain
- T3: Ya bertemu dengan guru lain, tapi untuk tahun kini, untuk tahun depan saya belum tahu lagi, nanti ditanya dengan kepala sekolah
- R: Hmm, ... pernah ikut kegiatan pelatihan atau penataran atau lokakarya atau seminar, barangkali yang ...
- T3: Err dalam bahasa Inggris belum pernah lagi pak
- R: Pengajaran bahasa Inggris belum pernah lagi ya,
- T3: Belum pernah lagi
- R: Ok ... ada hal hal lain yang menarik yang barangkali masih bisa bapak ceritakan? Dari pengalaman mengajar?
- T3: Kalau hal hal menarik itu yang geli-geli itu saja sama anak anak kan rrr. Jadi mungkin anak-anak itu bisa tapi dibuat bahasa Inggris itu seperti orang arab, orang arab itu kan berbahasa Inggris kental, good morning sirrr
- R: Ya ya
- T3: Yaa itu saja yang diberikan kepada anak anak, jadi begi kita sendiri memantau itu bukan suatu kesalahan, cuma mungkin anak anak ini, senangnya begitu saja, kemudian kita perbaiki,
- R: Kemudian pernahkah bapak, atau terpikirkan kah bagi bapak ini, misalnya dengan mengajarkan bahasa Inggris ini pada anak anak, itu akan mengganggu, yang pertama mungkin dari aspek budaya, mungkin dari aspek bahasa minang barangkali pak, apakah kira kira hal ini akan terganggu?
- T3: Err itu tergantung pada cara kita pak,
- R: Cara? Cara ... Cara maksudnya? Cara mengajar?
- T3: Kalau kalau .. cara penyajian dan cara mambatasi, misalnya begini seperti pernah bapak katakan dulukan, hendaknya kita kenal dengan agama diajarkan bahasa Inggris ini arahnya kesana,
- R: Hmm
- T3: Misalnya kan, errr mengapa kita bisa melihat? Err why can see?
- R: Hmm
- T3: Because Allah gives us ..., rrr dilarikan (dibawakan) dia kesana
- R: Hmm
- T3: Jadi tidak tinggal, tinggal aspek agamanya nanti, jadi kalau selama ini anak hanya melihat, rrr this eye, dia tidak tahu eye itu cuma mata , tapi diarahkan, because Allah gives us, karena Allah memberi kita, jadi dilarikan (dibawakan) ke Allah, jadi tidak lari nanti itu
- R: Hmm
- T3: Err kemudian kalau dari bahasa induk atau bahasa ibu kita itu tidak akan apa apa sesuai dengan pembatasan kita. Artinya kan ini, alah sok-sok bahasa Inggris, bagaimana bahasa Indonesia,

begitu kan? Bukan, dibatasi. Sebab pengalaman saya sama orang turis kan untuk mengajarkan bahasa minang itu memang agak susah-susah, apa itu, ya kan, if you say in English three, in minangkabau tigo,

R: Ha ha

T3: Rr begitu mengajarkannya dulu, ketika saya kuliah dulu, saya sedang ujian kan, if you say in English what, in Indonesia apa, in Minangkabau apo,

R: Hmm

T3: Rrr itu, jadi saya batasi, tergantung pada pembatasan kita, jadi tidak akan terganggu itu

R: Jadi murid kemungkinan perkembangan bahasa Minang, perkembangan bahasa Indonesia pada murid itu tidak akan ..

T3: Tidak terganggu

R: Tidak terganggu, dan itu tergantung dari cara penyajian

T3: Cara penyajian dan pembatasan

R: Hmm

T3: Rrr jadi nanti sedikit sedikit diberi istilah sedikit-sedikit istilah, kalau kini kan orang main istilah Inggris saja, itu yang kita batasi

R: Menghindari menghilangkan bahasa bahasa asli sendiri

T3: Bahasa asli sendiri, rrr begitu

R: Ok, ...

R: begitu pak, terima kasih banyak, cukup banyak hal-hal yang bisa saya dengarkan dari pengalaman bapak sendiri

T3: Cuma karena saya belum pernah ikut seminar lokakarya tentang bahasa Inggris, metode yang pas untuk saya ini memang belum diterapkan, hanya saya meramu, seperti saya katakan tadi dari sekian kali saya mengikuti les, sekian kali saya lihat ditempat les, saya tanya disekolah, errr nampaklah disitu bahwa sesuai dengan kurikulum tadi, memang anak ini tidak bisa diberi secara mutlak, itu itu susunan pertama,

R: Hmm

T3: Itu maka saya buat suatu permainan, yang ujungnya nanti anak menguasai

R: Hmm

T3: Terutama ...

R: Permainan apa saja yang pernah bapak berikan di dalam kelas?

T3: Kalau yang pertama kan bermain peran,

R: Bermain peran rr ok

T3: Bermain peran, bermain peran itu mungkin dari dialogue itu, biasanya dialogue itu hanya 2 orang, itu mungkin diberi 4 orang rr dengan kejadian yang alami, misalnya dia datang ..

R: Kemudian yang berbentuk permainan yang dimainkan?

T3: Rr itu scrable, itu tinggal satu,

R: Oh scrable

T3: Scrable pernah saya terapkan di kelas 6

R: Hmm, itu untuk tujuan pengajaran apa itu pak?

T3: Errr itu untuk menguasai kosakata

R: Kosakata

T3: Kosakata dengan apa .. kalimat

R: Oh ya

T3: Kosakata saja, kosakata, nanti diramu diambil, nanti diletakkan di papan tulis, itu kan kalimat itu, kata itu

R: Itu anak diberi masing-masing scrable? Berpasangan? atau

T3: Terbatas,

R: Oh begitu

T3: Terbatas, kita punya satu, anak itu saya buat saja 2 group, group A group B, group A siapa wakilnya? Group B siapa wakilnya, maju

R: Ohh Group mereka mensupport, jadi supporter

- T3: Nanti kosakata siapa yang paling banyak, itu pernah saya terapkan di kelas 6, rr sehingga bagi anak anak yang jenius memang cepat mereka menyusun itu, bagi anak yang apa kan, boleh lihat kamus pak? Ya terserah, kan lama, kalah, kita menghitung menit ini, rrr sekian menit selesai, jadi dalam sekian menit itu berapa mendapatkan kata, siapa yang paling banyak mendapatkan kata, sebab kalau ditunggu sampai apanya habis kartunya habis, lama
- R: Ya ya
- T3: Rr itu scrabble
- R: Permainan scrabble?
- T3: Rr itu salah satu yang akan saya kembangkan dengan kepala sekolah nanti, setelah itu permainan kartu huruf,
- R: Kartu huruf
- T3: Saya diberi contoh oleh pak man dari austriali
- R: Ya ya pernah diperlihatkan kepada saya
- T3: Errr ya kartu huruf, itu saja, kalau sarana memang kita jauh kurang, kalau saya lihat gambar yang dibawa pak man itu kan, foto-foto itu, anak itu memang sibuk dengan gambar-gambar itu, ini nampak
- R: Mengajarkan peta pernah?
- T3: Err itu,
- R: Geografi
- T3: Kota Padang baru,
- R: Oh kota padang, itu bagaimana modelnya, dilihatkan petanya?
- T3: Dilihtkan petanya, kebetulan gambar peta dapat dari buku rrr guiding book yang dari dinas pariwisata, itu saya fotokopi besar, lalu saya terangkan dalam bahasa Inggris, objek objek wisata, rr dan tentang apa, kantor-kantor pemerintahan, government, rrr itu baru dikelas 6 yang pernah saya terapkan,
- R: Oh begitu
- T3: Dan di .. mengenai goverment itu, rrr dan tourism
- R: Mengenai taman-taman pernah? Diajarkan?
- T3: Tidak pernah
- R: Tidak pernah ya
- T3: Tidak pernah, hanya saja nanti dalam buku ini mungkin ada, ini yang baru, bagian bagian
- R: Pernah diajak murid murid itu mengunjungi taman misalnya, atau mengunjungi tempat wisata barangkali,
- T3: Rrr kalau kita memberikan itu kan bagus itu, tapi karena lokasi sekolah ini, dan satu lagi, kini serba sulit untuk keluar itu, berjalan-jalan untuk pergi itu tidak bisa itu, mungkin kalau instruksi yang dari pak man, o mereka ingin ke pasar, dibawa anak itu ke pasar, apa saja bahasa jual beli, apa saja cara menghitung laba, ya silahkan, konsultasi dengan pedagang-pedagang, itu memang ada bisa keluar
- R: Anak anak disuruh bertanya ke turis pernah?
- T3: Rrr itu belum pernah
- R: Misalnya ada turis lewat begitu?
- T3: Rr belum pernah, itu rencana saya, kalau ada kawan kawan pergi kuliah, rr orang asing, tolonglah bawa kemari, rr kita ajak, mungkin ini sesuatu hal yang baru bagi anak, aneh, disitulah kita mencontohkan nanti betapa pentingnya kita berbahasa rrr itu, hanya saya pernah bertemu dulu ... di austriali, itu Mr Nikolae, sudah itu waktu saya belajar marketing itu ada dari USA, mister apa itu... di Bumi Minang, ini saya pernah berdialogue dengannya, tapi waktu itu dialogue saya, istilahnya yang sehari hari lah ya, untuk khusus yang itu tidak bisa betul
- R: Ok ...
- R: jadi untuk prospek jangka panjang bapak masih suka, tetap concern dengan pengajaran bahasa Inggris?
- T3: Rr insya allah, rrr malahan kalau saya kalau ada seminar-seminar mungkin saya bisa untuk mengikutinya, tapi sampai sekarang belum ada brosurnya, entah IKIP mengadakan, entah ,

mungkin kalau ada akan saya usahakan walaupun background saya bukan disana, rrrr jadi kalau di rumah kni untuk peningkatan saya itu, sama kaset yang dari sistem 25 jam itu tanpa guru,
 R: Pernah itu di radio BBC atau VOA atau ABC itu kan ada tiap pagi kan bisa kita dengar radio siaran pemancar itu kan? Sebenarnya itu, pernahkah dipakai di dalam kelas?
 T3: Tidak pernah, hanya ..
 R: Ada pagi pagi jam 8
 T3: Saya yang pernah dari rumah itu suara padang, yang dari BBC langsung dari London itu, rr itu kan ada
 R: Ada pelajaran pelajaran bahasa Inggris itu dari ABC, VOA pada jam jam jam tertentu, itu bisa direkan juga itu sebenarnya, penjelasan, itu malah ringkas ringkas, lambat lambat
 T3: Ya ya
 R: Untuk pemula itu kan, itu barangkali bisa dimanfaatkan, pernah digunakan itu pak?
 T3: Rr tidak , tidak pernah, hanya kalau bisa melalui bapak, kemarin kami. Mungkin ada nanti kursus mengenai listening, pernah saya temui sewaktu les dulu, ada bahan bahan itu, cuman tidak ketemu oleh saya lagi, rrr mungkin bahan bahan seperti itu kan, cuma disini kan kita sarana seperti labor seperti labor bahasa dibuat
 R: Ada labor bahasa?
 T3: Tidak ada, nah itu sebesar, separoh ini lah, digunakan untuk KKS itu kini,
 R: Hmm
 T3: Kan tidak efektif ruangan itu lagi, rencananya ada labor bahasa, disitu bisa nanti pakai headphone
 R: Headphone, headset
 T3: Mungkin itu bisa digunakan, tapi itu tidak, atau nampak khusus ruangan begitu, rrr sementara tuntutan harus diadakan, cuma sebagian ada pula memandang, itu kan cuma muatan lokal, bukan bidang studi pokok, jadi kemarin saya kata kepada kawan-kawan, walaupun ini bidang studi muatan lokal pilihan, tapi akan kita jadikan ini salah satu unggulan SD kita ini, bagaimana dengan kawan kawan, begitu pak, dipacu kita dulu kita yang 3 ini.
 R: Ya ya
 T3: Jadi sekali seminggu kita berkumpul, dialogue sesama kita dulu
 R: Jadi punya warna sekolah ini
 T3: Punya warna
 R: Bukan warna warni
 T3: Bukan warna warni ha ha, untuk menambahkan itu nanti kami membuat konsep konsep pidato untuk anak anak untuk diperlombakan. Jadi target kami cawu satu anak menguasai 4 ranah itu, speakingnya reading listening writing, itu cawu 1 itu, dengan anak anak ini menguasai lebih kurang 250 kata, rrr perkelas,
 R: Ya ya
 T3: Sesudah itu, di cawu 2 nanti, anak anak itu harus diarahkan berupa agama dalam berbahasa Inggris, rr cawu 3 cerdas cermat dalam berbahasa Inggris
 R: Ya ya
 T3: Itu bapak pula yang bawa air?
 R: Kebetulan ada minuman dalam tas saya {laugh}-----[unnecessary topic]
 T3: Itulah kira kira itu pak, jadi dari kami itu sesuai rrr pa apa namanya itu kehendak dari pak Man itu kan, kalau bisa di 03 itu memang ada salah satu bidang studi yang menonjol
 R: Jadi mungkin dari misi pak Man sendiri mengupayakan bahasa Inggris?
 T3: Rrr
 R: Mempromosikan Bahasa Inggris
 T3: Rrrr Ya
 R: Ok lah pak Man, barangkali saya nanti akan banyak bertanya.....
 End of the first session

(new begin)

Hmm

T3: sementara nanti ada bahan bahan yang agak menjurus kepada bentuk pemakaian kata dalam kalimat,

R: hmm

- T3: rrr itu yang agak kurang saya dalam penyampaian, kurangnya begitu, bagaimana supaya anak ini cepat mengerti, dengan penyampaian kalimat tadi
- R: hmm
- T3: kalau dalam dialog itu rasanya ampuh bagi saya
- R: ya, ampuh, jadi metode dialogue yang memberikan wacana dialogue, itu yang ...?
- T3: rrr itu paling cepat itu, lebih disukai oleh anak-anak itu, kalau mampu saja dia berbicara itu, dia mengulang ulang itu, itu sudah saya amati betul itu, hanya saja di kelas 6 saya pernah kewalahan, misalnya rrr .. bentuk structure begitu
- R: hmm anak kalimat
- T3: rrr begitu, hanya dalam bentuk itu belum ada metode yang rasanya tepat bagi saya sehingga anak ini senang, apakah disana karena lembarannya kurang, mungkin begitu
- R: hmm, yang pernah dilakukan apa pak? Untuk structure seperti itu?
- T3: Untuk structure seperti itu rrr itu, kalau di dalam tuntunan kurikulum ini, tidak boleh disebutkan
- R: Structure?
- T3: Misalnya mereka present, past, ini penggunaan to be, tidak boleh diperkenalkan, anak memakai secara langsung, itu setelah saya pikir pikir, kalau tidak saya sebutkan, tidak mantap rasanya, sehingga dalam prakteknya ini to be, to be ada 3 macam, cuma saya perkenalkan apakah itu continues present atau past tense, terpaksa tidak digunakan, misalnya am, am ini pasangan dari subjeknya apa? I am, jangan dipakai dengan you am, itu diterangkan rrrr ya, mungkin kekurangan kita begitu, di lembarannya kerja
- R: Hmm
- T3: Sehingga untuk penulisan contoh soal ini, agak menghabiskan waktu rasanya, jadi tidak efektif waktu 2 jam itu jadinya,
- R: Jadi dalam prakteknya ... mengajarkan seperti structure, present segala macam
- T3: Structure rrr ya
- R: Tapi masih belum tidak, rasanya belum mantap
- T3: Belum mantap rasanya err itu, begitu juga kawan kawan yang mengajar itu memang dikenalkan, misalnya mengajarkan question tag, memang dikenalkan, tapi kalau menurut buku ini memang tidak boleh dikenalkan rrr. Dulukan secara umum anak STKIP yang mengajarkan setiap hari minggu,
- R: Hmm Tiap minggu?
- T3: Arr tiap minggu, karena ada masalah keuangan tidak lancar, tinggal saya khusus untuk SD ini, sesudah itu baru ditambah dengan 2 orang itu, err begitu. err cuma dalam structure ini apakah memang itu untuk ukuran baku tidak boleh diperkenalkan kepada anak?
- R: Pernahkah bapak mengadakan semacam eksperimen kecil-kecilan misalnya kalau mengajarkan structure dengan cara begini bagaimana rasanya, mengajarkan structure dengan cara begini bagaimana rasanya, mengajarkan structure dengan cara ini bagaimana rasanya, pernah tidak bapak melakukan perbandingan begitu?
- T3: err kalau perbandingan ada, kalau eksperimen memang tidak,
- R: itu eksperimen kecil-kecilan itu kan?
- T3: Misalnya saya mengajar 4 lokal, kalau kelas A begini model saya, tiba di B saya tukar model saya, lebih bagus yang kedua jadinya, yang pertama itu tidak
-
- T3: rrr untuk mengajarkan itu disebutkan, jadi tidak monoton kalimat yang diberikan, memang diajarkan satu-satu, misalnya kan, sekarang kita mengajarkan di kelas 6 present tense, diuraikan dulu apa arti present tense itu, apa kegunaannya, kemudian bagaimana bentuk katanya, sudah itu apa keterangan waktunya, sudah itu baru diajarkan rrr polanya itu
- R: hmm
- T3: disitu itu, subjek, ya kan, tambah nanti kata kerja verb, verb bentuk pertama tambah keterangan
- R: hmm
- T3: misalnya saya pergi ke sekolah, ya kan, I go to school, rrr nanti dengan sejenis itu ditukar subjek mana mau kalimat, kalau subjeknya I, ditukar pakai you, ditukar dengan bentuk orang ketiga, orang ketiga mungkin he, mungkin she, mungkin nama orang, ya kan, rrr nanti dikolom, itu saya ajarkan di kelas kedua, dikelas pertama itu tadi langsung. Jadi setelah saya perbandingan

- R: jadi pola pola masih tetap, masih nampak ampuh ya?
- T3: Masih nampak Ampuh, dengan itu anak anak mengerti, errr apalagi nanti setelah anak membuat kalimat positif, negatif, interogatif, untuk merubah ke negatif interogatif itu dengan susunan pola, itu yang lebih jelas bagi anak, misalnya nanti dari positif ke negatif ditambah not ya kan, err dimana letak not itu? Susun letak "not" itu, err jadi pola itu, itu setelah saya pikir pikir untuk kalimat itu memang bukan tidak boleh rasanya, tapi diperkenalkan err, itu sesuai dengan tingkatnya
- R: Ya ya
- T3: Itu kan di kelas 6, sudah bisa anak itu menelaah
- R: Kalau di kelas 4 prioritas, yang menjadi prioritas apa?
- T3: Menguasaan apa, penguasaan kosakata
- R: Kosakata
- T3: Kosakata, rrr kalau di kelas 5 dirubah kini pak,
- R: prioritasnya apa pak?
- T3: Kalau prioritas di kelas 5 kini, di samping kosakata, juga pronunciationnya pak, itu dasar bagi kita untuk kelas 6 nanti, kalau dikelas 5 ini sudah mantap pronunciationnya, artinya nanti dengan berdialogue, memperbanyak reading, rr di kelas 6 diharapkan anak itu berani hendaknya,
- R: Keberanian diprioritas
- T3: Keberanian, sebab sampai kelas 6 itu anak anak ini sebagian yang tidak bertemu saya disuruh membaca, tidak lancar baginya, misalnya membaca tiger /taige/ saja tiger /tiger/, rrr itu kan, sementara yang pernah saya lihat ... pembacaannya itu, jadi itulah yang saya gabung tahun depan, utamakanlah pronunciation dengan kalimat-kalimat simple yang ringan
- T3: Yang untuk speech itu?
- R: hm
- T3: harus mantap vocabnya dulu, setelah saya coba beberapa orang, 4 orang, belum mantap mantap ..., tapi mereka menghafal itu akan berani
- R: ya ya
- T3: bisa direlay pak yang ada pidato tadi?
- R: Mungkin bisa, tapi panjang, itu yang terakhir saja saya lihatkan
- T3: Oh yang terakhir
- R: ..{laugh} jadi apakah ada rasa perbedaan ketika bapak pengajar, perbedaannya maksudnya begini, biasanya tidak pernah diobservasi, kini dilihat apa ada semacam pengaruh atau gangguan barangkali?
- T3: Err kalau pengaruh ada,
- R: Ada sedikit?
- T3: Pengaruh itu begitu, kadang-kadang kita kalau diperhatikan, jadi agak tegang err {laugh} jadi rasanya tertekan. Luas mengajar begitu kan
- R: Hmm
- T3: Jadi kalau diperhatikan, Ada rasa-rasa tegang, begitu, tegang itu untuk menjaga jangan salah, itu tadi itu, err jadi bisa bapak lihat, pertama tulisan anak anak itu, setelah itu seperti saya katakan kepada bapak tadi yang saya pantau terus kosakata yang saya ajarkan dari 16 kosakata, itu kan saya ambil dari buku, pertemuan pertama 16 kosakata, err, jadi bapak, kan dipresentasikan, dari 16 ini nanti saya ambil 10, mana yang bisa bagi anak anak itu, dan kalimat yang dibuat ini sesuai dengan kalimat yang dihafal, misalnya buat kalimat today, jadi seperti anak itu, siapa yang dapat buat kalimat dengan kata today, who can make sentence by word today, rrr itu ditulis cepat, kalau tidak tidak boleh keluar,
- R: Itu yang terakhir tadi ya?
- T3: Itu yang terakhir, jadi tulisan juga bagi anak anak ini
- R: Spellingnya?
- T3: Spelling, apa spelling, writingnya, jadi disini yang saya tekankan bukan apa anak bisa menulis tapi mereka betul, todaynya betul betul dua rrr begitu. Jadi ada anak yang agak menonjol, yang pertama sherly namanya, Sherly kemudian Yolanda err itu

- R: Secara umum latar belakang anak yang menonjol itu bagaimana pak?
- T3: Maksud bapak?
- R: Latar belakang orang tua?
- T3: Kalau dilihat dari gaya rr, apa cara berpakaian saja, itu agak mampu orangnya, memang orang mampu
- R: Apa ada kemungkinan mereka kursus di luar, atau orang tuanya pernah membawanya keluar negeri, itu perlu pula kita kejar dari sana, bagaimana menurut bapak?
- T3: Kalau tadi itu, rasanya anak itun mengikuti les diluar itu pak,
- R: Tapi barangkali itu suatu hal yang menarik untuk dikejar, anak ini mengapa menonjol, faktor faktor penyebabnya?
- T3: Ini yang menonjol itu Sherly, bisa dilihat dari tulisannya, ini yang nomor dua, yang pronounciationnya juga bagus, rrr dari cara mereka menangkap pelajaran itu kan nampak gayanya dari situ, ... ini yang paling banyak menjawab ini, saya tanyakan artinya, banyak menunjuk, saya suruh, dia yang paling dahulu kedepan
- R: Ini didiktekan?
- T3: Dikte,
- R: Terus mereka menulis?
- T3: Disuruh menulis,
- R: Mana yang tulisannya bagus sekalian tahun ya
- T3: Errr jadi dari beberapa kali ulanganannya saya buat seperti ini dikelas, 2 kelas rata-rata mendapat 10 itu 10 orang itu, rata-rata 10, 10 orang, 9, 7 orang, yang 8, 6 orang, ada yang dapat 1, yang dapat 1 itu yang akan saya panggil, bagaimana nanti jalan keluarnya, apa memang dia di kelas 4 dulunya tidak mengerti, rrr itu, ini dia sendiri yang dapat 1, ada yang dapat 2,
- R: Itu secara gambaran umum apa yang bapak sajikan tadi itu kepada siswa dengan berbagai cara, kira kira itu cocok tidak dengan situasi kondisi siswa, secara umum?
- T3: Kalau menurut pendapat saya pak, karena ini merupakan pertemuan kedua, pelajaran ulangan sambilan itu kan, kalau sementara menurut pendapat saya itu cocok rasanya, sebab anak itu memang dibimbing, bahkan ini kan bukan bahasa ibu, jadi karena ini pertemuan kedua, saya mulai dari kosakata, vocabulary, ditulis, kemudian saya mantapkan, bersama sama together, dua kelompok bahasa Indonesia bahasa Inggris kemudian diartikan, itu satu kelompok satu kelompok, supaya mantap saya suruuh hafal 5 menit, nah baru masuk kepada cara bertanya, ada di bahan kan, sudah masuk pada cara bertanya, sudah mengerti mereka apa yang ditanyakan, yang kedua diulang kembali pidato itu, sudah diulang nanti saya beri waktu 5 menit untuk persiapan, baru saya suruh kedepan, sudah itu anak bertanya any questions? Mereka berpacu bertanya
- R: Hmm
- T3: Err sewaktu pertama kali bertanya, setelah siswa pertama tampil ada cuma 4 orang, siswa kedua tampil sampai 10 orang, jadi tidak mengerrti itu makin mengerti, siswa ketika tampil hampir rata bertanya semuanya {laugh} begitu, walaupun pertanyaan itu berulang ulang,
- R: Ya ya
- T3: Tapi mereka sudah tahu apa yang akan ditanyakannya err begitu, jadi nampak disitu kalau dipresentasikan caranya itu, jadi pertama bagaimana, mengapa anak yang bertanya cuma 4 orang, mereka tidak tahu maksud yang akan ditanyakan, rrr padahal artinya sudah diberitahu, rrr begitu juga, kelemahannya mungkin mereka tidak pandai mengucapkan,
- R: Hmm
- T3: Misalnya menanyakan in what class are you? Mungkin dia tidak tahu bagaimana mengucapkan, sampai tadi terpantau seorang, pak saya tidak pandai cara menanyakannya pak, dalam bahasa Inggris
- R: {laugh}
- T3: rrr ini nampak disini, ini yang saya pantau tadi, jadi untuk berikutnya mungkin saya tambah caranya begini, rrr mungkin hal hal pertanyaan ini tidak bisa diajarkan seperti membuat pertanyaan,
- R: hmm
- T3: ya kan, pemakaian do pemakaian does dalam kalimat tanya itu, memang tidak bisa anak itu

diajarkan begitu pak, kurang menyusun kalimat anak SD itu, mungkin disitu dalam kurikulum itu mengapa anak-anak tidak diajar structure,

R: hmm

T3: that's your time, seperti itu pak, anak-anak diajar, mungkin suatu hari anak itu bertanya juga,

R: hmm

T3: nah begitu,

R: jadi biarkan mereka memakai dulu, biarlah pertanyaan berbentuk seperti ini, kemudian saja nanti

T3: kemudian saja nanti

R: yang penting mereka dibiasakan dengan struktur kalimat yang sedemikian,

T3: .. setelah bapak keluar yang agak menonjol juga si Cici, si Rezi gitu kan, pak kalau saya menanyakan bagaimana saya memanggil bapak? Bagaimana bahasa Inggrisnya pak? Kalau yang ini, you can call me kamu dapat memanggil saya, itu cuma jawaban, yang bagaimana saya memanggil itu, bagaimana pak? Terpaksa saya menulis, mereka berkelompok itu, how can I call you?

R: What should I call you?

T3: Rrr what should I call you? Err begitu, oh begitu pak, misalnya tadi dia kan makan, apa makan bahasa Inggrisnya pak? Itu di kelas 4 tidak mantap itu, dikelas 4 itu kan ada like dan dislike, mungkin untuk menyatakan kesukaan pada makanan itu

R: ada yang mengajar di kelas 4 tidak

T3: err itu dikelas 4 anak itu si Mimi pak,

R: hmm

T3: ada kelas 4 lama, kebetulan dari kelas 4A atau 4B dulu, tidak dengan saya mereka belajar dulu,

R: dulu sama siapa pak?

T3: Dulu kelas 4 5 6 satu orang guru, dulu masih sistem per sekolah lama, kalau kini kan SD 03, jadi dibagi, kelas 6 siitu saja, kebetulan kelas 5 saya saja, dan kelas 4 satu saja, tapi sistem kelas 4 5 6 ini ada persamaannya sama saya, saya ajak kawan-kawan itu, coba nanti menjelang pulang mantapkan diketanya di kelas 5, untuk melihat writing anak betul apa tidak, misalnya kalau salah nanti perlu diulang, misalnya kan school, s h k c kan

R: Hmm

T3: Err ini harus diperbaiki, jadi biarlah kita kecil-kecil dulu, sampai anak disamping bisa mengucapkan tahu tulisannya, mungkin menurut pendapat saya sementara harus pakai itu, mengajar kembali yang salah itu, jadi tidak harus kita lanjut ke pokok bahasan yang baru

R: Jadi direview kembali ya?

T3: Direview kembali, kalau kita pakai buku paket ini nantinya, misalnya ini pak, jadi kita tidak harus mengejar berikutnya, kalau memang anak itu belum bisa, cobalah bertahan disini dulu, cuma pengayaan saja yang kita perbanyak nantinya, itu menurut asumsi saya sementara, untuk pokok pembahasannya berikut ini, mengobservasi sekolah, my school judulnya, jadi saya berikan materi, sekolah apa bahasa Inggrisnya, kebun apa, taman sekolah apa, pustaka apa, labor apa, mushalla apa, kantin apa, kantor kepala sekolah apa, jadi anak wajib punya kamus

R: Itu untuk jumat besok?

T3: Err itu untuk jumat besok tu, lokal ..., pokoknya harus dimulai minggu depan, ...

R: Apakah punya rencana targetnya untuk 1 tahun ajaran ini, target itu tercapai, atau bagaimana?

T3: Kalau secara buku ini tidak harus tercapai,

R: Jadi menurut pendapat bapak, tidak harus tercapai?

T3: Tidak harus tercapai, tapi dengan catatan, apa yang kita ajarkan itu paham anak dulu,

R: Hmm

T3: Mumpung mereka masih dikelas 5, err kalau dikelas 6 mungkin harus kita kejarkan, tapi karena mereka di kelas 5, saya rasa tidak harus habis dalam 1 tahun ini, tetapi dengan pengayaan pengayaan ini akan terjangkau, dengan metode metode, apakah dengan bentuk permainan nanti, misalnya ada dialogue diberi dengan sistem bermain peran nantinya, err mungkin dalam satu, ini pokok bahasan sudah berlalu, atau seperti ini, ini kan masuk pokok bahasan pertama, ini akan saja kejar nanti, harus masuk ke tujuan sekolah, jadi kalau di rumah harus di ..., di pustaka akan saya bawa anak ini perkelas, rrr diberi mereka format nanti, misalnya pustaka berapa buah, labor berapa buah, rumah sekolah berapa buah, err jadi anak itu kalau dapat akan melaporkannya dalam

- bahasa Inggris,
- R: Hmm
- T3: Itu maksud saya
- R: {laugh}
- T3: err potnya ada berapa buah, err itu kalau ditanya ada, how many classroom our class? Errr ada berapa kelas yang kita punya, disuruh anak menulis, rrr itu dalam bahasa Inggris saya latih nantinya, itu kalau ada orang datang kesekolah menanya, mereka bisa menunjukkan,, pustaka begitu pula, apa yang ada di pustaka, rrr penjaga pustaka itu siapa namanya? Guru kelas 1 siapa namanya? Itu, disuruh anak ke taman, ini apa namanya? Ini apa namanya? Itu sementara dulu. Itu kira kira sasarannya
- R: ya ya, bagus
- T3: jadi saya komitmen saya begini, anak ini harus banyak praktek,
- R: praktek ya
- T3: jadi kalau anak selama ini hanya banyak tulisan, tidak efektif jadinya, sehingga anak anak yang lemah ini tidak terpantau, cuma anak yang menonjol saja yang bagus bagus nilainya, kalau ini terpantau jadinya, sehingga nanti saya punya daftar siapa yang paling tinggi, siapa yang paling sedang nilainya, siapa yang paling rendah, yang rendah ini yang akan saya panggil{unrecorded}..... yang tinggi yang sedang saya biarkan saja, yang rendah saya panggil kembali, saya suruh bawa kertasnya, saya suruh baca di depan saya di luar jam sekolah, errr begitu rencana, sehingga sesuai dengan rencananya kan, 03 ini ada satu warna rrr jadi bukan warna warni
- R: {laugh}
- T3: itu saya mohon dukungan dari bapak itu
- R: oh ya
- T3: kekurangan kekurangan saya cukup banyak ya pak ya, makanya tadi saya cukup tegang jadinya, itu menjaga jangan sampai salah, kalau penampilan saya buat begitu, cuma bahasa yang saya keluarkan jangan sampai salah, rrr begitu
- R: yaa makanya kalau saya duduk, makanya itu saja masih ada kendala ya? Apalagi kalau langsung diobservasi duduk, itu yang ingin saya kurangi sehingga kegiatan belajar mengajar itu secara alami, kita harapkan begitu, siswa tidak terpengaruh gitu kan, tapi nampaknya siswa masih terpengaruh ya?
- T3: Masih terpengaruh, soalnya yang dibelakang tadi sengaja betul melihat, ada tadi yang dibelakang, tidak yang di depan, sudah itu ada anak yang masuk meminjam buku, bagaimana akan melarangnya, ada yang meminjam buku tadi, ada yang keluar menyelonong saja, padahal sudah diatur akhlaknya itu, kalau keluar dekati bapak bilang excuse me, saya sedang menerangkan dia lari, itu saya suruh masuk tadi itu, maka saya panggil lagi, disuruh duduk, kalau dikatakan kita sedang di shooting, saya tidak dishooting, saya suruh duduk saja, memang etiket anak itu begitu, karena dikelas 4 dulu seperti itu, keluar keluar
- R: Kebiasaan jadinya, jadi sehingga kebiasaan bagi mereka
- T3: Kebiasaan bagi mereka, jadi dalam bahasa Inggris akhlaknya saya atur juga, tidak sekedar berbahasa
- R: Hmm
- T3: Jadi kalau mau minta permisi nanti, dekati guru, bilang excuse me, kalau masuk ketok pintu, ucapkan assalamu 'alaikum, kalau perlu bilang excuse me saya mau pinjam buku pak, itu diajar, sebab mungkin anak anak ini sudah terbiasa, guru sedang serius mengajar lalu mereka lari keluar, itu yang masuk kelas kelas juga begitu, permisi pak, err yang seperti itu yang tidak hilang
- R: Kenapa pintu kelas tidak ditutup pak? Atau dibiarkan terbuka?
- T3: Soalnya tadi kan saya tutup
- R: Itu siapa tidak terjadi "pelecehan guru" kan {laugh}
- T3: Errr itu {laugh}
- R: Itu pelecehan guru oleh murid
- T3: Saya juga tidak bergitu terperhatikan tadi, karena saya bisa dilihat dari luar tadi
Saya tidak masalah
- R: apa yang ditanya tadi pak?

- T3: metode untuk reading ini pak, saya kan lagi mencoret coret tadi kan, kan ada yang reading comprehension diikuti dengan pertanyaan, short question, apa pertanyaan singkat, itu untuk menerapkan itu karena anak ini baru agak susah saya menerapkannya, jadi pada metode reading itu saya belum pasti lagi,
- R: ada yang cukup bagus metodenya dengan mengisi titik titik yang dikosongkan, saya rasa reading, tidak tahu ya, reading comprehension itu menjawab pertanyaan dari wacana, itu barangkali cukup tinggi barangkali, apalagi kalau, bisa juga matching, padanan kata, atau barangkali. Itu dari mana bahannya diambil pak?
- T3: Ini kan
- R: Dari buku?
- T3: Bukan, dari buku tidak ada, cuman bahannya, materinya ada, reading itu saya karang sendiri jadinya, judulnya kan my school, kalau disini kan dialogue semua errr saya aplikasi, sosialisasikan pada reading, kalau disinikan ada permainan satu, err
- R: Hmm
- T3: Ini yang belum diberikan lagi,
- R: Ini yang disilang ini, yang teka-teki silang seperti ini, bisa tidak pak dikuasai oleh anak?
- T3: Ini kan hanya untuk penguasaan kosakata, kalau hafal kosakatanya tinggal melihat, apa namanya itu, melihat gambar-gambar itu, cepat anak anak itu, sebagian sudah diisinya, ini diisinya
- R: Sudah pernah dicobakan pak?
- T3: Ini belum lagi, ini kan ini dulu kita belum punya buku, saya buat ini, cuma dalam ini readingnya saya tambah
- R: Jadi bapak menggunakan rrr gambar-gambar itu, yang dari buku, untuk menciptakan rrr sebuah wacana?
- T3: Sebuah wacana, errr begitu, kalau disini nanti, ini dia baru masuk ini, ini akan dibuat wacananya nanti ini, disini kan tidak ada reading, dialogue, kosakata
- R: Ini cukup hal yang menarik ini, dari gambar gambar yang ada dibuku diciptakan wacana baru, kalau disini barangkali dialogue kan
- T3: Dialogue yang banya
- R: Cuma nanti dari gambar-gambar yang dialogue ini diciptakanlah sebuah wacana
- T3: Ya
- R: Wacana bacaan kan?
- T3: Ya .. itu nanti judulnya my activity judulnya nanti, kegiatan saya, err dibuat pula wacananya seperti tadi, ... cuma tadi saya yaa kurang syur, syurnya itu begini, saya sejak malam tadi yaa sudah lelah, musibah gitu ha, jadi kurang fit, badan itu kurang fit, kalau mengajar siap terus, rrr begitu
- R: Jadi dalam menyajikan materi tadi atau dalam melakukan bahan tadi, pertimbangan bapak apa kira kira, saya punya tiga pilihan, sosial budaya, kurikulum dan pengalaman mengajar, apa yang dominan diantara ketiga ini?
- T3: Kalau bagi saya yang dominan diantara ketiga itu, pengalaman mengajar pertama, kurikulum satu lagi, errr yang dua itu lah pak, pengalaman kita itu kalau dulu itu jarang sekali memberi reading, boleh dikatakan tidak ada, jadi setelah kita pantau anak itu, mereka membaca juga, tapi membaca itu tidak mengerti,
- R: Kalau aspek kurikulum?
- T3: Err kalau kurikulum kita kan mengajar sesuai dengan ini (kurikulum)
- R: Sesuai dengan ini (kurikulum)
- T3: Kalau ini kan mengajar kompetensi dasar, jadi anak harus menguasai reading, speaking, writing, listening
- R: Jadi kalau pertimbangan sosial budaya siswa, seperti latar belakang siswa, itu cenderung diabaikan?
- T3: Bukan cenderung diabaikan, melihat materinya pak
- R: Oh begitu
- T3: Melihat materinya, kalau tadi itu kan secara umum, jadi yang dua itu yang saya kejar dulu, nanti kalau mengenai activities itu, baru masuk nanti ke latar belakang sosial budaya anak-anak itu,

- R: Hmm Errr partisipasi orang tua bagaimana nampaknya dalam kegiatan belajar bahasa Inggris ini?
- T3: Errr misalnya?
- R: Seperti contohnya, bapak memberikan PR harus diperiksa oleh orang tua ada buktinya, Apakah ada dilakukan?
- T3: Ada dilakukan, seperti tadi, ini pakai signature semuanya, dua orang yang tidak, tadi itu, dua orang yang tidak, jadi yang tidak ada itu, saya cukup jenuh menghadapi anak-anak yang tidak ada itu, mereka menandatangani sendiri,
- R: Oh begitu
- T3: Errr, dulu kan dipanggilkan, jujur saja, siapa yang menandatangani, pertama katanya orang tuanya,
- R: Yang ditandatangani orang tua itu err apakah pernah bisa bapak pantau, bahwa orang tua ikut memeriksa
- T3: Kalau sampai kesitu belum sampai lagi pak, err dengan masuk bapak ini mungkin err sewaktu waktu akan saya lakukan seperti itu, itu kan mereka menandatangani .. beli buku dengan orang tuanya, itu saya rasa cukup positif
- R: Khusus anak-anak yang sukar dalam memahami pelajaran, err bagaimana caranya bapak mengantisipasi hal itu?
- T3: Kalau sampai ini, mungkin belum diterapkan betul, tapi seperti tadi saya lihat satu per satu kan, menulis salah, err langsung diperbaiki, err mungkin nanti, saya punya target ..
- R: Apa di groupkan mereka atau dikelompokkan?
- T3: Tidak, -
- R: Didatangi satu-satu didatangi satu-satu, dibantu secara ..
- T3: Cuma saya mendata, sesuai kata bapak itu kan, mana yang ikut les mana yang ikut les tapi bisa, mana yang tidak bisa sama sekali, itu yang saya data,
- R: Ada yang ikut les tapi orang tuanya bagus berbahasa Inggris,
- T3: Bagus berbahasa Inggris
- R: Diajarnya anaknya
- T3: Err begitu, jadi nanti mana yang tidak bisa itu, langkah pertama saya, saya cek langsung, yang kedua mungkin saya panggil lagi,
- R: Hmm
- T3: Tidak dikelas, kalau dikelas mungkin mentalnya itu, err ada itu anak itu menjadi pemalu pak, err dia bisa tapi karena pemalu itu bisa dipanggil ke depan itu, itulah kira-kira
- R: Jadi menurut gambaran umum bapak, kira-kira anak-anak itu suka belajar bahasa Inggris ya?
- T3: Saya sudah beberapa terlambat, dicarinya
- R: Heboh dia
- T3: Aha ya dicari, memang situasi itulah yang saya jaga pada anak-anak ini, tidak terlampaui sukar bagi dia, saya pun akan berusaha seperti ini bagaimana bahan ini tidak terlampaui sulit
- R: Tapi tadi bapak mengatakan dalam menggunakan pertimbangan bahan itu tidak ada berkaitan dengan aspek sosial budaya, kalau aspek lingkungan?
- T3: Saya memakainya itu,
- R: Pakai,
- T3: Ya saya pakai,
- R: Bisa bapak ceritakan bahwa lingkungan merupakan bahan pertimbangan?
- T3: Kalau ... yang maksud bapak yang lingkungan?
- R: Ya yang lingkungan, lingkungan sekolah, ... ya lingkungan sosial budaya, seperti tadi ditanyakan taman dan lain-lain, itu kan lingkungan
- T3: Ya, .. kalau yang itu kan sasaran saya my school itu, memang anak-anak itu dibawa kepada hal-hal yang terdekat, yang mana mana yang cepat dijangkau, yang cepat dimengerti, jadi kita tidak susah betul menyuruh anak melihat kamus, kan begitu, jadi dibawa kepada lingkungan terdekat pada anak, salah satu misalnya saya buat pula, sudah dua kali saya coba itu, dibawa ..
- R: Dilingkungan sekolah?
- T3: Dilingkungan sekolah, mungkin nanti kalau ada bahannya shopping, kan ada bahannya shopping, mungkin saya bawa ke pasar alai ini, err begitu,
- R: Ha ha
- T3: Bagaimana pak, Saya bicara dengan kepala, silahkan mana yang anak bisa menangkap, mungkin

salah satunya akan saya ke pasar alai, kalau kini sekedar lingkungan sekolah saja,

R: Ok lah pak, terima kasih banyak pak, tadi menarik bagi saya tadi

.....

T3: hari Senin upacara itu, kebetulan wali kelasnya minta bahan kepada saya, apa yang akan saya berikan untuk 17 Agsutsu, ini kata saya, lalu bahan itu saya terjemahkan ke bahasa Inggris, saya berikan kepada anak itu tadi,

R: itu yang dibaca tadi?

T3: Itu yang dibaca tadi, .. kemarin bagus sekali, err cuma tadi hilang tadi

R: Kadang kadang faktor situasi yang membuat?

T3: Kalau yang protokol itu bagus berpidato itu, tapi bahasa Indonesia, bagus itu, yang kecil itu, cuma kerena dalam kelas ini, si Cici ini les ini, di Ulak Karang dari kelas 3 SD lah gitu pak, jadi setiap saya memberi bahan itu dia cepat, kalau kata pak Man, coba pantau anak anak yang seperti itu, kalau yang pertama tampil tadi itu lesnya ... errr jadi pada umumnya anak anak yang ikut les itu memang berani berani mereka, itu saya jadikan motor terus itu,

R: Seperti nyanyi nyanyian belum ada lagi pak?

T3: Errr kalau untuk kini belum ada lagi

R: Belum lagi ya?

T3: Cuma sewaktu dulu pernah diberikan kepada anak anak, seperti mother, how are you mother

R: Seperti permainan interaktif belum ada ya?

T3: Belum, kini sampai ini dulu pak, sampai ini mereka baru diberi,

R: Oh scrable ya?

T3: Ya scrable

R: Kemudian err koran atau majalah berbahasa Inggris belum ada lagi ya?

T3: Kemarin saya dapat itu, dari paman saya yang mengajar bahasa Inggris di Bengkulu, itu yang saya baca sekarang ini, ambil dari majalah dari koran yang simpel simpel ... jadi diberikannya bahannya kepada saya, itu yang saya ambil dari situ, saya begitu pula, seperti kata bapak, apakah ini harus ditamatkan, kata saya kan tidak dulu

R: Tidak mesti

T3: Tidak mesti kan, masalahnya begitu, bahan ini akan kita sadur dengan yang lain, kalau disini saja kita terpaksa, tidak akan {bagus} itu, katakan saja memperkenalkan dulu, mungkin saya akan ambil bahan lain, ini dia disini, jadi anak akan lebih banyak aktif nantinya

R: Hmm, seperti poster-poster, gambar-gambar belum ada lagi pak?

T3: Belum ada lagi, itu bahannya akan masuk kesana nanti pak, ini ada bahannya disini errr (looking for the page) ...errr naik, naik kelas, belum, ini akan masuk poster nanti, ini akan digunakan nanti bahan bahan yang ada di dinding, diambil kalimatnya kalimat yang ini, tapi akan dilatih anak seperti ini errr

R: Peta pernah bapak pakai pak?

T3: Apa?

R: Peta?

T3: Belum lagi

R: Misalnya menceritakan suatu tempat,lihatkan peta begitu kan

T3: Rr itu dulu di waktu kelas 6,. Saya memperkenalkan peta kota Padang, peta Sumatera Barat, untuk wisata, itu ya saya fotokopikan besar besar,

R: Pernah bapak pakai TV atau radio atau video dalam kelas atau OHP dalam kelas?

T3: TV belum, radio belum, tapi kaset sudah

R: Kaset sudah

T3: Errr listening untuk listening[interrupted]

.....

[end of the recording]

Appendix E
Sample of observation sessions
(Checklist and field-note)

Subject: F3 Grade: 5 Date: 24 August 2001

Minute	Teacher Talk							Student Talk		Classroom				
	1	2	3	4	5	6	7	8	9	10	Src	Org	Tpc	Act
0			✓	✓		✓		✓				C	writing	relip, rel
1			✓	✓		✓		✓				C	the graph	✓
2			✓	✓		✓		✓				C		✓
3			✓	✓		✓		✓				C		✓
4			✓	✓		✓		✓				C		✓
5						✓		✓				C	pron	drill practice
6					✓			✓				C	✓	✓
7			✓			✓		✓				C	writing	ask some
8		✓	✓			✓		✓				C	✓	✓
9		✓	✓			✓		✓				C	✓	ask to write
10						✓		✓				C	✓	ask to write
11						✓		✓				C		ask to write
12						✓	✓	✓				C		ask to write
13						✓		✓			to	C	reading	ask to open
14						✓		✓	read					ask to open
15						✓		✓						ask to open
16						✓		✓				C	read together	ask to open
17		✓	✓	✓		✓		✓				C	+ pron	ask to open
18						✓		✓				C	translate	ask to open
19		✓				✓		✓				C	translate/write	ask to open
20				✓		✓		✓						ask to open
21				✓	✓	✓		✓				C	✓	ask to open
22				✓		✓		✓						ask to open
23				✓		✓		✓						ask to open
24				✓	✓	✓		✓						ask to open
25		✓	✓	✓		✓		✓						ask to open
26	✓	✓	✓	✓		✓		✓						ask to open
27	✓	✓	✓	✓		✓		✓						ask to open
28	✓	C	✓	✓		✓		✓			to	C	pron	ask to open
29						✓		✓			to	C	pron	ask to open
30						✓		✓			✓			ask to open
31						✓		✓			✓			ask to open
32						✓		✓			✓			ask to open
33						✓		✓			✓	C	pron	ask to open
34						✓		✓			✓	C	pron	ask to open
35						✓		✓			✓			ask to open
36						✓		✓			✓			ask to open
37						✓		✓			✓			ask to open
38						✓		✓			✓			ask to open
39		✓				✓		✓			✓			ask to open
40		✓				✓		✓			✓			ask to open
41		✓				✓		✓			✓			ask to open
42		✓				✓		✓			✓			ask to open
43		✓				✓		✓			✓			ask to open
44						✓		✓			✓	C		ask to open
45						✓		✓			✓	C	pron	ask to open
46						✓		✓			✓			ask to open
47						✓		✓			✓			ask to open
48						✓		✓			✓			ask to open
49	✓	✓	✓	✓		✓		✓			✓			ask to open
50	✓	✓	✓	✓		✓		✓			✓			ask to open

discuss the meaning
ask to read / memorize
and write around
to home & return
write on the board for
some example
to read / memorize the
text

Subject: T3 Grade: 5 Date: 24/08/07

Subject:	Date:	Minute	Teacher Talk							Student Task		Classroom					
			1	2	3	4	5	6	7	8	9	10	Src	Org	Tpc	Act	
09		0								✓			C			Se read	I write on the board for the board for some examples ask Se to find by themselves / give direction to Se to prepare a piece of paper for an exercise. write on the board
10		1								✓			C			✓	
11		2					✓						✓			write on the board	
12		3					✓		✓				✓	exercise		collect the	
13		4					✓		✓				✓			Se to find by themselves	
14		5					✓		✓				✓		✓	give direction	
15		6					✓		✓				✓		✓	to Se to prepare	
16		7					✓		✓				✓		✓	a piece of paper	
17		8							✓				✓		✓	for an exercise	
18		9							✓				C		✓	write on the board	
19		10							✓				C		✓		
20		11					✓	✓									
21		12					✓	✓									
22		13					✓	✓									
23		14					✓	✓					✓		✓	Talk about + Se do the exercise	
24		15					✓	✓					✓		✓	to control / check the Se working	
25		16					✓	✓					✓		✓		
26		17					✓	✓					✓		✓		
27		18					✓	✓							✓		
28		19					✓	✓									
29		20					✓						C			ask Se to finalize the exercise	
30		21					✓								✓		
31		22		✓			✓		✓				C	exercise		discussed exercise, ask Se to exchange their work	
32		23	✓		✓	✓			✓				C			ask Se to write the correct exercise on the board	
33		24	✓		✓	✓			✓				C			discuss if TIF correct or mistake	
34		25	✓		✓	✓			✓				C		✓		
35		26	✓		✓	✓			✓				C		✓		
36		27	✓		✓	✓			✓				C		✓		
37		28	✓		✓	✓			✓				C				
38		29				✓	✓									clearing session	
39		30														collect the exercise by	
40		31															

OBSERVATION SESSION
SUBJECT: T3
GRADE OBSERVED: IV
DATED: 24/08/01 **CAMERA: FRONT**

TIME	TEACHER	STUDENTS	COMMENTS
00	<ul style="list-style-type: none"> • Greetings • Opening a dialogue (in English) • Asks a student to write an expression of 'good morning' and discusses if it is true/false • Asks another student to write and discusses if it is true/false • Discusses another expression and asks the students to write it, eg good night, good bye etc • Walks around the room to check other students working (while a student writes on the board) 	<ul style="list-style-type: none"> • Write the expression on the board • Write on the board 	This looks good for classroom control
05	<ul style="list-style-type: none"> • Reads the expression aloud and asks the students to repeat to practise pronunciation and discusses the meaning how to use the expression • Explains and discusses other expression, e.g., how are you? • Asks the students if the writing is true/false 	<ul style="list-style-type: none"> • Pay attention and respond • Write the expression on the board 	
10	<ul style="list-style-type: none"> • Discusses the students answer for another expression, e.g., father, mother • Checks with the students/class if the written expression is true/false • Offers a sentence in Indonesia and asks the students to write in English, e.g., selamat pagi ayah, apa kabarmu, selamat malam ibu, apa kabarmu • Discusses if the written expression are true/false 	<ul style="list-style-type: none"> • Write expression • Write the expression on the board 	

15	<ul style="list-style-type: none"> • Explains the correct ones by inviting the students' participation • Leads to practise the expression orally • Asks the students to practise/perform about last week lesson, to tell about her school 	<ul style="list-style-type: none"> • Practise orally 	
20	<ul style="list-style-type: none"> • Reviews last week lesson 'telling about my school' • Makes correction on the students wrong pronunciation • Asks students to mention parts of the text, mention sentences in Indonesia • Asks students to mention the Indonesian sentences into English • Asks students to read aloud the sentence he choose on the board • Discusses with the class if the sentence is true/false 	<ul style="list-style-type: none"> • Mention about the school orally • Read aloud • Respond true/false 	
25	<ul style="list-style-type: none"> • Gives another sentence and asks the students to make it into English, e.g., how about you? Teman-teman saya dan guru-guru semuanya amat baik • Invites the students to make the English sentences • Elicits the students response (participation) in different ways 	<ul style="list-style-type: none"> • Mention the English sentence and write the sentence on the board, eg my friends and all teachers are very kindly 	
30	<ul style="list-style-type: none"> • Asks the students to make other English sentence from an Indonesia expression • Discusses if the sentence is true/false • Practises the text 'school' from the textbook, reads aloud, asks students to repeat 	<ul style="list-style-type: none"> • Make and write on the board • Repeat after the teacher loudly 	
35	<ul style="list-style-type: none"> • Gives drill practice for the text 'my school' • Makes correction for the students mistake 	<ul style="list-style-type: none"> • Oral practice 	
	<ul style="list-style-type: none"> • Gives the drill practice 		Interaction between teacher-students looks very conducive, the students pay attention and participate actively and respond as well.

40	<ul style="list-style-type: none"> • Individually guides the 'read about a text 'my school' and gives correction • Invites the class to participate • Invites students questions and guides oral practices for difficult words 	<ul style="list-style-type: none"> • Perform the oral practice 	The students individually are asked to perform their oral practice (tell about 'my school') in front of the class
45	<ul style="list-style-type: none"> • Guides oral practice for difficult words (the pronunciation and meaning) 	<ul style="list-style-type: none"> • Respond/mention orally, repeat after the teacher, describe/answer questions 	
50	<ul style="list-style-type: none"> • Asks the students to practice individually • Writes some exercise word on the board and gives direction for the exercise • Asks students to prepare a piece of paper and to do an exercise written on the board (e.g., to match words with suitable sentences) 	<ul style="list-style-type: none"> • Read individually • Copy from the board and do the exercise on a piece of paper 	
55	<ul style="list-style-type: none"> • Writes the exercise on the board • Walks around the room and checks the students working • Occasionally explains about the exercise on the board to classify 	<ul style="list-style-type: none"> • Copy and do exercise 	
60	<ul style="list-style-type: none"> • Checks the students working, asks/reminds if they finish • Walks around the room 		This looks a good way of teacher's attempts to help the students
65	<ul style="list-style-type: none"> • Helps the students individually if s/he finds some difficulty • Explains/gives further explanation to clarify • Reminds doing the exercise should be finished • Asks the students to change their exercise books with their friend 	<ul style="list-style-type: none"> • Exchange the book 	
70	<ul style="list-style-type: none"> • Discusses the exercise, invites the students to answer • Asks the students to make correction for wrong answers 	<ul style="list-style-type: none"> • Write his/her answer on the board • Respond if it is true/false, make correction (raise hand to get a chance) 	

75	<ul style="list-style-type: none"> • Asks the students to make correction for wrong answers • Collects the exercise paper to mark • Asks the students to do practice at home • Closes the class 'greetings' 	<ul style="list-style-type: none"> • Submit the exercise, hand the paper to the teacher 	
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Appendix F

Approval from the University of Tasmania Ethics Committee



Memorandum

UNIVERSITY OF TASMANIA

Research and Development Office

To: Dr Thao Le, Education

From: Chris Hooper, Executive Officer, Human Research Ethics Committee

Date: 14 February 2001

Subject: **H6061 Teachers' strategies in using teaching and learning sources to facilitate students' English language learning: A focus in West Sumatra primary schools, Indonesia**

The Human Research Ethics Committee on 13 February 2001 recommended approval of this project. Formal approval will be recommended to Academic Senate in accordance with normal procedure.

Note: Consent form: Items 3 and 4 have still to be completed. Please forward a copy of the fully prepared consent form for our records.

You are required to report immediately anything which might affect ethical acceptance of the project, including:

- serious or unexpected adverse effects on participants;
- proposed changes in the protocol;
- unforeseen events that might affect continued ethical acceptability of the project.

You are also required to inform the Committee if the project is discontinued before the expected date of completion, giving the reasons for discontinuation.

Approval is subject to annual review. You will be asked to submit your first report on this project by 31 January 2002.

Chris Hooper

Chris Hooper

Contact:
Box 01
Telephone 2762
Facsimile 7146
E-mail Chris.Hooper@utas.edu.au

Application for human research ethics



UNIVERSITY OF TASMANIA

Research and Development Office
GPO Box 252-01
Hobart, Tasmania 7001 Australia
Tel: 03 62262763 Fax: 03 62267148
Email: Human.Ethics@utas.edu.au

HUMAN RESEARCH ETHICS COMMITTEE

APPLICATION: INVESTIGATION INVOLVING HUMAN SUBJECTS

INVESTIGATION NUMBER (Office use)		
TITLE of proposed investigationⁱ Teachers' Strategies in Using Teaching and Learning Sources to Facilitate Students' English Language Learning: A Focus in West Sumatra Primary Schools, Indonesia		
A. OUTLINE OF PROPOSAL		
Applicants^k		
Title/Name	Position	School or Discipline
Dr. Thao Le	Senior Lecturer	Education
Mr. Adzanil Prima Septy	Ph.D. Student	Education
Contact details for chief investigator		
Phone 3696	Fax 3048	Email T.Le@utas.edu.au
Purpose^{la}		
This study is a research component of Mr. Adzanil Prima Septy's PhD course		
Aims^{lv}		
This study is aimed at investigating teachers' strategies in selecting and using teaching and learning resources in facilitating students' English language learning at basic education levels especially in primary schools in West Sumatra province, Indonesia.		
Justification^v		
<p>The implementation of a new education act has had an impact on teaching English as a foreign language in Indonesia (TEFLIN). According to the act, English becomes part of the basic curriculum and may be introduced in primary schools as an elective and as a local content subject from grade IV to VI. The local content subject means that the introduction of English in primary schools is intended to accommodate local needs and, so, local curriculum for the subject should be provided. In West Sumatra, the introduction of this subject was begun in 1996 and the local curriculum was introduced in 1999. This subject is introduced to students of grade IV, V, and VI.</p> <p>This decision has become central to debates and critical considerations since the early 1990s particularly to question the teachers' competence, the applicability of current teaching methods and the appropriateness of materials in teaching English in primary schools. To examine the problem, therefore, a study to investigate teachers' strategies in selecting and using teaching and learning resources in facilitating students' English language learning at basic education levels especially in primary schools in West Sumatra province, Indonesia is.</p>		

needed.

To be specific, this study has three main objectives:

- To identify how the primary school teachers in West Sumatra view their strategies in selecting and using the teaching and learning resources to facilitate the students' English language learning,
- To identify how the primary school teachers in West Sumatra organize and make use of the resources for the teaching and learning activities, and
- To identify how students of the primary schools in West Sumatra respond to the teaching and learning activities in relation to the use of the resources in the classroom.

In particular, the main findings of this study will contribute to the development of a more comprehensive framework for understanding the teachers' decision making in using the English teaching resources in facilitating students' learning primary schools in West Sumatra, Indonesia that includes contextual factors as well as curriculum and teaching issues practice.

Data will be collected from teachers' views and actions in relation to their strategies in selecting and using teaching and learning resources to manage teaching and learning activities of English in the classroom. In addition, students' participation in teaching and learning activities will also be taken into account.

Period of investigation ^{vi}

Commencement date	1 April 2001	Completion date	30 December 2001
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Funding ^{vii}

Source/potential source of funding and amount:	NO
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Do the investigators have any financial interest in this project?	NO
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Review of ethical considerations ^{viii}

Has this protocol previously been submitted to the University Ethics Committee?	NO
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Does this project need the approval of any other Ethics Committee? If 'YES', what is its current status?	NO
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Relevant references

List references

- by the investigator;
- by others.

Burns, R.B., 1997, *Introduction to research methods*, 3rd ed., Longman, Melbourne.

Gall, M.D., Borg, W.R., and Gall, J.P., 1996, *Educational research, an introduction*, 6th ed., Longman Publishers, New York.

Miles, M. B. and Huberman, A. M., 1984, *Qualitative data analysis*, Sage Publication, London.

B. PROCEDURES

Detailed procedures ^{ix}

In primary school classroom, teachers (either classroom teachers or special teachers teaching English) play an important role in facilitating the students' English language learning in Indonesia. To investigate what and how teachers manage teaching, such as what and how teaching and learning resources are used to facilitate the students' English language learning, several techniques will be applied to collect the data. The techniques for data collection are (a) questionnaire (b) interview/discussion, and (c) observation. The data collection will take place in Padang City, the capital of West Sumatra and the surrounding areas.

a. **Questionnaire:** The questionnaire will relate to the identification of teachers' views to the use of the teaching and learning resources. All primary school teachers of English in the City (approximately 75) and other primary school teachers (not teaching English, approximately 350) will be invited to participate in the Questionnaire. A letter of invitation will be sent to each invited teacher in close consultation with the local school authority. A reply box will be placed in participating schools for questionnaire return. The content of the questionnaire deals with general aspects of teaching, particularly in relation to the use of educational resources. The questionnaire will be written in Indonesian (translated from the English version).

b. **Interview:** Twelve primary school teachers of English will be invited to participate individually in an one-hour semi-structured interview, which will be conducted in a location suggested by the interviewees. Note taking and cassette recording will be used during the interviews. The content of the interviews deals with information about teaching resources, for instance it seek to find out what the primary school teachers consider important and useful in selecting resources, how they organize and make use of the resources in teaching, and how the students participate in the teaching and learning activities. (Overall schedule of this fieldwork is attached.)

c. **Observation:** Approximately 24 observation sessions (approximately 1-2 hours each) will be conducted in the classes taught by the twelve primary school teachers (participating in the interview). In other words, two observation sessions will be conducted in each class. Video-recording camera will be used with the awareness of the participating class. The camera will be placed in a fixed position to minimise classroom interference. (Overall schedule of this fieldwork is attached.)

Where is this project to be conducted?

The fieldwork will be conducted in Padang City and the surrounding areas of West Sumatra province, Indonesia. Data analysis and writing up research report will be conducted at University of Tasmania.

SUBJECTS

Selection of subjects *

About 75 classroom teachers (both men and women) teaching English, in addition to teaching other subjects, in private and public primary schools and other primary school teachers in Padang and surrounding areas will be invited to participate in this study. This number is calculated from the numbers of primary schools in the city in which the introduction of English has taken place. Based on some preliminary survey, there are approximately 25 schools where English is introduced to students of grade IV, V, and VI in Padang.

Recruitment of subjects ²¹

As mentioned, all classroom teachers (75 teachers) who are considered teaching English in these schools (25 schools) and other primary school teachers (not teaching English, approximately 350 teachers) will be invited to participate in questionnaire (total sampling). Twelve of them will be invited to participate in interview. These teachers will also be observed while teaching. Mr. Adzanil Prima Septy will use culturally appropriate way of approaching the subjects and the relevant authorities to invite them to participate in this research. Both formal and informal methods of inviting them to participate will be used where culturally appropriate (eg. personal verbal invitation, written letter, form)

The teachers will be given sufficient information about the aim of study and the

<p>procedure in which a session is conducted, and the assurance that the thesis will not mention the schools, children, the teachers, and the location. The subjects will be advised clearly that participation is entirely voluntary and the subjects who decide to take part in the study can withdraw at any time without prejudice.</p>	
<p>Information about subjects</p> <p>(i) State whether information will be identified, potentially identifiable or unidentified. ^{xii}</p> <p>Careful treatment will be given to ensure that there is no specific information to be stated in the thesis that can identify the schools, children, the teachers, and the location. Coding will be applied to refer to the schools (e.g. S1 S2 S3 S4 ...etc), the students (e.g., M1, M2, M3, M4, M5, .. etc), the teachers, (e.g., T1, T2, T3, ... etc) and the location (e.g. L1, L2, L3 .. etc).</p> <p>(ii) State source(s) of information. ^{xiii}</p> <p>Individual information about the subject will be mainly collected from the subjects themselves. If the information is provided by their principals, confirmation will be made to the individual subject to ensure the confidentiality.</p> <p>(iii) Will data on individual subjects be obtained from any Commonwealth Government agency? ^{xiv} If so, name agency.</p> <p style="text-align: right;">NO</p>	
Potential risks ^{xv}	Not applicable
Post contact ^{xvi}	<p>If the subjects or the institution involved in this study wish to have a final copy of the report, the copy will be forwarded to them.</p>
Remuneration ^{xvii}	No remuneration will be made.
Confidentiality and anonymity ^{xviii}	<p>All tapes will be coded to ensure anonymity, and only chief investigator and the researcher will have access to original data. All data will be stored in a locked cabinet in the office of the chief investigator at University of Tasmania.</p>
Administration of substances/agents ^{xix}	Not applicable
Human tissue or body fluid sampling ^{xx}	Not applicable
Other ethical issues ^{xxi}	Not applicable
Information sheet ^{xxii}	<p>See attachment. The information sheet has to be written in Indonesian language in order to present appropriate interpretation of information (translated from English version).</p>
Consent form ^{xxiii}	<p>See attachment. The information sheet has to be written in both English and Indonesian language in order to present appropriate interpretation of information.</p>
<p>C. DECLARATIONS</p>	

Statement of scientific merit^{xxx}

The *Head of School** is required to sign the following statement:

This proposal has been considered and is sound with regard to its merit and methodology.

Prof. John Williamson

Signed

Date 23 Jan 2001.

(Head of School)

* In some schools the signature of the Head of Discipline may be more appropriate.

* The certification of scientific merit may not be given by an investigator on the project.

Conformity with NHMRC guidelines^{xxx}

The *chief investigator* is required to sign the following statement:

I have read and understood the *National statement on ethical conduct in research involving humans 1999*. I accept that I, as chief investigator, am responsible for ensuring that the investigation proposed in this form is conducted fully within the conditions laid down in the *National Statement* and any other conditions specified by the University Human Research Ethics Committee.

Dr. Thao Le

(Chief of investigator)

Signed

Date:

23-1-2001

Conformity with code of practice: human tissue and body fluid sampling

Not applicable

(Chief of investigator)

Signatures of other investigators^{xxx}

Mr Adzanli Prima Septy

Signed

Date: 22 January 2001

Appendix G

**Information sheet, letter of invitation to participate in research, and sample of
statement of informed consent to participate in interview and observation
sessions**



UNIVERSITY OF TASMANIA

INFORMATION SHEET

Title of investigation

Teachers' Strategies in Using Teaching and Learning Sources to Facilitate Students' English Language Learning: A Focus in West Sumatra Primary Schools, Indonesia

Name of chief investigator

Dr. Thao Le

Purpose of the study

This study is a research component of Mr. Adzanil Prima Septy's PhD course

Criteria for inclusion or exclusion

Classroom teachers (general teachers and teachers of English in primary schools) are invited to voluntarily participate in this study

Study procedures

In primary school classroom, teachers (either classroom teachers or special teachers teaching English) play an important role in facilitating the students' English language learning in Indonesia. To investigate what and how teachers manage teaching, such as what and how teaching and learning resources are used to facilitate the students' English language learning, several techniques will be applied to collect the data. The techniques for data collection are (a) questionnaire (b) interview/discussion, and (c) observation. The data collection will take place in Padang City, the capital of West Sumatra and the surrounding areas.

a. **Questionnaire:** The questionnaire will relate to the identification of teachers' views to the use of the teaching and learning resources. All primary school teachers of English in the City (approximately 75) and other primary school teachers (not teaching English, approximately 350) will be invited to participate in the Questionnaire. A letter of invitation will be sent to each invited teacher in close consultation with the local school authority. A reply box will be placed in participating schools for questionnaire return. The content of the questionnaire deals with general aspects of teaching, particularly in relation to the use of educational resources. The questionnaire will be written in Indonesian (translated from the English version).

b. **Interview:** Twelve primary school teachers of English will be invited to participate individually in an one-hour semi-structured interview, which will be conducted in a location suggested by the interviewees. Note taking and cassette recording will be

used during the interviews. The content of the interviews deals with information about teaching resources, for instance it seek to find out what the primary school teachers consider important and useful in selecting resources, how they organize and make use of the resources in teaching, and how the students participate in the teaching and learning activities. (Overall schedule of this fieldwork is attached.)

c. **Observation:** Approximately 24 observation sessions (approximately 1-2 hours each) will be conducted in the classes taught by the twelve primary school teachers (participating in the interview). In other words, two observation sessions will be conducted in each class. Video-recording camera will be used with the awareness of the participating class. The camera will be placed in a fixed position to minimise classroom interference. (Overall schedule of this fieldwork is attached.)

For this purpose, you are invited to participate in this study. First of all, we would request your time to complete the attached questionnaire. Please complete the questionnaire and return it by placing it in the provided box at your school or by using the attached prepaid envelope (if possible not later than 30 May 2001). You do not need to write your name on it, and your answer will be confidentially treated.

After receiving the questionnaire, a small number of participants will be invited for an interview and classroom observation. If you are included, we will contact you again for this purpose.

Possible risks or discomforts

This study does not have risks to you physically, psychologically, socially, and legally.

Confidentiality and anonymity

Confidentiality and anonymity are safely protected. Careful treatment will be given to ensure that there is no specific information to be stated in the thesis that can identify your schools, your students, your personal identification, and your location.

Individual information about you will be mainly collected from you yourself. If other governing persons or bodies provide the information, confirmation will be made to you to ensure the confidentiality. When the final draft of thesis is completed, it could be shown to you and your principal for your approval to satisfy then that your participation and your school are anonymous.

All written correspondence texts with you and your school and notes taken during the sessions will be safely locked in a safe cabinet placed in the office of Dr. Thao Le at the University of Tasmania, Launceston campus. These materials will be safely destroyed after three years since the completion of this study.

Freedom to refuse or withdraw

Your participation in this study is entirely voluntary. You can withdraw from this study at any time.

Contact persons

1. Dr. Thao Le (chief investigator), senior lecturer, Faculty of Education, University of Tasmania, Locked bag 1-307, Launceston, Tasmania 7250, phone (work) 3-63243696, e-mail t.le@utas.edu.au

2. Mr. Adzanil Prima Septy, Ph.D.-Education student, Faculty of Education, University of Tasmania, Locked bag 1-307, Launceston, Tasmania 7250, e-mail asepty@postoffice.utas.edu.au, Indonesia address: Block A1/7 Perumahan Andalas Makmur, Padang 25126 West Sumatra, Indonesia, Phone (home) 751-29717

If you and your principals have any concerns of an ethical nature or complaints about the manner in which the study is conducted, you may contact the Chair or Executive Officer of the University Human Research Ethics Committee. (In 1999 the Chair is Dr Margaret Otlowski, phone (03) 62 267569 and the Executive Officer is Ms Chris Hooper, phone (03) 62 262763.)

Results of investigation

If you wish, a copy of this study report will be forwarded to you.

Thank you for your interest and participation in this study.

Dr. Thao Le & Mr. Adzanil Prima Septy



UNIVERSITY OF TASMANIA

Launceston, March 2001

Subject: Invitation to participate in questionnaire

Dear Teachers,

I am a lecturer at University of Bung Hatta. Currently, I am conducting a research for my Ph.D. study in the Faculty of Education, University of Tasmania, Launceston campus, Australia. The aim of my research is to investigate teachers' strategies in using teaching and learning resources to facilitate primary school students' English language learning with a focus in West Sumatra Primary Schools.

I write to invite you to participate in my survey which is an important part of my data collection for my Ph.D. research. The survey is about the teachers' strategies in using teaching and learning resources in classroom. Your participation will be of great value for my research as well as for contributing to the understanding and enhancement of teaching and learning practice in general and in our region in particular.

Attached is some necessary information about this study and a set of questionnaire. Please complete the questionnaire and return it to me by placing it in the provided box at your school or by using the attached prepaid envelope (if possible not later than 30 May 2001). You do not need to write your name on it, and your answer will be confidentially treated.

If you have further questions about the questionnaire, please contact Mr. Adzanil Prima Septy at (751) 29717 or Dr. Thao Le at +(61) 3 6324 3696. If you wish to have a copy of the results of this questionnaire analysis, please let us know.

If you have any concerns of an ethical nature or complaints about the manner in which the project is conducted, please contact the Chair or Executive Officer of the University Human Research Ethics Committee. (In 1999 the Chair is Dr Margaret Otowski, phone (03) 62 267569 and the Executive Officer is Ms Chris Hooper, phone (03) 62 262763.)

Thank you very much for your kind cooperation.
Yours sincerely,

Adzanil Prima Septy

STATEMENT OF INFORMED CONSENT

Title of project: Teachers' strategies in using teaching and learning resources to facilitate students' English language learning: A focus in West Sumatran primary schools, Indonesia

A statement by the subject, in the following terms:

1. I have read and understood the 'Information Sheet' for this study.
2. The nature and possible effects of the study have been explained to me.
3. I understand that the study involves the following procedures:
.....
4. I understand that (describe any risks or possible discomfort)
.....
5. I understand that all research data will be treated as confidential.
6. Any questions that I have asked have been answered to my satisfaction.
7. I agree that research data gathered for the study may be published provided that I cannot be identified as a subject.
- 8.* I agree to participate in this investigation and understand that I may withdraw at any time without prejudice.

Name of subject

Signature of subject Date

-
- 9.* *A statement by the investigator in the following terms:*

I have explained this project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

Name of investigator Adzanil Prima Septy.....

Signature of investigator Date

*Item 8:

The phrase "without prejudice" must be put into context depending on the project. For example:

- For medical research it must be specified that withdrawal from a study will not affect the subject's right to ongoing medical care.
- In studies involving University students, the subjects must be informed that withdrawal will not prejudice their academic standing.

*Item 9:

A "statement by the investigator" is inapplicable for a research project in which there is no direct contact between the investigator and the subjects.

Appendix H

Letter of recommendation to undertake the field work study

KONSULAT JENDERAL REPUBLIK INDONESIA

72 QUEENS ROAD, MELBOURNE, VIC. 3004 AUSTRALIA
TEL. (03) 9525 2755 FAX. (03) 9525 1588

SURAT KETERANGAN

Nomor: 329/PSB/STD/III/2001

Konsulat Jenderal Republik Indonesia di Melbourne dengan ini menerangkan bahwa:

Nama Lengkap : **ADZANIL PRIMA SEPTY**
Tempat/Tanggal Lahir : **PADANG/ 02/09/1964**
Nomor Paspor : **H 439100**
Alamat di Indonesia : **ANDALAS MAKMUR BLOK A-1 NO 7**
: **PADANG SUM-BAR**
Alamat di Luar Negeri : **47 TOMPSON LANE FLAT 1**
: **NEWHAM TASMANIA VIC 7248**
Saat ini belajar di : **TASMANIA UNIVERSITY**

Yang bersangkutan akan penelitian ke Indonesia terhitung mulai tanggal
15 Maret 2001 s/d 05 Januari 2002, dan akan kembali ke Australia untuk
menyelesaikan pelajarannya.

Demikian surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana
mestinya. Kepada semua yang terkait, diharapkan bantuan seperlunya.



Melbourne, 14 Maret 01
A.n. Kepala Perwakilan R.I.

Wahyu Hersehati
WAHYU HERSETIATI

Konsul Muda

Tembusan

-Sdr. Kabid. Dikbud, KBRI Canberra



**PEMERINTAH KOTA PADANG
DINAS PENDIDIKAN**

Jalan Tan Malaka Telp. (0751) 21554, 21558
Padang

Kode Pos : 25121

Nomor : ~~1997~~108.30/DS/2001

12 April 2001

Lamp. :

Hal : Partisipasi pada pelaksanaan
penelitian Bahasa Inggris SD

Kepada

Yth. Sdr. Kepala SD
se Kota Padang

Dengan hormat, berdasarkan rekomendasi penelitian yang dikeluarkan oleh Kepala Dinas Pendidikan Kota Padang nomor 1968/108.30/DS/2001 tanggal 11 April 2001 terhadap pelaksanaan penelitian pengajaran Bahasa Inggris di SD Kota Padang mulai April 2001 sampai dengan Desember 2001 oleh Saudara Drs. H Adzanil Prima Septy, MPd. dengan ini diharapkan keikutsertaan guru-guru pada SD yang Saudara pimpin untuk berpartisipasi. Ketentuan dalam pelaksanaan penelitian tersebut sebagai berikut:

1. Selama kegiatan penelitian, yang bersangkutan berkoordinasi dengan kepala sekolah dan guru SD yang bersangkutan,
2. Dalam kegiatan penelitian tersebut diupayakan tidak mengganggu kegiatan belajar mengajar yang sedang berlangsung,
3. Setelah selesai mengadakan penelitian, yang bersangkutan memberikan laporan secara tertulis ke Kantor Dinas Pendidikan Kota Padang c/q. Sub Din TK/SD/SDLB sebagai bahan masukan untuk perbaikan pendidikan dimasa datang.

Demikianlah hal ini kami sampaikan. Atas kerjasama yang baik diucapkan terima kasih.



Tembusan Yth:

1. Kepala Dinas Pendidikan Kota Padang (sebagai laporan)
2. Kandep Kecamatan di Padang
3. Arsip

PEMERINTAH KOTA BUKITTINGGI
DINAS PENDIDIKAN

Jalan: Jenderal Sudirman No.9

Telp:0752(35410)

Nomor : 573 /108.29.DS.01/2001
Lampiran : -
Hal : Rekomendasi penelitian ke
SD se Kota Bukittinggi

23 Mei 2001

Yth. Sdr. Drs. H. Adzanil Prima Septy, M.Pd.

Dengan hormat, sehubungan dengan surat Saudara No. 245/Pend/03/TV-2001 perihal sama dengan pokok surat di atas, pada dasarnya kami tidak keberatan dan ikut mendukung kegiatan penelitian yang akan Sdr. Laksanakan mulai bulan April 2001 sampai dengan Desember 2001.

Dalam pelaksanaan penelitian harap memperhatikan hal-hal berikut :

1. Selama kegiatan penelitian yang bersangkutan berkoordinasi dengan kepala Sekolah dan Guru SD yang bersangkutan.
2. Dalam kegiatan penelitian tersebut diupayakan tidak mengganggu proses belajar mengajar yang sedang berlangsung.
3. Setelah selesai mengadakan penelitian, yang bersangkutan memberikan laporan secara tertulis ke Dinas Pendidikan Kota Bukittinggi c/q Subdin Pendidikan Dasar sebagai bahan masukan untuk perbaikan pendidikan di masa datang.

Demikianlah hal ini kami sampaikan, atas kerja sama yang baik diucapkan terima kasih.



Tembusan Yth. :

1. Walikota Bukittinggi
2. Kakanwil Depdiknas Prop. Sumbar Up. Kabid Dikdas padang
3. Pengawas TK/SD/SDLB Kota Bukittinggi