

A CLASSROOM ACTION RESEARCH (CAR) OF ENGLISH TEACHING IN S1 NUTRITION DEPARTMENT AT NAHDLATUL ULAMA UNIVERSITY OF SURABAYA

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Abstract. This CAR was conducted to improve students' language learning performance and researchers' teaching practice by implementing the student-centered Communicative Language Teaching (CLT). The target was 39 students of S1 Nutrition Department of UNUSA. The study was conducted in four cycles: the first cycle contained many basic communicative topics and grammar content in each week. The second cycle was adjusted followed the reflection of the first cycle. The third cycle was adapted in accordance with the examination, then turned back to a usual research practice. Learning topics of research cycle four were set to respond to the students' requirements. The data of each cycle were analyzed and used to improve for the next cycle throughout the project. The data were collected by teacher's journal, interview, observation and the students' portfolio and analyzed by the coding technique of a qualitative method. The result showed that the communicative approach could create a new lively learning atmosphere and the students' positive attitude to learning and confidence to speak English and made confidence for the lecturer, to apply and adopt any practical teaching approaches further for developing the target students' language competence in the future.

Keywords: CLT, cycle, target language

Abstrak: PTK ini dilakukan untuk meningkatkan kinerja belajar bahasa siswa dan praktik mengajar para peneliti dengan menerapkan Pengajaran Bahasa Komunikator yang berpusat pada siswa (CLT). Sasarannya adalah 39 orang mahasiswa S1 Gizi UNUSA. Penelitian dilakukan dalam empat siklus: siklus pertama mengandung banyak topik komunikatif dasar dan kandungan tata bahasa setiap minggunya. Siklus kedua disesuaikan mengikuti refleksi dari siklus pertama. Siklus ketiga diadaptasi sesuai dengan pemeriksaan, lalu beralih ke praktik penelitian yang biasa. Topik penelitian siklus penelitian empat ditetapkan untuk menanggapi persyaratan siswa. Data setiap siklus dianalisis dan digunakan untuk memperbaiki siklus berikutnya selama proyek berlangsung. Data dikumpulkan oleh jurnal guru, wawancara, observasi dan portofolio siswa dan dianalisis dengan teknik pengodean metode kualitatif. Hasil penelitian menunjukkan bahwa pendekatan komunikatif dapat menciptakan atmosfer pembelajaran yang baru dan sikap positif siswa terhadap pembelajaran dan kepercayaan diri untuk berbicara bahasa Inggris dan membuat kepercayaan kepada dosen, untuk menerapkan dan menerapkan pendekatan pengajaran praktis lebih jauh untuk mengembangkan bahasa siswa sasaran kompetensi di masa depan.

Kata kunci: CLT, siklus, bahasa target

INTRODUCTION

In the past, the learning process that is widely practiced is called Teacher-Centered Learning (TCL) or face-to-face delivery (lecturing). While the students were following lectures

or listening to the lecturers, they would find difficulty to keep up or catch meaning the essence of learning material, so their activity is limited to making a note. According to Songsiri (2007), traditional teaching is still commonly

practiced by the lecturers because they are more accustomed to the old ways; it is easy both to control the classroom where students sit at the desks which were fixed permanently and just listen to the knowledge content that the lecturer presents. Lecturers evaluate the learning outcomes of the students mostly through a paper based test. This was also found by Chayanuvat (2003) and Saengboon (2006). Moreover, it is long part of our culture always to train and treat students as passive learners and receivers. In the life of the XXI century, there are some changes in higher education that is fundamental. According to Directorate of Academic Directorate General of Higher Education (cited in Wang, 2008, p. 1), the changes are: (i) change of view from the local community life to the world society (global), (ii) change of social cohesion into democratic participation (mainly in education and practice of citizenship), and (iii) change of the economic growth to the development of humanity. Based on those changes, the process and learning materials needs to be changed in college. Hence, it is not Teacher-Centered Learning (TCL), but it is replaced by using the principle of Student-Centered Learning (SCL) which adapted to the condition of college and in order to focus on the achievement of its expected competencies.

In Student-Centered Learning (SCL), students should be encouraged to have their own self-motivation, and then strive to achieve the desired competencies. Therefore, as teaching practitioners, especially in this new era, the researchers cannot refuse to adopt the new practical teaching learning method to enhance their instructional skills and efficiency and also to address the challenges and problems they are experiencing within the classroom context. In order to improve students' performance in learning the English language and also to improve

the researchers' professional practice as English lecturers to adapt a practical teaching approach, the research study was conducted to answer the following questions:

1. What are the outcomes of implementing a student-centered (CLT) approach in the researchers' class?
2. What are the factors that support or hinder the development of students' language competence?
3. What approach should be taken to teach English at S1 Nutrition Department students in the future?

The subjects of this research are students of S1 Nutrition Department at UNUSA. There are 45 students in the class. Those students are chosen because most of the students (not all) are less able to give respond and speak English and had inefficient outcomes for English. Furthermore, they are less motivation in learning English. Therefore, the researchers want to find out the appropriate approach applied in teaching English in this class. The researchers are English language lecturers. The first researcher, "Tiyas Saputri" has taught English for about 3 years at UNUSA, while the second researcher, "Mujad Didien A." has taught for about 14 years. They are team in teaching English in that class. In the 1st -7th meeting is handled by Mr. Didin, while 8th – 14th meeting is Mrs. Tiyas.

The research focuses on the application of a variety of practical student centered activities as a key strategy to encourage and create new active learners. It is hoped that this enquiry will motivate other lecturers in universities to change or try a new practical learning approach in the classrooms and also serve as a significant contribution to the local community and will act as a research foundation upon which can build knowledge for the future.

According to Nanney (2003, p.1) student-centered learning is “a broad learning approach that encompasses replacing lectures with active learning, integrating self-paced learning programs and/or cooperative group situation, ultimately holding the student responsible for his own advances in education”. In a student-centered approach, students are seen as being able to assume a more active and participatory role than is usual in traditional approaches. Nonkukhetkhong et al (2006), stated that the “student-centered approach” includes concepts of self-education and life-long education by placing more responsibility in the hands of the students to manage their own learning. This change requires teachers to change their traditional roles, requiring them to transform themselves from ‘tellers’ to ‘facilitators’ of knowledge and from ‘materials users’ to ‘teaching materials creators’ in order to promote students’ constructive self-learning or to help students learn how to learn.

Matsau (2007, p.20) cited Weimer’s definition of student-centered learning approach (CLT) explaining that it focuses on students’ needs, what and how the students learn and the conditions which promote their learning. It is instruction that focuses on what learners are doing which results in the creation of responsibility in learning. However, Nonkukhetkhong et al (2006) suggested that it is unrealistic to assume that all students will be able to make their own choices about their learning processes, especially young students or those at beginning levels. Thus, negotiations between teachers and students in developing a language curriculum or a language program are necessary processes. Negotiation between the teacher and students to find the preferable and applicable teaching and learning contents and activi-

ties was a significant issue in the formulation of this research project.

Teachers who apply a student-centered learning approach recognize the diversity of students’ previous knowledge and difference styles of learning. Students learn by doing, rather than just by listening and doing meaningless tasks which are often not in context and therefore ‘unreal’ to them (Rogers, 2002).

CLT is a student-centered approach where every individual student possesses unique interests, styles, needs and goals and teachers should develop materials based on students’ demonstrated needs in a particular class. Pica stated, “in keeping with its student-centered approach, the goals of CLT are focused on students and their success. Its concerns aim toward students’ present needs, as well as future, and potential needs for language proficiency” (2000, p.4). It can be concluded, from the principles presented above, that teachers who favor employing the CLT approach emphasize helping students to use the target language in a variety of contexts and also focus on learning language functions.

After studying kind of learning approach, it is found that cooperative learning is widely supported as an effective teaching strategy of the communicative approach. Jacobs et al (2002, p. ix) defined cooperative learning as “principles and techniques for helping students work together more effectively.” As the cooperative approach provides more opportunities for interaction, it appears crucial because it promotes learning.

In the communicative classroom, the teachers’ and students’ roles are completely different from those they play in the grammar-translation approach. The teacher’s role and function should become less dominant than before, but no less

important. The aim of CLT, according to Richard and Rodgers (2001), is the acquisition of communicative competence by student arrangement in meaningful use of language at discourse level. To accomplish this, the teacher can do by managing the classroom atmosphere, supporting learning resources and performing as a communicator. 'Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing' (Richards and Rodgers 2001, p.165). Learning activities in the CLT classroom are often carried out by students in small groups.

In this research, the activities they used for having students to learn and practice speaking English were carefully considered suitable for their learning capabilities and characteristics. They are as follows:

- a. Using games for language learning
Games add interest to what students might not find very interesting; games provide a context for meaningful communication; games can lower anxiety; games can develop students' skill of working together in a group; and games can connect to a variety of intelligences, etc.
- b. Using songs for language learning
Schoepp (2001) stated that teachers' reasons for using songs in the classroom were identified into three main theoretical reasons: affective reasons; cognitive reasons, and linguistic reasons.
- c. Using scripted dialogues for language learning
In this project, 'scripted dialogues' which also found in other terms like 'guided or controlled dialogues/conversations' (Bailey, 2005) was used as a basic common tool for having the students initially practice speaking English on each learning topic.

- d. Using pair and group work for language learning

"Pair work" and "Group work" were commonly and effectively used for promoting the target language learning and practicing in both ESL and EFL classroom

- e. Using role-play for language learning
Role-play refers to "drama-like classroom activities in which students take the roles of different participants in a situation and act out what might typically happen in that situation" (Richards, Platt, & Platt, 1992 as cited in Damnet, 2008, p. 67).

METHOD

The research process which runs through repeated cycles seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities. By implementing this project, they aimed to research their own practice of teaching more critically and reflectively. It is not only an enquiry into their teaching in the classroom but also an opportunity to gain new knowledge and skill in research method and applications. New knowledge gained results in changes in practice.

Action research is often conducted to discover a plan for innovation or intervention and is collaborative. They hoped to become more aware of the options and possibilities for change. In consequence, by implementing action research, they would be able to gain an insight, from observation and interviews, into their students' perception of the new learning atmosphere and language activities they had to experience. In addition, they could apply the re-

search outcomes to further develop their teaching techniques in the future.

In this project, judgments of research outcomes were based on students' work and their target language performance, so several methods were used for collecting data in order to increase the credibility of the obtained data (McMillan & Schumacher, 2001). They were the following: (1) A Portfolio of the students' language performance was used as a means of assessment in which a student's progress was measured. Each student had his/her own portfolio for keeping their work such as all working sheets of writing or short sentence writing exercises. (2) A teacher's journal: The teacher's journal is described as an excellent way to monitor teaching practice in a systematic but flexible way (Miller, 2004, p.41). In order to gain a deep insight and awareness of the teaching and learning process, they reflected on their teaching and my students' learning by taking a teacher's journal. Murphy (2001, cited in Yu, 2005, p.73) values a teacher's journal as a valuable source for gathering information about the teacher's own understanding and explanations of teaching. They wrote an account of what happened based on whatever they noticed and remembered while teaching the class in every period. It was a record of all actual activities and events that happened, the feedback of students, the learning atmosphere in the classroom and provided a reflection of the students' language ability and interest in joining in the activities. (3) An observation form which was prepared by myself to observe students' interaction and communication both in small groups, in pairs and individually. The observation form contained the expected lists of students' behaviors that happened in the classroom over the period of study in order to

evaluate the improvement of students' language competency.

They observed students' learning and working behavior every period, and after each period they ticked '✓' on the students who had acted in accorded with the anticipated items. When each week was ended the students who had been ticked at least two times in a week got one mark and the students who acted less than two times a week got a zero. The reason they set the frequency of students' expected behavior at merely two times a week were that their research project was offered the first opportunity for them to practice speaking English and, as most students were less able learners, they considered that this frequency provided a suitable performance indicator. Then after a whole five weeks of each research cycle students, who acted in accord with the anticipated observation items would get five marks. (4) A group interview at the end of each research cycle. The purpose of the interview was to get students' feedback on the new teaching arrangements and their requirements of learning activities in the follow research cycles. Five students were selected at random but students who had previously taken part in an interview were excluded because they used the same set of questions in all four cycles and also needed to get the new opinion from students. Thus twenty out of the thirty students contributed to group interviews. These aimed to better understand their problems, feelings and expectations from learning English.

During the interview arrangement they acted as a discussion leader and tried to create a relax atmosphere for encouraging students' freely expression of his/her idea. Moreover, the interview data were used to reflect as well as to determine and prepare learning activities in the next cycle.

In this research project, coding technique (open and axial coding) was used for analyzing the data obtained from the researcher's journal and students' interviewing. Firstly, open coding was used to summarize and allocate the data into categories, then axial coding was used to put those data back together in new ways by making connections between a category and its subcategories. The students' interview was recorded on to audio-tape and was later transcribed. Then, all transcribed data were analyzed to identify major content, categories and recurring themes. After that they interpreted the recurring themes and began writing up the outcomes of each cycle.

Observations were analyzed to show a subjective evaluation change in language performance and the other themes showed student response to the new approach and levels of participation as outcomes of the implementation.

The Action Research Cycles

They designed the research project to investigate the effectiveness of their efforts to implement a CLT approach in their English language classroom and to explore the crucial factors that hindered their students from becoming more able language learners. The learning activities were undertaken both by group work interaction, pair work and also individually. They divided the period of data collection and analysis into four cycles. Each research cycle included four procedures of plan, act, observe and reflect following the action research method, and comprised 25 classroom teaching periods (an hour per period) within a 5 week-long cycle. The research process allowed them to study events in their own classroom and to take steps towards solving prob-

lems as they occurred, and to reflect on the outcome.

Informed Consent

Before the research project was undertaken, the issue of ethical informed consent was addressed. Firstly, they informed their students in advance about the study. All details of the research objectives, classroom activities, collection of data and the uses to which data were to be put were explained to everyone. Furthermore, they also had the students take letters to their parents to read and sign that described the details of their research project and to give permission for them to conduct the research with their children. The letter explained that the research project was not only for their professional development in teaching practice but also to help stimulate their children through the practical language learning activities. In addition, they also confirmed that if students were unhappy to join in the research activities, they were free to withdraw from the research project at any time, which would not affect their final learning outcome in any way. All parents signed giving consent for their children to participate in the research project.

RESULT AND DISCUSSION

A. The teaching component of research cycle one (By the first researcher)

Week 1 - Learning topic: *Greeting & Introduction*

The first week comprised two main learning topics: *Greeting* and *Introduction*. He started the learning topic with *Greeting and Introduction* for the reason that it is a basic situation and also essential, everyday use, for a person to

meet with another. Firstly, he started the activities by calling the students to greet each other with common sentences e.g. Good morning (student's name)../Hello! ...(student's name).., How are you today?, What's your name?, What is your university? What department are you in? For some students, he added more questions to talk with such as What's your motivation to take this department? How do you come to school? Where do you live? How do you go to campus?, What is your favorite color? What is your favorite subject?, etc.and so on. These questions were used flexibly depending on each student's language skills. He found that almost half of the students could not respond to his questions; most of them could merely say *Good morning* and, perhaps, could tell his/her name to him. Once he stepped into the language interaction session, the classroom atmosphere became quickly silent. Students seemed nervous about how to respond to his questions. Next, the students were asked to practice with a variety of the greeting words and sentences in the handout issued by him. He tried to encourage them to share the meaning of the words and sentences, firstly, in Indonesian and then in English (if they were able). After that, the students were asked to walk around the classroom to greet and introduce with their friends as much as they could. Students were allowed to act freely, to shake hands, and to raise a hand to greet one another. It was evident that the students were enjoying and eager to join in the activities. The classroom was full of sound and movement. There was a lively atmosphere. The learning activities in the second and third period were conducted for the students to have the chance to speak English with their friends by a variety of activities: role play, singing a song, chatting in a small group. In the fourth

period, students were assigned, individually, to introduce themselves to practice '*Introduction*' in front of their friends. The presentation of many students was not satisfactory in quality: some of their performance was poor and also they just give a little bit information. It was acceptable with just this first step to see their students start to open their mouths in English. Many students tried to speak as much as they could whereas some students simply spoke for less than a minute after they had consumed ten minutes for preparing. They think they must create more practical language activities for them to practice with an expectation that they will make progress in the following cycle.

Week 2 - Alphabets, Numbers and Time

In the second week, students learned English alphabets, numbers and time. In learning English alphabets, the students listen to the alphabets song played by the lecturer and sing together. Then, they try to spell some words related to their field. They look enjoy singing this song. Next, they learn numbers and try to write down numbers into sentence or vice versa. They do not get any difficulty to do it. Then, they listen to the tape (listening) to write down the numbers and count them. The lecturer gives 4 parts of tasks dealing with the topic. At first, in doing part 1 of the task given by him, they are not accustomed to listening to the tape while counting. But then they are accustomed to counting it and they did it well. The last, they are asked to make their own daily activities in weekend/weekdays then present in front of the class. In doing the presentation, they can do it well and it is better than in the first week. Even their friends give feedback to the presenter.

Week 3 ‘Sentence Structure’

In the third week, the topic to learn is ‘*Sentence Structure*’. The students are asked to create kinds of sentence (simple, compound, complex, compound-complex) oral or written after getting theory from the lecturer and apply them to communicate with someone. First, after they know the theory of it, they are asked to decide which one is sentence or phrase, and which one is simple, compound, complex or compound-complex sentence. Then, they have to make the examples of kinds of sentence. After that, they use them in communication. In this case, if the students have tried to answer the question from the lecturer, the lecturer praises them although the answer is still wrong because it can stimulate them to answer again and again without feeling shy. But if it is right, the lecturer praise and give thumb to the student.

Week 4 ‘Parts of speech’

In the fourth week, the learning topic is ‘*Parts of Speech*’. The students are able know parts of speech (noun, pronoun, verb, adverb, etc.). First, they identify the words given by the lecturer in the cards based on the parts of speech. They do it in group. One group consists of 5 students. Then, they combine them into a sentence and use them in communication with someone.

3. The interview

The first group of five students were chosen randomly to participate in the unstructured interview after research cycle one was completed. The random selection was achieved by picking names of the students from a cup and this first group was then excluded from selec-

tion in further cycles. The students were invited to sit in a small circle and interviewed to express how they felt about the classroom activities and the learning atmosphere that had been changed to focus on the communicative approach.

The researchers had to create a pleasant atmosphere by friendly discourse at the starting point and then asked the students to feel free to give a useful response to them in order to take their comments to be analyzed and considered for revising their lesson plan, to respond to their learning preferences in the next cycle.

The interview was composed of 16 questions which they had prepared and it took about fifty minutes to finish.

4. Reflection

The reflection both on their teaching and on research after finishing the first cycle was done carefully to look for the issues and crucial points of their teaching to be adjusted in the next cycle to respond and help students to develop their language competence.

Reflection on research was about the outcomes (students’ target language performance) of change and reflection on their teaching was focused on their action as well as strategies or techniques to help students to reach their goals. Reflection was associated with preparing and reviewing their journal and observation sheets. They considered their own satisfaction in teaching the new activities and the material they had prepared and student responses.

B. Research cycle two

1. Context

The research cycle one started changing the classroom atmosphere and also students’

passive learning behavior, but it was too short a time to see an improvement in the students' language performances. Students were generally excited and enjoyed the new learning activities arranged for them, thus almost everyone collaborated well with all arranged activities.

2. The planning stage

Before the commencement of research cycle two, the reflections from the first cycle were reviewed carefully and used as data to reformulate the new learning activities. Five learning topics were determined as the main teaching content for research cycle two to respond to students' needs. These learning topics were aimed for the students to have more opportunity to use English in the practical situations that might happen in the future. The learning content this week related mostly to grammar; however, the students also had a chance to practice speaking English by communicating with their partner based on the topic given when they have finished the work.

3. The implementing stage

Week 1 'Simple Present Tense' and 'Present Progressive Tense'

The learning topics and activities, though involved with parts of grammar, were determined to foster the students to use English as much as possible. Firstly, they are asked to make some sentences by using those tenses. Besides, board games (asking and answering question based on the topic-simple present tense and present progressive tense) can stimulate them to speak in English. Moreover, they are asked to make a short story with the topic given 'daily activity' can drill them to write some paragraphs in English. Then, their story should

be submitted and used as portfolio (work assignment). Games (board games) and song (if you happy and you know) were also used for relaxing besides providing the students more chances to exercise the target language and lastly students were assigned to practice English speaking.

Week 2 'Simple Past Tense' and 'Present Perfect Tense'

Similar with the previous week, first, they are asked to make some sentences by using those tenses. Besides, board games (asking and answering question based on the topic simple past tense and present perfect tense) can stimulate them to speak in English. Then, students will play game about regular and irregular verbs which hung on the wall. They should choose one verb then try to find the Verb2 and Verb3. Moreover, they are asked to make a short story with the topic given 'what did you do on your last holiday' can drill them to write some paragraphs in English. Then, their story should be submitted and used as portfolio (work assignment). Games (board games) and song (fast food restaurants) were also used for relaxing besides providing the students more chances to exercise the target language and lastly students were assigned to practice English speaking.

Week 3 'Future Tense with auxiliary will and be going to'

Similar with the previous week, first, they are asked to make some sentences by using those tenses. Besides, board games (asking and answering question based on the topic future tense with auxiliary will and be going to) can stimulate them to speak in English. Moreover, they are asked to make a short story with the

topic given ‘what will you do/what are you going to do next month’ can drill them to write some paragraphs in English. Then, their story should be submitted and used as portfolio (work assignment). Games (board games) and song (fudsicle, popsicle) were also used for relaxing besides providing the students more chances to exercise the target language and lastly students were assigned to practice English speaking. Songs and games were used to make the learning atmosphere more enjoyable.

4. The interview

Once research cycle two was finished the interview with the second group of six students was conducted. Students were interviewed with the same questions as the first group to express opinions about changes made in the research project.

5. Reflection

Reflection on their teaching arrangements and on research after finishing the second cycle was administered as for revising and organizing the new teaching and learning activities in research cycle three. The reflective processes had been done in accord with the data collected.

C. Research cycle three

1. Context

Students, at the end of research cycle two, were enjoying changes arranged for them from the research implementation and the classroom atmosphere changed from passive to active. However, the students’ language performances still needed to be improved further in the next research cycle.

2. The planning stage

Before the commencement of research cycle three, the data collected were reviewed and analyzed carefully again to create the teaching plan for the third cycle. A set of five new learning topics was arranged for research cycle three. These learning topics aimed for the students to have more opportunity for authentic use of the target language.

3. The implementing stage

Week 1 ‘Passive Voice’

The learning topic ‘*Passive Voice*’ aimed for the students to be able to use it in English communication. Board games (asking and answering question based on the topic-passive voice) are used to stimulate them to speak in English. Moreover, the students are asked to do some exercises about passive. Then, their writing exercises should be submitted and used as portfolio (work assignment). Games (board games) and song (Today in Louisiana) were also used for relaxing besides providing the students more chances to exercise the target language and lastly students were assigned to practice English speaking. Songs and games were used to make the learning atmosphere more enjoyable. Games and songs were used for relaxing as well as providing more practical chances for students to exercise the target language and lastly students were assigned to work with writing exercise.

Week 2 ‘Adjective Clause’

The topic ‘*Adjective Clause*’ aimed for the students to use adjective clause in English communication. The learning topic ‘*Adjective Clause*’ aimed for the students to be able to use it in

English communication. The students are asked to do some exercises about passive. Then, their writing exercises should be submitted and used as portfolio (work assignment). Group Games (making a sentence with adjective clause based on the cards chosen) and Compound words Game (Double, Double) were also used for relaxing besides providing the students more chances to exercise the target language and lastly students were assigned to practice English speaking. Those two games were used to make the learning atmosphere more enjoyable. They were used for relaxing as well as providing more practical chances for students to exercise the target language and lastly students were assigned to work with writing exercise.

Week 3 ‘Giving Instruction to Clients (Imperative Sentences)’

The topic ‘*Giving Instruction to Clients (Imperative Sentences)*’ aimed for the students to use imperative sentence in English communication. The learning topic ‘*Giving Instruction to Clients (Imperative Sentences)*’ aimed for the students to be able to use it in English communication. The students in a group are asked to make some examples of imperative sentence given to clients. Next, they will do *Simon Says Game* (asking another group to do what they instruct to them based on the instruction they have made). It is used for relaxing besides providing the students more chances to exercise the target language. The students were very happy and had fun with this learning activity.

Week 4 ‘Parts and organs of body and Describing people’

The topic ‘Parts and organs of body and Describing People’ aimed for the students to

know parts of human body in English and they are able to mention parts of human body (internal and external) and also able to describe the client’s physical appearance. Besides, they will sing songs (*my eyes, my ears, my nose, my mouth*) and (head, shoulders, knees and toes). Then, the students will play *Touch Your Body Game* like *Simon Says Game* (the lecturers ask the students to touch part of human body based on what they instruct to them and vice versa).

Game and song are used for relaxing besides providing the students more chances to exercise the target language and lastly students were assigned to practice English speaking. Then, they describe their friends based on the physical appearance.

CONCLUSION

There were many factors affecting students’ language learning efficiency: motivation, learning atmosphere, learning instruments/resources, students’ attitude to the target language, culture, students’ learning background and students’ living environment. Therefore, while implementing the research procedures, the researchers had to apply these factors to promote their students’ English learning. Moreover, they learned from the project that instead of using just a single teaching approach, they must be flexible to apply a variety of teaching techniques and styles for fostering and encouraging students to learn and develop themselves to achieve their learning goals.

This action research study also encouraged them to work more rigorously and reflectively which was very useful for my development as a teacher. They learned to use the reflective data from the previous cycle for adjusting and developing my teaching arrangements in the next

cycle which they had never done before. They acknowledged that teachers can really adopt or apply research procedures in class to support and develop our instructional efficiency which finally will benefit our students' learning performances. Factors to support the development of students' language performance are motivation and practical teaching materials. Factors hindering the development of students' language competence are students' negative attitude on learning English and students' low literacy, low self-esteem, cultural barriers and student lack of opportunity to use the target language. After describing the result of the data analysis, there are some suggestions that may be useful to improve the students' target language competence. The followings are some formulated suggestions:

1. Knowing the students' learning background and styles
2. Employing a variety of teaching approaches or techniques
3. Applying the motivational strategies by building up a supportive learning atmosphere, teacher and students' good rapport, using practical teaching resources/materials, rewarding
4. Employing the communicative approach from the start of schooling
5. A supportive environment or activities
6. In-service teacher training
7. The adjustment of the testing system
8. Sufficient teaching and learning resources

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