

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher provides the answer of the research questions that have been mentioned before in chapter I. This chapter is divided into three parts: data description, findings and discussions.

4.1 Data description

The data of this study were teaching strategies which were collected from observing English tutors of four different classes and were collected twelve times and also students' opinions which were collected from interview of 10 students of four different classes.

The teaching strategy of teaching speaking was investigated by looking at the teaching activities and procedures that were employed by tutors during teaching and learning process. The researcher also analyzed students' opinions toward teaching strategies that are employed by English Tutor.

4.2 Findings

After analyzing the teaching strategies of speaking skill used by English tutors at Kampung Inggris, Pare, the researcher encountered some findings as presented below.

4.2.1 Findings on Teaching Strategies

The result of the study shows that lecture, drilling, dialog, discussion, role-play, presentation, debate, games, cooperative learning, and task were employed as teaching strategies of speaking skill in Pare. It can be seen from this table.

NO	Teaching Strategies	M	M	M	M	M	M	M	M	M	M	M	M	f
		1	2	3	4	5	6	7	8	9	10	11	12	
1	Drilling		x	x			x							3
2	Dialog				x	x	x		x	x	x	x		7
3	Discussion				x	x			x	x		x		5
4	Role-Play							X						1
5	Presentation	x			x	x			x		x	x	x	7
6	Debate					x	x							2
7	Games										x	x	x	3
8	Cooperative Learning								x	x				2
9	Task		x			x				x				3
10	Other: lecture				x	x	x				x	x	x	6

Table 4.1 table of teaching strategies of speaking skill in Kampung Inggris, Pare.

On this table, we could see M1-M12 stand for meeting one till meeting twelve and “f” stands for frequency. M1-M3 were conducted in the class which is for the beginner learners, while M4-M6 were conducted in the advanced class, and M7-M12 were conducted in two intermediate classes. From the table analysis of teaching strategies of speaking skill in Kampung Inggris, the most frequent teaching strategy that was employed is Dialog and Presentation (7 times) then followed by lecture (6 times), Discussion (5 times), Task, Drilling and Games (3 times), Debate and cooperative learning (twice) and Role play (once). The beginner class employed drilling, presentation, and task strategies, while the intermediate class employed dialog, discussion, role-play, presentation, games, cooperative learning, task and lecture strategies and also advanced class employed drilling, dialog, discussion, presentation, debate, task, and lecture strategies.

4.2.2 Findings on Students’ opinions

From the analysis of interview, students showed a positive opinions toward the strategies that were employed by the tutors. According to the analysis, teaching strategies that were employed by the tutors increase students’ vocabularies, build their confidence, promote level of thinking, improve their pronunciation skill, improve their knowledge, and teach them to cooperate.

The findings of the study clarified the gap of the study conducted by Anjaniputra, Thomson, Piller and Skilling, and Shinn regarding the level of proficiency of students and students’ opinion toward the strategies. This study observed three different level

of proficiency such as beginner/elementary class, intermediate class, and advanced class while the previous studies mostly conducted in one level of proficiency and also this study provided students' opinion regarding teaching strategies that employed by the tutors while the previous study mostly didn't provide the opinion from the students yet provide the factors which influenced in deciding teaching strategies. Only the study from Anjaniputra who provided the responses from the students.

The level of proficiency influenced the teaching strategies employed in the class. In this study, for instance the beginner class was intended for those who are really not able to speak English or amateur in speaking English, therefore they are asked to bring headset and hand phone in the class so that they can listen the dialogs and practice the dialogs that were given by the tutor, this activity classified as drilling and it is appropriate for the beginner level. This class allowed their students to use their native language. In the intermediate class, it is intended for those who want to make their speaking smooth and natural, inspired, and open-minded, this class uses 75% English in the class so that dialog, presentation, role-play, etc are appropriate to be implemented in these classes to make them accustomed with Speaking English. In the advanced class, it is intended for those who want to fluent in English, in this class the tutor provides the knowledge regarding current issues and news. This class uses 100% English so that dialog, discussion, debate, etc. are appropriate for this class.

4.3 Discussions

The further explanation about the findings were presented below

4.3.1 The types of teaching strategies

There were 10 findings on the types of teaching strategies of speaking skill that were employed by the tutors. The data were obtained from field note and the table of observation of 4 different classes. Those strategies were:

4.3.1.1 Lecture

The tutors employed lecture to explain the material to the students. According to Killen (2007) Lecture is teacher-centered approach, teacher has direct control over what is taught and how learners are presented with the information they are to learn. The tutor used white board to write down the material for instance how to open and close a public speaking.

From the activity during teaching and learning process, we could see how tutor employed lecture in the class.

Example 1

T: (write the point of material on the board) first, you invite somebody to follow your movement, for example “if I say yes you may say spirit, if I say good morning you may say yes, if I say how are you, you may say yes I’m spirit.” (Then the tutor write the next point on the board and explain the point again)

This indicates Lecture which belongs to Expository/ deductive or direct instruction strategy where she wrote the point of the material and she explained it

to the students. When tutor explained about what students should do when opening and closing public speaking, she write down the point such as “inviting people to follow your movement”, “giving summary”, “giving restatement”, etc. At the end of explanation, tutor asked students if any questions about the material that she had explained.

4.3.1.2 Drilling

Drilling was used by the tutors to make students are habituated in listening English and speaking English. Freeman (2000) mentioned that the features of drilling are, using dialog to present new vocabulary and structural pattern, dialogs are learned through repetition and imitation, drills are conducted based upon the patterns present in the dialogue, and grammar is induced from the example given.

From the activity during teaching and learning process, we could see how tutor employed drill in the class.

Example 2

T: Kalian sudah dengar audio file yang kemarin saya kasih kan? Sudah di tulis dibuku kalian?

S: Sudah

T: Sudah latihan dan ngafalin di camp atau kost an?

S: sudah...belum

T: siapa yang belum? Kan kemarin miss bilang hafalin di kost an atau camp kalian, yaudah kalo gitu miss kasih 10 menit buat prepare ya, abis itu yang sudah siap perform didepan.

This activity indicates drilling which belongs to expository/ deductive or direct instruction strategy as tutor said “*Sudah latihan dan ngafalin di camp atau kost an?*” and asked students to repeat the utterances in the dialog that were wrong in pronunciation. In this activity, tutor gave the students a recording file about certain topics such as *asking about location* and *inviting someone* before the meeting, then students have to transcript the dialog present in the recording and practice the dialog in their boarding house or camp. In the day of meeting tutor gave them a chance to practice the dialog in 5-10 minutes and after that they have to perform it in the front of the class. After all the students had performed, tutor correct the sentence or words that were wrong and asked students to repeat the utterances. The tutor also told them the meaning of a phrase or sentence and vocabularies such as “down this street”, “five minutes or so” and “t-junction”. After the students understood about how to asking for location, the tutor asked some students to made their own sentence.

However from the analysis of questionnaire, one tutor stated that she/he occasionally used dialog to present new vocabulary and structural pattern while three tutors often use the dialog. Three tutors stated that they often ask students to repeat and imitate the dialog that was given while one tutor stated that she/he occasionally ask for it. Two tutors also stated that they occasionally use the patterns present from the dialog to conduct drilling, while two tutors often use it to conduct

drilling and also all the tutors often teach grammar indirectly by using the example from the dialog.

4.3.1.3 Dialog

Dialog were employed by the tutors frequently, from the analysis of questionnaire, all the tutors stated that they often ask students to do conversation to exchange information or opinion.

According to Hornby in Azizah (2013) in the dialog, teacher/tutor asked students to do conversation, talk, or discussion to exchange information or opinion. The topic of the dialog can be their yesterday activities, news, or things around them for instance tutor gave students some photos and asked them to do conversation and tell their friend about the picture/photo that they got from tutors.

From the activity during teaching and learning process, we could see how tutor employed dialog strategy in the class.

Example 3:

T: can you tell me what the news you have read?

S1: Panama paper miss

T: and you?

S: Curriculum 2013

(Tutor was asking the students one by one and pairs them according the topic)

T: (tutor pairs the students according the topic) ok, now tell your partner about the news you have read this morning, you can tell the information that you get, or give your opinion about the issues.

In this activity, the tutors asked students to tell her about the news that students have read before they went to the class. The news is about current issues such as kebiri law and panama paper. Tutor pairs them according to the news they have read.

This activity indicates dialog which belongs to discovery/ inductive or indirect learning as tutor said “*ok, now tell your partner about the news you have read this morning, you can tell the information that you get, or give your opinion about the issues.*” In this activity, the students are given a chance to say anything that they got from the news, or give their opinion about the news. At the end of the activity, tutor asked one student to tell the summary of the news that he/she got from his/her friend.

4.3.1.4 Discussion

Tutor employed the discussion strategy in the class which allows students to discover and state a personal opinion or perspective (Orlich et al, 2010). From the analysis of questionnaire all the tutors stated that they often allow students to discover and state their personal opinion or perspectives about certain topic that was discussed in the class. In this strategy, Questioning activity can be used as a trigger in discussion.

From the activity during teaching and learning process, we could see how tutor employed discussion in the class.

Example 4

T: our topic today is a bit serious, it's about education, what do you think about education?

S: education is a root. Everyone needs education. If all people were educated, it will reduce unemployment in Indonesia, and meningkatkan morality of young generation.

T: increase the morality of young generation, yes. And how is your opinion about morality in Indonesia?

This activity indicates discussion which belongs to discovery/ inductive/ or indirect learning as tutor asked “*what do you think about education?*” then student stated his/her opinion “*Education is a root. Everyone needs education. Is all people were educated, it will reduce unemployment in Indonesia and meningkatkan morality of young generation.*” In this activity, tutor decided “education” as the topic. Tutor asked the students some questions and the students stated their answer and opinion. At the end of questioning activity, tutor gave an explanation and his own opinion about the topic and also shared his experience regarding the topic.

4.3.1.5 Role Play

The tutor employed role play in the classroom to see how the students react in the situation that is given. According to Harmer (2001) Role play is a process-oriented group technique in which students act out or simulate a real-life situation. Before begin the role play, tutor should tell the students the simulated environment, the students must be given the information that they need to play the role such as what their role is, what they think, and what they feel (Harmer, 2001).

From the activity during teaching and learning process, we could see how tutor employed lecture in the class.

Example 5

T: and now I want you to discuss with your partner about how to make an ice breaker. (tutor divided them into 5 groups consists 2 students). Sudah dpt partner semua?

S: sudah, ada yang bertiga mr.

T: that's okay.

T: so, kita akan latihan bagaimana melakukan ice breaker, kalian bisa lihat list pertanyaan untuk melakukan ice breaker di modul. Imagine that your partner is a foreigner and you as an Indonesian, so this is your first time to meet. Don't forget to state the place, it's up to you.

This activity indicates role play which belongs to discovery/ indirect or inductive learning since in this activity, the tutor told the students to practice “how to make an ice breaker”. They were told to make the scenario, what their roles and decide the place where the role play took place. To insist them in making scenario, tutor allowed them to use the ice breaker questions from the book (modul).

According to analysis of questionnaire, three tutors often ask students to play roles while one tutor rarely asks students for it. Two tutors often tell the students their roles in the situation that they give, while one tutor occasionally tells the roles, and one tutor rarely tells the roles. One tutor often tells the students regarding the role's characteristic, thought, and feeling, two tutors occasionally tells the students about it, while one tutor never tells the students about the characteristic, thought, or feeling of the roles. Three tutors occasionally tell the students the situation of the

role-play, while one tutor often tells the situation of role-play. The last, all of the tutors often tell the students what they should do during role-play activity and tell them the information that they need to carry during the activity.

4.3.1.6 Presentation

Presentation was employed to let the students to present their ideas in meaningful respected form. It should also include a slide show which ought to be managed of how much information it contains (Mousawa and Elyas, 2015).

From the activity during teaching and learning process, we could see how tutor employed presentation in the class.

Example 6:

T: Welcome to stand up show.... (Tutor was opening the standup session) Siapa yang akan stand up hari ini?

S1: riska, putri sama putra miss.

T: So, who's the first speaker? Siapa yang mau maju duluan?

S2: aku miss

T: oke Riska, let's start the standup show (applause)

This activity indicates presentation which belongs to discovery, inductive or indirect learning since in this activity, we can see that the students were asked to present their ideas or the information that they got in front of the class, the topic was decided by students therefore every students has different topics. The topics could be familiar topics such as online shopping, gojek, environment, etc. During the presentation, students didn't use any visual aids or slide show because the lack

of learning media. At the end of their presentation, there will be an asking and question session from their friends, for instance “*Have you ever made your customer disappointed to your service?*” or “*how to avoid barang palsu when you are going to shop in olshop?*” This is a daily stand up show, therefore there will be speakers every day. Usually, presentation activities in Pare didn’t use visual aids or slide show, therefore the presentation is usually a public speaking such as stand up show or speech.

According to analysis of questionnaire, three tutors often ask the students to present their ideas/information in creative ways, while one tutor occasionally ask for it. Two tutors often ask the students to use visual aids for presenting their ideas, while two tutor occasionally ask student to use visual aids. Also, two tutors rarely ask the students to include slide show in their presentation, while two tutors never ask the students to include slide show in the presentation.

4.3.1.7 Debate

Debate was employed by the tutors in teaching speaking skills to share students’ ideas and opinion (Mousawa and Elyas, 2015). According to Freeley and Steinberg in Kennedy (2007) Debate is used to make a decision in his or her own mind or to convince others to agree with them.

From the activity during teaching and learning process, we could see how tutor employed debate in the class.

Example 7:

T: Yesterday, I told you to read the news about panama papers right? Have you read it?

S: yes miss.

T: so today, I want you to argue about panama papers policy. I will divide you..... maya, you with Edward. Yoga with fatah (she continue divided the students to work in pairs). You might choose whether you agree or disagree with PPP. If you agree with PPP, state the reasons why you agree yet if you disagree with PPP, state the reason why you disagree with PPP. Is any questions before We start?

S: No miss

This activity indicates debate which belongs to discovery, inductive, or indirect learning as in this activity, students are asked to argue about the topic they have read yesterday. One students will agree with the topic and another one will disagree. They should mention the reasons of their choice, maintain their argument, and against various propositions.

According to analysis of questionnaire, three tutors are often allow the students to share their ideas, thought and opinion, while one tutor occasionally allows them to do it. However, one tutor often ask them to prepare the argument for debate, while two tutor occasionally ask them to prepare the argument, and one tutor rarely asks them for it.

4.3.1.8 Games

Games was employed by the tutors in the classroom in order to make students enjoy the speaking activities without having anxiety in expressing their idea. According to Harmer (2001) games that were designed to provoke communication between students commonly depend on information gap so that student has to talk to others in order to get information or exchange information therefore they can complete the games.

From the activity during teaching and learning process, we could see how tutor employed games in the class.

Example 8:

T: now let's practice tentang fillers tadi ya. kita akan main game, namanya Jumping story. So I will tell you a story, and you will continue the story. Usahakan untuk mengurangi "a" and "ehm", gunakan fillers yang sudah kita bahas tadi.

S: bingung miss, maksudnya gimana

T: oke saya kasih contoh ya, so I got up at 5 a.m. and have a morning class at 7 a.m. before I went to the class, I ate my breakfast. It was a delicious breakfast. (Then the tutor throws a bundle of paper to student). If I throw the bundle to you, you have to continue the story. Mengerti?

This activity indicates games which belongs to discovery, indirect, or inductive learning since in this activity, we can see that tutor used games to provoke students to speak. They have to continue the story that was told by the tutor, and reduce the use of "a" or "ehm" to make them more natural in speaking English. If they can't continue the story and use a lot of "e" or "ehm" they will be punished.

According to analysis of questionnaire, two tutors stated that they often challenge their students to play games which can help the students to improve their speaking ability, while one tutor occasionally uses games, and one tutor rarely uses games.

4.3.1.9 Cooperative learning

Cooperative learning were employed by the tutors in the speaking. According to Orlich et al (2010) cooperative learning was used to teach students to work in small group, to accomplish the task, students need to cooperate and interact. From the activity during teaching and learning process, we could see how tutor employed cooperative learning in the class.

Example 9:

T: tadi kita sudah bicara tentang “classroom in finish school” right? Kira kira apa sih menurut kalian yang membuat classroom di finland itu sangat bagus?

S1: education system nya mr

S2: Guru nya mr

T: that’s right, education system di finland itu sangat bagus, kita seharusnya bisa mencontoh system edukasi finlandia. Sekarang coba ke halaman berikutnya. There is an article about “why finland’s school are so successful”, kenapa sih sekolah sekolah di finlandia sangat berhasil? (Then tutor divided the groups) Aziz kemarin sekelompok sama bimbim? Sekarang sama grace dan mukhtar ya. Discuss with your friends about the article and explain each paragraph, kalian jelaskan maksud dari tiap paragraph itu apasih?

This activity indicates cooperative learning which belongs to discovery, inductive, or indirect learning as in this activity, we can see that tutor asked them to discuss and explain each paragraph in the article in the group, there are four

paragraphs in the article, so the tutor also told them to divide each paragraph for every group member. At the end of activity, students were asked to explain what they have read in front of the class with their group.

According to analysis of questionnaire three tutors often ask their students to work in group of three or four people, while one tutor occasionally asks the students to do it. Two tutors often give the tasks to students during group activity, while one tutor occasionally gives the students task during group activity, and another tutor rarely gives the task during the group activity. Three tutors often ask their students to honor every differences ideas, thought, perspectives, and opinion that occurred during group activity, while one tutor occasionally asks the students to do so. One tutor often asks the students to divide the labor among the member group, two tutors occasionally ask students to divide the labor, and another tutor rarely asks them for it. Also, two tutors often ask their student to learn autonomous with their group, while one tutor occasionally asks their students to learn autonomous, another tutor rarely asks their students for it.

4.3.1.10 Task

Task was employed by the tutor as teaching strategy in teaching speaking. According to Harmer (2001) in task based learning Students are presented with a task they have to perform or the problem they have to solve. Interaction occur while the learners work to complete the task (Freeman, 2000) From the activity during teaching and learning process, we could see how tutor employed task in the class.

Example 10:

T: so you guys have got the paper?

S: yes miss

T: this is a story about someone's relationship. It's about Sachiko and Amir international relationship. Sachiko is Japanese and Amir is Hindi who asked Sachiko to marry him. Sachiko don't know what to do because they have different culture. Pretend that you are Sachiko's friend, you have to help Sachiko. What should Sachiko do?

This activity indicates task-based which belongs to discovery, indirect or inductive learning since we can see that the tutor gave them a problem to be solved, they have to choose one of the five solutions that have been written on the paper and tell their opinion regarding their choice. They have to state the reason why they chose that solution.

According to Analysis of questionnaire, one tutor often gives students a task which must be performed or solved during activity, while two tutors occasionally give students a task which must be performed or solved, and another tutor rarely gives the students a task to be performed or solved. Also, one tutor often tells the students to discuss or exchange information to complete the task while three tutors occasionally tell the students to do it.

4.3.2 Students' opinions on teaching strategies

The data were obtained from interviewing 10 students of 40 students from 4 different classes. Q1-Q13 stand for question number one till 13 and S1-S4 stand for students who had interviewed. From the analysis of interview transcript, students

showed a positive opinions toward the strategies that were employed by the tutors. According to the analysis, teaching strategies that were employed by the tutors increase students' vocabularies, build their confidence, promote level of thinking, improve their pronunciation skill, improve their knowledge, and teach them to cooperate. The further explanation about the findings would be presented below.

Q1: Did tutors employ dialogs from Audio/book to teach new vocabularies and structural pattern and ask you to repeat and imitate the dialogs? How do you think about this activities?

S1: Yes she did, it makes us understand the correct pronunciation.

S2: yes, it really help me to increase my vocabularies

S3: yes, I become more confidence

S4: yes, I am able to pronounce the English words well

From the students' answer, we can see that they experienced Drilling teaching strategy. This strategy made students more confidence to speak English, able to pronounce the words correctly, and increase their vocabularies. Yet 3 of 10 students said that they didn't experienced this strategy, they didn't use dialog but reading texts to increase vocabularies.

Q2: Did tutors ask you to do conversation with your friend to exchange information and ideas? How do you think about this activity?

S1: yes, it trained me to confidence. More often we practice in conversation, students are able to speak English faster.

S2: Yes often, the effect is I become braver to speak up English, to tell opinion, even to questioning the opinion of my friend.

S3: yes, this activity made us more confidence in communication.

S4: yes, I become more understand how to tell an information to other people.

Dialog was employed by all the tutors. By this strategy, students gained confidence in speaking English, they become braver to speak up, they are able to tell opinion and ask for opinion, and they become understand how to tell an information. By doing this activity, students were trained to use English more often in the class, so that they have become accustomed to use English in the conversation.

Q3: did Tutor allow you to discover and state your own opinion and perspective about certain topic during learning activity? How do you think about this activity?

S1: yes, they really allowed me to state my opinion and the impact was I am more confidence and it was my mental training in speaking English

S2: yes, I become more fluent in speaking English and it also helped me to have a logical and structural way of thinking.

S3: yes, this activity helped us to develop our thinking ability and made us braver.

S4: yes, it made the class' atmosphere more active.

From the students' answers, it showed that Discussion assisted them to be more confidence and braver in speaking English, to be accustomed to tell opinion, ideas, and thought using English, have a logical and structural way of thinking, and develop their thinking ability. The topic of discussion is usually the current issues so that they use their critical thinking during discussion.

Q4: did tutor ask you to do real simulations and tell you what you should do during the simulation? How do you think about this activity?

S1: no she did not

S2: yes she did, it made me understand how to do transaction.

S3: yes, this activity trained our confidence

S4: yes, I become more professional in doing something that I should do.

From these answers, we can see that simulation helps students to be more confidence in speaking English and helps students to experience the real situation of an event, occupation, etc. This strategy helps students to enhance their speaking ability in an enjoyable way.

Q5: did tutor ask you to play a role and tell you what your role is including the detail information about the role that you are going to play, and the situation in that role? How do you think about this activity?

S1: no, she did not

S2: it seems that we had never done it yet, only dialog

S3: yes, this activity gains me confidence

S4: yes, I had ever become a motivator. It made me braver to speak in front of the public

This strategy were employed occasionally in the class yet according to students who experienced Role-play strategy in their class, this strategy gains them confidence and made them braver to speak English in front of the public. Role play helps them to learn English in a fun way since students have to pretend to be other people in this activity just like drama.

Q6: did tutor ask you to present ideas, thought or information that you have in the proper way and did tutor ask you to use slide show or visual aids during presenting the information? How do you think about this activity?

S1: no she did not

S2: tutor asked me to present ideas/ information that I have yet didn't use slide show. I become braver in public speaking

S3: yes, but I didn't use slide show or visual aids. This activity made me more confidence and braver to communicate in the proper way.

S4: yes, I become more confidence

These students' answers showed that they were asked to present their ideas in the proper way but most of them didn't use slides or visual aids since the visual aids and media are limit in every language institutes. Some of the students didn't experience this activity because their class focused on making a habit in basic speaking and basic listening. By this strategy, students became braver and more confidence for doing public speaking in the proper way.

Q7: did tutor allow you to discover and state your own opinion and perspective about certain topic and asked you to prepare arguments to against various proposition? How do you think about this activity?

S1: yes, it made me brave to take an action.

S2: yes, I am braver to think deeper about the certain topic and it forced me to dig my vocabularies.

S3: yes, I like it because it helped me in arranging sentences

S4: no she did not

In those classes, debate is usually used in pair work form and is applied for the classes which the students have been intermediate levels. Therefore some students didn't experience this strategy in their class. From this strategy, students become braver to make a decision about the action that they would take regarding topic or issues that was being talked, and they also can develop their thinking level.

Q8: did tutor use games which require you to give or exchange information to each other to provoke English communication among students? How do you think about this activity?

S1: yes, this is a good activity since it increase the intimacy among students in the class and it trained our confidence.

S2: yes, the aim of this activity is good which is for making us speaking in English

S3: yes, it made us more relax and enjoy during learning.

S4: yes, it is used in order to make English easier and it is for fun.

From these answers, it ca be seen that students gave a positive response regarding this strategy. Games make the student easier in learning English because it is applied in relax, enjoy, and fun atmosphere.

Q9: did tutor ask you to work in small group to accomplish the tasks given and asked you to divide the labors with your group? How do you think about this activity?

S1: yes, I become more responsible and solid

S2: yes the impact is we become solid and intimate to each other and we can exchange our ideas.

S3: yes we become able to practice our solidarity

S4: no she did not.

This strategy was used in order to build students' solidarity and to see their responsibility in their group. According to students' answer, this cooperative learning made them solid and responsible with the tasks which were given by the tutors. It also made them to be more active in the class.

Q10: Did tutor ask you to do conversation in your native language which will be translated into English by the tutor and recorded in order to make the conversation as your task? How do you think about it?

S1: no she didn't

S2: no, because my class used 100% English

S3: no

S4: No, he didn't

These answers showed that they had never experienced this strategy in their class.

Q11: Did tutor have less interaction in the class and tend to let the students discovering, finding, and creating the language, and tend to use facial expression and gesture while insist students in learning? How do you think about this activity?

S1: no, she did not

S2: the way we learn in the class was the tutor explained the material, then we practiced with our friends.

S3: no, because tutor has enough interaction in the class

S4: yes, it made us autonomous.

From these answers, it can be seen that most of the students didn't experience this strategy because it is rarely used in the class. Yet this activity is aimed to make the learners autonomous while learning in the class.

Q12: did tutor give you commands and do the commands with students in the class and ask you to demonstrate the commands by yourself? How do you think about this activity?

S1: no, she didn't

S2: yes she did, it increased my vocabularies and made me understand the correct pronunciation.

S3: yes, it made me more understand about expression in English

S4: no, he did not

This strategy is occasionally used in the class, therefore there are students who experienced this strategy and there are students who didn't experience it. According to students' response, it can be seen that this strategy increased their vocabularies, their ability in pronunciation, and increased their understanding in expression.

Q13: Did tutor give you some tasks that you have to perform or some problems that you have to solve? How do you think about this activity?

S1: yes she did, it really trained my brain to think

S2: yes, it improved my knowledge

S3: yes, it can develop our ideas.

S4: as I remember, we didn't solve the problem, but we only know and understand the content of current issues.

Most of students experienced this strategy in their class, this strategy made students improving their knowledge, improving their thinking level, and developing their ideas because they have to accomplish the task that were given by the tutors, so they are forced to have deeper understanding in this activity.