

WHY THEY ACT THE WAY THEY DO?: PEDAGOGICAL PRACTICES OF EXPERIENCED VOCATIONAL ENGLISH LANGUAGE TEACHERS IN INDONESIA

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Abstract

This study was aimed at revealing pedagogical practices of experienced vocational English language teachers, focusing on their lesson planning as well as teaching and classroom management practices, and to understand why they act the way they do. Data were collected through interviews with 5 selected experienced vocational English language teachers and 28 sessions of observations. The results indicated that, in terms of lesson planning practices, they designed potential lesson content from various sources, identified specific linguistic goals, and made appropriate decisions about time sequencing. In terms of teaching practices, they employed a wide variety of techniques (scaffolding, discussion, games, presentation, writing/drawing, and individual task), focused on speaking skills, used handouts, and utilized colourful markers and whiteboard. In terms of classroom management practices, they organized students into groups/pairs, moved around the classroom, arranged classroom in traditional way, addressed misbehaviour, and gave reward and punishment. The pedagogical practices were able to promote effective learning and give positive impact on the students' behaviour. The results of this study can be used by relevant stakeholders as one of the platforms to understand the current pedagogical practices of experienced vocational English language teachers in Indonesia.

Keywords: pedagogical practices, experienced teachers, vocational English language classroom

INTRODUCTION

The National Education Blueprint for Smart and Competitive Indonesians 2005-2025 prioritizes the development of vocational education and training (VET) sector and focuses on increasing the number of vocational schools and improving the English communication skills of their graduates (Ministry of National Education, 2005). This initiative was implemented to meet the high demand for young and skilled human capital by the industry. To achieve this goal, vocational schools need to be well equipped and one of the most important variables is the teaching staff the schools hire. In this respect, competent teachers are needed and the government has positively responded to this need by introducing the teacher professional development (TPD) program which focuses on enhancing the competence of the teaching staff. However, there are still concerns on the competence of the Indonesian vocational teachers.

A study by Wasimin (2009) on English vocational school teachers in Central Java, Indonesia has shown that their English competence gauged from the TOEIC (Test of English as an International Communication) score was lower than what is required. While the requirement was 550 out of 990, most of the teachers scored less than 460. In addition, the findings of the pedagogical test conducted by the regional office of education also revealed that 80% of these teachers were on the unsatisfactory band with most of their average scores being less than 57 (out of 100).

The concern on vocational English teachers was again brought to the fore recently after the government released the results of the Teacher Competence Test or Uji Kompetensi Guru (UKG) 2012, a nationwide test that assessed their language pedagogical competencies. The results revealed that the highest score was 77.50 while the lowest was 0. The average score was 37.00, far below the pass mark of 70.00.

In the province which serves as the context of this study, the results were equally discouraging (Ministry of Education and Culture, 2013).

A number of studies have also found that the teachers' lack of pedagogical competence is the major problem in Indonesian English language classroom. As a result, the students failed to understand the lesson (Rido, 2018, 2017; Rido, Nambiar, Noraini, 2015; Mattarima & Hamdan, 2011; Marcellino, 2009; Zulfikar, 2009; Lie, 2007).

According to Richards (2011), *Undang-undang guru dan dosen* (Teacher & Lecturer Law) of Republic of Indonesia No. 14 (2005), and Brown (2001), besides having technical knowledge, interpersonal skills, and personal qualities, teachers, especially language teachers, are obliged to be pedagogically competent. They have to be excellent in planning lessons, deciding the most suitable teaching techniques, managing classroom, and designing appropriate assessment. They are required to understand learners' needs, diagnose learners' learning problem, plan suitable instructional goals for lessons, select and design learning tasks, evaluate and choose published materials, identify specific linguistic goals, adapt and make use of authentic materials, make appropriate use of technology. Besides, they have to be able to design and use interactive and intrinsically motivating technique to create effective classroom practice. With their knowledge, teachers are required to efficiently execute lesson plans and engage students with meaningful interaction in the classroom so that the learning objectives can be achieved.

All teachers must perform most effectively, but experienced teachers are supposed to lead the others and give the best learning experience to the students to enable them to be on par with global workforce standards. It is important to investigate how they perform in the classrooms. Their voices are also necessary to be heard to understand why they act the way they do in their classrooms. These allow for a clearer picture of their pedagogical competence. Thus, this present study attempted to reveal

pedagogical practices of experienced vocational English language teachers in Indonesia, focusing on their lesson planning as well as teaching and classroom management practices, and to understand why they act the way they do in their classrooms.

METHODOLOGY

The Participants

By using purposive sampling method, five vocational English teachers were selected as participants based on a set of criteria such as education, mastery of content subject, accomplishment, experience, and recommendation from school authorities as well as teacher colleagues. In addition, this study required the teachers to have at least 10 years teaching experience as an additional criterion because the literatures have established that experience is an important attribute of teacher quality (Noraini, Azliza Haniem, & Nambiar, 2013; Suharti, 2013; Jacobs, Gregory, & Hoppey, 2009). Berliner's (1988) model of pedagogical expertise also indicates that a teacher with this teaching experience can be categorized as an expert teacher, the highest of the five stages of teacher expertise development after being a novice, advanced beginner, competent, and proficient. Experienced teachers are regarded as having more pedagogical knowledge and know their students better so that they know how to teach them effectively (Jacobs, Gregory, & Hoppey, 2009; Rice, 2003).

In this study, five selected teachers, Teacher A, Teacher B, Teacher C, Teacher D, and Teacher E, held a degree in English language education, taught English subject, achieved teacher certification and attended various teacher professional development program. They also had more than 15 years of teaching experience.

Data Collection and Analysis

Using a qualitative research design, this case study was carried out in three vocational schools in Lampung province, Indonesia. The research instruments used in this study

were interviews and observations. In total, this study interviewed five experienced teachers and observed 28 formal teaching sessions. Interviews were done to elicit information about their lesson-planning activities and to review their pedagogical practices employed in the classrooms—what took place during the lessons and why they carried out certain practices. Meanwhile, observations were conducted to capture and reveal both verbal and non verbal behaviors of the teachers in relations to their pedagogical practices (teaching and classroom management). The validity and reliability of the qualitative data obtained were done through three procedures namely prolonged engagement at research site, member checking, and peer debriefing.

The data were analyzed using a five-step analysis. First, all data gathered from interviews and observations were organized and labelled in separate folders in one database. Second, open-coding was done. Here, the data were studied carefully and the researcher was open to any possible category. Third, after open-coding the data, similar characteristics might be developed and the emergent themes were obtained. Fourth, after having the emerging themes, focus-coding was conducted to classify them into sub-categories. Fifth, the final emerging themes were triangulated and presented.

FINDINGS

This study was objected to reveal pedagogical practices of experienced vocational English language teachers, focusing on their lesson planning as well as teaching and classroom management practices, and to understand why they act the way they do.

Lesson Planning Practices

The results show that the most common lesson planning practices employed were (1) designing lesson content from various sources, (2) identifying specific linguistic goal, and (3) making appropriate decision about time sequencing.

Design Lesson Content from Various Sources

The teachers believed that lesson plan is the fundamental of teaching because it contains teaching materials, media, teaching scenario, sources, etc. Their lesson plans were dynamic and open for revision each year. They designed their lesson plans from various sources during semester break with their colleagues. The teachers made use potential lesson content from various sources because they wanted to fulfill the needs of the students, give more exposure to them, and ensure that they got the most relevant and current materials. The followings are the teachers' comments.

“I think lesson plan is very important for me, it's the key succes of teaching, for me preparation is everything, before I come to the class I should prepare the material, prepare the media, etc. I design my lesson plan based on the command from Ministry of Education...I usually spend my time to design my lesson plan during holiday. Usually after the semester we get about two until three weeks of holiday so at that time we discuss with other teacher to design our English lesson plan...sometimes we also make a new adaptation from the previous semester... I have tried to find the sources in the internet which is so very simple, like the graph when I got it from the sources what is it eee eee lesson for the elementary students and my banks of materials... but of course I need to adjust those to the specific purposes since it is vocational school, English for computer, English for mechanical engineering, etc... How we design the syllabus is actually based on the needs of the students”

(Interview with Teacher A)

“We have a team. I contact my colleagues to design the lesson plan...Once in a year I put aside some

unimportant materials if I think that this material is not really important... actually we have known the content, so it's not the big deal. Experience really helps me. From experience I can design my plan. I also get from my reading. Sometimes I read books as my guide. I try to study before designing... We don't use particular books. We take from various kinds of sources. I use the latest books and copy that for students. I also discuss with other teachers to find some sources... We adapt the lesson to the students, and depend on the challenges we face when we are teaching in the class."

(Interview with Teacher B)

"I think it's very important, without lesson plan, we cannot do anything, if we want to teach the student in the class, we should have the preparation. The material that we want to teach I arrange it myself. Other teachers, they also make it by themselves, but there has been a guideline or principle, we refer it to syllabus, which has been arranged by the teacher's team. But to describe the syllabus for lesson plan, it depends on the teachers in designing the lesson plan... We use many references... from watching the video... Other references, we get from some books. The student can get the book from the teacher and they have to buy it. It is a compulsory, but we also use the book from library...aaa we let the students to get materials from internet, magazine and also newspaper and other sources... I think it will be meaningful if I use materials from different sources, you know since there is the internet, materials can be easily accessed..."

(Interview with Teacher C)

"Right now it is faster to design because of the experience I get. The experience makes me know the weaknesses of the lesson plan... I read some books, and adapt from those... so the students get the latest information."

(Interview with Teacher D)

"For example, while teaching various kinds of occupations, I brought real curriculum vitae and job application letter and combined them with some other sources like Realia, 'global access to the world of work' book, 'English grammar in use', and Harraps communication games. Another example, I used materials from 'practical English usage' book, 'global access to the world of work' book, person to person, and 'English for Vocational School' book while teaching daily activity...because teaching is not only giving the students the knowledge, but also experience, so we want to give more exposure...how to learn English through some activities."

(Interview with Teacher E)

The teachers' comments indicate that their creativity and commitment are exceptional as they spend time compiling materials from various sources. Li (1998) and Weaver II, Wenzlaff, and Cortell (1993) state that the lesson plan of experienced teachers is characterized by the utilization of authentic-life and current materials relevant to the needs of the students.

Identify Specific Language Goal

The teachers also agreed that they integrated four language skills. The teachers focused on speaking, listening, reading, and writing skills because they wanted the students to become a competent user of English. However, they put great emphasis

on speaking skills. Their comments can be seen below.

“Speaking, listening, writing, in teaching, we try to combine those components, but speaking is the main focus. For vocational students, communication skill is the main objective.”

(Interview with Teacher A)

“We have four skills; listening, reading, writing, and speaking. Sometimes we only focus on reading, for writing is not really much, but especially for speaking it has a little time, so I combine it, but of course it is centered for English as the tool of communication. The curriculum is designed to enable the students to speak English. We want them to be good in speaking English. This will be useful for their future.”

(Interview with Teacher B)

“I always expose my students to speaking activities like expressing feelings, practicing dialogues, and conducting presentations. I also want the students to read, listen, and write.”

(Interview with Teacher C)

“The main emphasis is to make student to be able to communicate by using English. Speaking is the main skill. It is integrated with other skills such as listening, writing, and reading.”

(Interview with Teacher D)

“Speaking skill is the major one for me. But when I teach, I usually integrate other skills, for example, while they learn about writing I also emphasize them to speak, read, and listen... I want my students to pass their TOEIC test. I hope they are confident using English.”

(Interview with Teacher E)

The above comments show the teachers' awareness on the objectives and outcomes of teaching English in vocational context as stated in the Education Blueprint (Direktorat Pendidikan Menengah dan Kejuruan 2006; Ministry of National Education 2005). As the teachers aim oral fluency, speaking is highly emphasized while other skills are taught integrated into speaking.

Make Appropriate Decision about Time Sequencing

The study reveals that time sequencing and teaching scenario were found in the teachers' lesson plans. This strategy was used by the teachers because they wanted to ensure that the materials were delivered systematically to help students better understand the lesson so that learning objective could be achieved. The following comments show how the teachers make appropriate decision about time sequencing.

“I have my scenario to deliver the materials, step by step, to make the students understand the lesson easier. I normally divide my teaching activities into three sequences, opening, main activities, and closing. So, I open the class and give illustration about topic of the lesson. It doesn't take so much time, maybe 15-20 minutes. After that, I explain materials. I like asking my students to work in group or pair works, discussion and presentation. Sometimes, I give individual task. Before ending the class, I review the lesson, asking the students one by one.”

(Interview with Teacher A)

“I will greet the students and start with do'a (prayer). After introducing the topic, I ask the students to read some materials. In the main activities, I train my students so expressions and then practice using the expressions with their friends.

This activity takes more time. Most of the times, my students work with their friends. If, they have questions, I will answer. In the closing part, I give the students home work. I set time sequence for each activity, so it's easier for me to move from one activity to another activity. The thing is I want students' involvements...I think making the students working together is efficient..."

(Interview with Teacher B)

"Like other teachers, my lesson also consists of opening, main activities, and closing. But, right after opening the class, I want my students to work in group and present the results of their discussion in front of the class. I give them time to create presentation slides. I also give them home work. Time is limited so I always give students home work, so learning objective can be achieved."

(Interview with Teacher D)

"For me, the most important part is the students activities and the lesson objective in each meeting. How many activities that can help students to understand the materials at hand. Because time is limited. I give a lot of examples. If students have questions, they can ask me anytime. But, I always evaluate at the end of the meeting."

(Interview with Teacher E)

The results of the interviews are in line with Lin (2007), Bucci (2003), and Tsui (2003), who believe that teachers with a lot of experiences plan their lesson very well. They are also open for improvisation and anticipate potential challenges as well as prepare alternative strategies.

Teaching Practices

The results of observations indicate that the teachers (1) employed a wide variety of

techniques, (2) focused on communication skills, (3) used handouts as teaching sources and boardmarkers as well as whiteboard as teaching aids.

Use a Wide Variety of Teaching Techniques

It was acknowledged that the teachers used a wide variety of techniques in the classrooms. The most common techniques used by the teachers were scaffolding, discussion, games, presentation, writing/drawing, and individual task. These techniques were used because they wanted to give various learning exposures so that the learning objective can be achieved and adjust the techniques to the condition of the students in the classroom so that they enjoy learning.

These results matched the results of interviews with the teachers. The techniques were used as they wanted to make the lessons easier to be understood, encourage participation, stimulate exchange of ideas, encourage students to be independent learners, make learning fun, and boost their confidence in using the target language in different activities. It is illustrated in the next comments.

"... my technique in teaching, for example to adjust the condition of students. If I only use one technique, it will probably not suitable for the students' level, and of course they will not enjoy study with me...I use examples that the students are usually facing everyday so that it will be easier for them to draw the conclusion...I choose another activity let say discussing in the group, so they can involve all...when you observe our class our class happened to have renovation. I have to rely on whiteboard. I write important points on the board."

(Interview with Teacher A)

"I give the students example ya that the students are usually facing everyday so that there is a guide for the students. It will be easier for

them to comprehend the lesson. After that they create themselves. That is a model from aaa from the teacher ya. Maybe, I'm sure this is important to be the students' model...discussion is to make the class more interactive. I also write on the whiteboard because some students do not understand clearly so by writing on the whiteboard they can better understand."

(Interview with Teacher B)

"I discuss with the students to know their understanding and divide them into groups because I want clever students help their friends...I ask them I ask the students my students to answer or to read their modules. They can learn independently. I think it works quiet well...they have to come in front of the class to tell their ideas, ask and answer questions...it is to improve their self-confidence... if the condition is not suitable, I change it based on the needs of students."

(Interview with Teacher C)

"I think by using different strategies, we can explore their skills how to write in front of the class... how to write about what they have listened, how to speak in front of the class. So, we combine the skill of students...and of course there is individual work.

(Interview with Teacher D)

I divide them into groups...I discuss, give them a lot of examples. Students can learn from examples...today I want to combine their works and present in front of the class."

(Interview with Teacher E)

Apart from those common teaching techniques, each teacher employed some other techniques which made them unique.

Lecture for example, was regularly used Teacher A. Her brief lecture was delivered in the beginning of the lesson as she wanted the students to be clear about the topic of the lessons and key concepts before moving on to the next phase. The lecture lasted in approximately 20 minutes. As the nature of lecture is one-way communication, while giving the lecture, most of the students sitting in the front row paid attention while students who were sitting at the back did not pay attention.

Another teacher, Teacher B, often used brainstorming technique in the classrooms. She started brainstorming session by posing a series of questions related to the materials and the students responded the questions. This occurred repeatedly and stimulated further discussion between Teacher B and the students. The students gave opinion and example as well as agreement and disagreement. Teacher B realized that most of her students loved English and half of the classroom populations were intermediate learners. Therefore, brainstorming technique worked for this class. This strategy encouraged the students to express their ideas using the target language.

Focus on Communication Skills

The study also reveals that the teachers mainly focused on communication skills, mainly speaking, during the lesson. The teachers also emphasized pronunciation and vocabulary, reminding the students to correctly pronounce every single word and introducing new vocabularies in every meeting. Principally, they wanted to enable the students to (1) communicate their ideas, (2) produce the target language (English) orally, and (3) achieve the TOEIC passing score so that they can get a good job.

"This eleven grade students learn how to communicate using English not the knowledge about English or science because they are projected to be workers that they have ability to communicate in English...because it follows TOEIC standard."

(Interview with Teacher A)

“They should know how to express themselves and how to respond. When I introduce new vocabularies, I show how to pronounce the words, explain the meaning, and give examples on how to use them in different contexts. The students were novice learners and often fail communicating their ideas because of limited vocabulary. This helps the students to build ideas when they have to communicate with their friends using the target language.”

(Interview with Teacher B)

“Speaking is a must ya... I want my students to report by themselves... participate in this class... produce their own sentences.”

(Interview with Teacher C)

“So at least for the basic communication they can do it. So, that’s why I focus on speaking. They also have to pass TOEIC test.”

(Interview with Teacher D)

“My students need to learn how to communicate in English among themselves and with native speakers of English. Hopefully they can work abroad.”

(Interview with Teacher E)

Use Handouts, Board Markers, and Whiteboard

The findings also show that the teachers distributed handouts and used board markers as well as whiteboard during the lesson. They gave some reasons for using handouts as the main teaching source in the classrooms. First, they felt that it was their responsibility to provide the handouts since they decided the topic of the lesson. Second, handouts were practical and adjustable. Third, textbooks and students worksheet provided by the schools were not sufficient. Meanwhile, they used board markers and whiteboard as the main

teaching aids was because writing on the whiteboard was still necessary as they believed that they needed to ‘show’ their ideas so that everybody could see them. Besides, classroom did not support teaching using technology.

“Actually I have a bank of handouts ya, so I will adjust the printout I will adjust the handout later on I adjust it with the type of the class...for handout they can keep it, collect it, file it...but I still need the board to highlight important points...actually I always bring laptop, if I got the room near the teacher’s office room it is easy to connect the cable but ya the infrastructure... We don’t have plug, we don’t have”

(Interview with Teacher A)

“Ya I use handout because in my opinion LKS <students worksheet> is not enough. LKS is only for exercise and here we don’t have text book yet. So it depends on our creativity... I want to use technology like LCD and projector in the class, but we have limited sources. So I normally write everything on the whiteboard, especially while explaining difficult materials like grammar.”

(Interview with Teacher B)

“Handout is important for me, because using slides, LCD is not available...I can bring to them, handouts, pictures...I write on the board and ask my students to write on the board so that other students can see the answers. I think it works.”

(Interview with Teacher C)

“I distribute handout to my students can refer to it... from my presentation slides...additional materials...textbook is not enough. I use laptop and project my the

materials on screen. I also allow my students using these aids for their presentation... to accommodate students' creativity while presenting their ideas...sometimes the students also write on the whiteboard, during exercise to write their answer."

(Interview with Teacher D)

"Sometimes I give my students handouts...I compile from various sources to help them better understand the lesson...I also ask my students write their ideas on the whiteboard...you know this makes learning more fun and interactive."

(Interview with Teacher E)

Based on the above comments, it can be seen that the teachers show their initiatives in maximizing the limited sources and access provided by the schools. They design the handouts to help their students better understand the lessons. The comments also reflect Hafidah (2001) and Ballantine's (1997) studies which find that the teachers make use of any potential teaching sources and aids available in the classrooms effectively as they also impact teaching and learning process. This also shows their commitment in giving the best learning experience to their students.

Classroom Management Practices

In terms of classroom management practices, the findings indicate that the teachers (1) organized students into groups/pairs, (2) walked around the classroom, (3) arranged classroom in traditional way, (4) addressed misbehaviour, and (5) gave reward and punishment.

Organize the Students into Groups

The study reveals that the teachers organized the students into groups during the lessons. The teachers asked their students to work together as they thought that group work was the best way of sharing ideas. Besides, they wanted the students to practice

using English and make them comfortable expressing their thoughts with their peers.

"First that's the real situation when they communicate in society. Sometimes they only speak to one person, so pair works. Sometimes they need to work together in group. Psychologically when they work together they feel more secured I think rather than studying alone. I think group work is good."

(Interview with Teacher A)

"It is better to make them in a group ya. They can help each other. I ask them eee to sit around the friend that they like to make them relax, comfortable."

(Interview with Teacher B)

"I divide them into groups...just let them choose their group freely so that they can share the ideas. I want clever students maybe help others."

(Interview with Teacher C)

"That is my aim to them how how to make the students use English, aaa I mean that aaa they do in group, we let them to communicate, to produce words, to produce sentences with their friends...because the task for the students need some references, not only one source...they can ask and discuss with their friends."

(Interview with Teacher D)

"Because when they are asked to have a dialogue one person one person while the others are listening, they feel ashamed or little bit awkward, the other know their pronunciation is bad or what, but when they are busy together, they are sure that the other students didn't hear their conversation so they are focusing on their own conversation, without any burden and feeling afraid."

(Interview with Teacher E)

The teachers' oral feedback indicates that they control classroom management by matching pedagogic and linguistic goals which facilitate and promote students' involvement, especially through group and pair works (Jones, 2007; Li, 1998; Weaver II, Wenzlaff, & Cortell, 1993). Their initiative by mobilizing the students and adjusting seating arrangement based on the activities show their understanding towards effective classroom management practice relevant to the local context. This indicates their years of expertise and experience in the field.

Walk around the Classroom

This current study also find that the teachers frequently walked around the classrooms during the lessons. This practice was done because they wanted to pay equal attention between the students sitting in front and at the back of the classrooms. They also wanted to give opportunities for the students to talk to them personally in order to know their problems so that they felt closer to the teachers.

“I walk around the classroom and check students' works because it's one of the roles of teachers as facilitators. I speak in front of the class, I don't know what happen at the back there. So I will find which students, which group is okay which group is not okay, which group needs more attention by moving around.”

(Interview with Teacher A)

“I move around to make the students and the teacher closer, I pay attention to them. I also have to check their works.”

(Interview with Teacher B)

“It is tiring of course walking around...so I chat with my students, I know their problem I know their achievement.”

(Interview with Teacher C)

“I walk around the classroom to make sure all of the students have done their works...I can be close to them, so there are no gap between the teacher and also the students.”

(Interview with Teacher D)

“I approach them to give opportunity to ask something, if they have difficulties”

(Interview with Teacher E)

Arrange Classroom in Traditional Way

The results, further, indicate that the teachers employed so called a traditional seating arrangement by arranging the teacher's desk in front and the student's desks at the back because the classrooms were designed for fixed seating position. The space was also limited. In addition, rearranging seating position was time-consuming. With such conditions, sometimes the teachers had done some initiatives: (1) asked the students to turn their chairs around while doing group discussion and (2) made an outdoor class.

“If the chair is removable, I like to rearrange it into circle, I will do something with the classroom arrangement. But unfortunately it's all rigid, only the chair can be removed.”

(Interview with Teacher A)

“This is typical Indonesian classrooms. But sometimes I ask the students to return their tables during group discussion.”

(Interview with Teacher B)

Changing seating arrangement is difficult. But the students can move. Actually sometimes I bring them outside of the class, when you observed I didn't do that.”

(Interview with Teacher C)

“I think this is difficult how to make seating arrangement for the students because the space is limited and if I rearrange it’s time consuming. So it’s better for me to ask them to move around and turn around their chairs.”

(Interview with Teacher D)

Address Students’ Misbehaviour

Next, the findings show that the most common practice employed by the teachers was addressing students’ misbehavior. With a large class, there were situations where the students were noisy and acted inappropriately. For examples the teachers addressed misbehavior of the entire class and individual students who chatted loudly in the classrooms as well as told their concerns to some students who fell asleep during the lessons. The teachers consistently addressed the students’ misbehavior in the classroom as they believed that their responsibility was not only transferring knowledge but also giving moral lessons.

“...not only transferring knowledge but also educating them with morality, good deeds ya. If they say something bad, I need to address it.”

(Interview with Teacher A)

“Because teaching is not only about transferring the knowledge, but also you know, attitude. If the situation is not permitted, so I ask the students to keep silent to listen to me.”

(Interview with Teacher B)

“I ask them, I remind them to keep silent all of them all the time. Maybe may be every five minutes I ask them to keep silent. It’s difficult for me to arrange them...that’s the characteristics of me. I’m direct.”

(Interview with Teacher C)

“It is important to say that to the students. If I allow them to be noisy, they will disturb their friend. It’s not good ya. I don’t get mad.”

(Interview with Teacher D)

We know they are still young...I address misbehavior indirectly with questions because I want my students not really intimidated. I give punishment, but not strong punishment.”

(Interview with Teacher E)

The above comments show the teachers’ disciplinary action. Their disciplinary action which addresses the students’ misbehavior is unique as they pay attention not only to ‘learning’ but also ‘attitude’. With this strategy, the teachers successfully transform the students’ behavior from unacceptable to acceptable manner (Nadeem, Iqbal, & Rahman, 2012; Xuerong, 2012).

CONCLUSIONS

To sum up, the pedagogical practice of the teachers is started with lesson planning design. The process occurs before the semester started. Each teacher works with their teams. While the semester begins, the teachers implement the lesson plans in the classrooms through teaching instructions which synergize teaching and classroom management practices.

In terms of lesson planning practices, the teachers make use potential lesson content from various sources based on the needs of the students, identify specific linguistic goals, and set appropriate decisions about time sequencing and grouping arrangements. In terms of teaching practices, they combine various teaching techniques such as scaffolding, discussion, presentation, games, writing/drawing, and individual task. For linguistic focus, they emphasize speaking skills. For teaching source, they like using handouts while for teaching aid/device, they use markers and whiteboard. In terms of classroom management practices, they organize the students into groups and pairs and move around the classroom. They also arrange the teacher’s desk in front and the students’ desks at the back of the classroom. In addition, they give rewards and

punishments to their students. Those practices are able to facilitate learning.

An interesting finding in this study is that all the teachers greatly emphasize students' behavior. They want their students to realize that both knowledge and attitude are equally important. Indeed, good attitude or *akhlak mulia* is highlighted in the vision of the blueprint 2005-2025 (Ministry of National Education, 2005). It is also stated in the national syllabus guideline as part of the students' character building program (Direktorat Pendidikan Menengah dan Kejuruan, 2006). Therefore, the teachers implement acts or elements of character building during the teaching and learning process as they give positive impact on the students' behavior. All teachers should use this strategy in classrooms.

This study has some implications. The use of such lesson planning practices made the teachers able to design the lessons based on the need of the students. Therefore, teachers should choose interesting topics, provide many alternative sources, and plan activities which make students actively communicate using the target language. Especially in the vocational context, teachers should opt for English for specific purposes materials relevant to the students' courses and linked to the real job world.

Next, the use of the teaching practices by the teachers provided communicative exposure to the students as they spoke as well as wrote, read, and listened to the target language in the classrooms. In addition, limited teaching sources and aids could be effectively used by the teachers during the lessons. Thus, this study suggests that teachers should use a wide-variety of teaching techniques to enable the communicative ability of the students. Teachers also should introduce a learning culture where students are empowered and learning is self-paced, self-accessed, and self-directed. In other words, teachers should allow students to take charge of their learning through collaborative and cooperative learning practices. In addition, even though the teachers did not regularly use the multi-

media devices in the classrooms, they were competent users as they used personal computers to design their handouts. Thus, schools and teachers should be provided with better infrastructure and facilities which include teaching devices like laptops and LCD projectors as lesson can be made interesting if technology is brought into the classrooms and used appropriately. This will open up better chances for not only effective but also innovative and creative teaching and learning.

Finally, the use of the classroom management practices made the students still under close supervision even though they were involved in different activities and worked in groups. The students also had mutual respect as they realized that classroom discipline became their teachers' concern. However, with the fixed seating arrangement, the students had limited space to move. Therefore, this study suggests that fixed classroom seating arrangement for second/foreign language (SL/FL) lesson should be reviewed as it is rigid and static. By providing removable furniture, SL/FL classrooms will be more fluid, dynamic, and interactive. Next, teachers should be careful while implementing pair/group work/discussion strategies especially in a large classroom which consists of more than 30 students. There is a concern that some students will talk in 'their own' language and do not contribute or even disturb others. Therefore, teachers are advised to approach students by frequently moving around the classrooms, checking their work, and talking about their problems. These strategies will help teachers control the classrooms.

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