Behaviours in Productive English Skills of Teacher Training Program Students

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Abstract
This research article aims to identify students' Behaviours in productive English skills. Descriptive method was applied to have its data obtained from subjects of the research. They were 23 students of English Teacher Training Program at Tadulako University, Palu. Their behaviours have to be appropriate with their interests. The interests should influence behaviours, but many students have interests which have not been appropriate with their behaviours yet. Those are hopefully integrated into behaviours by professional teachers who constantly develop speaking skills and writing. Its results indicate that their behaviours in productive English skills are consistent in speaking skill since their interests of speaking

influence their behaviours of speaking and inconsistent in writing skill since their interests of writing do notfully influence their behaviours of writing, so speaking is more interesting than writing. Besides, dialogue is more interesting than monologue so that writing conversation is more than composition. Thus, their behaviours have been appropriate with interests in speaking already but not in writing yet eventhough naturally their activities of writing English are more than the ones of speaking English since English in Indonesia is a foreign language. This implies to enable students to have behaviours in productive English skills better than before.

Keywords: Behaviour; productive; English; skill

Introduction

Behaviour is an affective ability in action influenced by interest. Interest is the attention on something as a target for someone to carry out an activity to reach success. A success is measured based on objective reached through the interest to have experience. People are interested in and affected by events that happen around them (Kaku-MacDonald et al., 2020). University students hopefully have principle and ability to develop their interests and behaviours appropriately.

Students of English Teacher Training Program must have productive English skills. English in Indonesia has been taught formally from primary level like junior high school up to tertiary level like university (Said, 2021b; Ibrahim et al., 2023). Activities of speaking and writing English have not been carried out by students maximally in Tadulako University eventhough they have become teachers of English. They can communicate in English, but their behaviours have not been fully appropriate with their interests and have not been identified, in this case their interests based behaviours have not been researched so that data dealing with them have not been yet. These problems can be solved by answering the following research question: How are behaviours of the English Teacher Training Program students in productive English skills?

This article can be stimulus to make behaviours appropriate with interests for having competence-based performance. We should have competence based performance (Said, Rita, Jamiluddin, et al., 2021). It deals with Behaviours in productive English skills. The research article subjects were the students of Batch II 2019 English Teacher Training Program, Tadulako University. Academic environment can contribute to academic perception and learning preferences (Mumin & Salleh, 2021). Activities of developing the productive skills can make them aware of significance of behaviours which are appropriate with interests. If speaking skill is more interesting than writing one, so behaviours on speaking skill development are more than the ones on writing skill development. If writing skill is more interesting, so behaviours on writing skill development should be more than the ones on speaking skill development. The students can communicate in English by consistently having behaviours supported by their interests in the skills. This signifies as a reference of students' behaviours in productive English skills.

Literature review

Behaviours

There are affective ability (covering attitude and behaviour), psychomotor ability (focusing on skill), and cognitive ability (dealing with knowledge), so Behaviour is an affective ability in action. It affects life experience (Said, Rita, Arfani, et al., 2021). Behaviour is an action to realize attitude (Said Muhammad et al., 2023). Attitude is a principle as one of affective

aspects which can be analysed to assess someone's thought and feeling (Said, 2021a). Human beings have to integrate their attitudes and behaviours to be consistent human resources (Said, Rita, Waris, et al., 2021). Those are had by Teacher Training Program students.

A lecturer in productive English skills must have commitment to speak and to write English and enable students to develop the skills. When the students are aware of the progress as a result of their effort, they became more appreciative of their learning success over the grade received (Boonma & Swatevacharkul, 2020). The lecturer must have real competence and performance. The lecturer communicates with the students interactively.

Communication can be applied to enables tudents to have skill by involving human resources who apply psycholinguistic strategies. Communication in the language class and especially in a foreign language class plays a key role in ensuring a sense of achievement of learning objectives and fulfilment for teachers and learners (Aromaih, 2021; Husnia et al., 2023). Communication consists of a source or sender, message, channel, receiver, and feedback (Chanwanakul, 2021). The psycholinguistic strategies focus on solving a linguistic problem in communication through self-expression (Zhu et al., 2019). Students also need to be trained to give and receive feedback (Boonma & Swatevacharkul, 2020). They hopefully have competence based performance in the productive skills.

The competence based performance can be elaborated through evaluation. Language has different ways of expressing evaluation (Shorabek et al., 2021). Evaluation, implemented verbally, is mainly studied by such sciences as linguistics, sociolinguistics, and psycholinguistics (Shorabek et al., 2021). Linguistic pragmatics deals with the study of the speaker's attitude (especially evaluative) to what he reports (Shorabek et al., 2021). English teachers, material developers, and syllabus designers can gain insight from the result of the study to enable students to do self-reflection and self-evaluation (Yulianawati et al., 2022). Evaluation in this matter is to increase qualities of learning and teaching language.

International global society musthave interest in EIL (English as an International Language) and EGL (English as a Global Language) and ELF (English as a Lingua Franca, a unity language used by people having different national languages) to easily communicate and express and integrate cultures eventhough in Indonesia it is EFL (English as a Foreign Language). English is an international language used by people around the world to communicate anything (Said, 2023). Globalization and internationalization of higher education in developing countries have become synonymous with the Americanization of universities where English becomes the lingua franca of higher education institutions (Nicolas & Annous, 2021). The nature of English as the world lingua franca and the nature of Indonesian students who are multicultural call for the application of Intercultural Language Learning approach in English education in Indonesia (Morganna et al., 2020). Integrating culture into the language teaching programs has an effect on motivation of the language learners and the process of teaching and learning (Rohmani & Andriyanti, 2022). Thereby, English is really needed.

Students' interests in productive skillsof speaking and writing can be influenced by parents, family, teacher/lecturer, religionist, government, friend, expert, place/situation, and condition. The participating teachers within the limited speaking practice prefer to emphasise on language structure in their teaching (Setyarini et al., 2020). Speaking is a skill under time pressure (Kahng, 2020).Writing is the most difficult skill among the language skills (Bairmani et al., 2021). Knowledge about writing plays an important role as a source in the writing process and product (Rofiqoh et al., 2022). Scientific writing plays an important role in the learning process (Suprihatin et al., 2021). The students hopefully have good attitudes and behaviours.

We can apply cooperative learning and collaborative learning. The former is done by two or more people having same/similar ability level whereas the latter is done by two or more people having different ability level. Students who achieved excellent to good results during their previous studies (classical school teaching) cooperated with teachers regularly and sent them elaborated exercises for control (email, WhatsApp, Messenger) (Haskova et al., 2021). Cooperative learning is more effective than traditional teaching in learning English and developing academic achievement (Al-Mubireek, 2021). The tradition of learning a foreign language through communication alone has a long history (Mohammed, 2021). Someone whole arns a foreign language of course meet constraint. Thereby, naturally cooperation and collaboration are applied in learning and teaching English.

Lecturer has to give students motivation to be better than before. Motivation is an important aspect of successful teaching and learning (Muslim et al., 2020). Motivation is an important factor for success in learning a foreign or second language (Ahmed & Al-Ward, 2020). It is the only motivation theory that claims the possibility of extrinsic motivation to change into more intrinsic types, given internalisation happens (Basikin, 2020). Teachers are required to be able to motivate English learners (Said, Rita, Arfani, et al., 2021). Discussion in its various types, group discussion, small group work, big class discussion, classroom presentation, and even debate needs to be well prepared by the teacher and lecturer in the umbrella of student-centred approach (Weda et al., 2021). The students then have integrative motivation to have appropriate Behaviours in productive English skills.

Productive English skills

Productive language skills consist of speaking and writing. Those are covered by language performance. The language performance covers two productive skills, speaking and writing and two receptive skills, listening and reading (Said, Rita, Jamiluddin, et al., 2021). Language skills are often used to obtain social dominance (Massey-Abernathy & Haseltine, 2019). Skill is a psychomotor ability of doing something, so speaking skill is a psychomotor ability of expressing thought and feeling orally whereas writing skill is a psychomotor ability of expressing thought and feeling visually.

Realizing knowledge into skill is a target of learning English. Productive language skills have three components: fluency, accuracy, and appropriacy to reach proficiency. Enough English vocabulary and sentences must be had by English learners to speak and write in English fluently, accurately, and appropriately to then have the productive English skills proficiently. Mastering vocabulary in learning a second or foreign language is essential to support the development of reading, listening, speaking, and writing (Damanik, 2022). It is important to first understand how meanings of words are typically learned (Pham et al., 2020). Students and lecturer interact reciprocally in learning and teaching English materials by using vocabulary to communicate.

Interaction of the students and lecturer can be mutually carried out by using appropriate media and sources. They may use multimedia in learning and teaching a language. Learning can be carried out effectively and efficiently if the teacher as a learning designer can select, determine, and use various media, appropriate learning resources (Lisnawati, 2021). One key aspect of human development in the Indonesian context is good English proficiency (Muslim et al., 2020). The useof multimedia is intended to facilitate the presentation of learning materials by teachers and understanding of the material by students (Lisnawati, 2021). The process of learning by using multimedia enables the various senses (audio, visual, etc.) of learners so that the learning is done effectively and efficiently (Lisnawati, 2021). Learning English by watching

movies or TV shows spoken in English may improve learners' proficiency (Damanik, 2022). The multimedia are used carefully in learning and teaching English. Watching television appearing English films can support Behaviours in Productive English Skills.

Research method

This is a result of Descriptive Qualitative research designed by having students of English Teacher Training Program as its participants. Its location is in Palu City, Central Sulawesi, Indonesia. Procedures of data colection were done by giving a Questionnaire to the participants as respondents; They filled it out individually; The researchers then identified and analysed the data carefully. So, its data collection isntrument was Questionnaire.

Descriptive Qualitative data were collected and analyzed to answer the research question. The research was carried out for eight months. Descriptive qualitative method was applied to describe things to solve the problems. The respondents/subjects of the research were 23 students of Batch II in English Teacher Training Program at Tadulako University, Palu. They consisted of 4 males (AD, MZ, RK, and YNN) and 19 females (AM, E, EMS, ERL, EU, F, G, HS, JM, K, MA, NS, P, PP, R, S, SSS, V, and YLT). Their initials are arranged alphabetically. They have graduated from S1 (Strata One) of English Education. They continued their education in English Teacher Training Program in two semesters (Semester 1 in campus and Semester 2 in school for teaching practice) to be professional teachers. The data were obtained on the campus. Adult learners are known to have specific characteristics in language learning (Damanik, 2022). Thus, their Behaviours in Productive English Skills are identified through a Questionnaire.

The data were collected by applying Identification through the Questionnaire filled out by the respondents individually to have Tables 1 and 2. Those were analyzed and expressed in Charts. Table 1 is detailed to be the Charts 1–7, then the Charts 8–10 from the Table 2. Since the data were analyzed qualitatively and descriptively, a descriptive qualitative analysis technique was used.

Results

These are results of the research. The research data objectively can be looked at in the following Tables and Charts. Those are dealing with behaviours of the students in productive English skills. The data are obtained through the questionnaire.

Table 1. Productive English skills, speaking, writing, monologue, dialogue, composition, and conversation

No.	Initial	Are productive English skills (Speaking and Writing) interesting for you?		Do you always speak English to someone who can understand it?		Do you usually write something in English?		Do you sometimes practice English monologue?		Do yous ometimes practice English dialogue?		Do you sometimes write Compo-sition (MonologueText)?		Do you sometimes write Conversation (Dialogue Text)?	
		No, they are not.	Yes, they are.	No, I do not.	Yes, I do.	No, I do not.	Yes, I do.	No, I do not.	Yes, I do.	No, I do not.	Yes, I do.	No, I do not.	Yes, I do.	No, I do not.	Yes, I do.
1	AD		√		√		√		√		√				
2	AM		√	√		√			√		√		√		√
3	E		√	√		√			√		√	√		√	
4	EMS		√		√		√		√		√	√			√
5	ERL		√		√		√		√		√	√			√
6	EU		√		√		√		√		√		√		√
7	F		√	√		√			√		√		√		√
8	G		√	√		√			√		√	√			√
9	HS		√	√			√		√		√	√			√
10	JM		√		√		√		√		√	√			√
11	K		√	√			√		√		√	√			√
12	MA		√	√			√		√	√			√		√
13	MZ	√		√		√			√		√		√		√
14	NS		√		√		√		√		√	√		√	
15	P		√		√		√		√		√	√			√
16	PP		√	√			√	√			√	√			√
17	R		√			√			√		√		√		√
18	RK		√		√		√	√			√	√			√
19	S	√		√			√		√		√		√	√	
20	SSS		√	√			√	√			√		√		√
21	V		√	√			√		√		√	√		√	
22	YLT		√	√			√		√		√	√			√
23	YNN		√	√			√		√		√	√		√	
	Total	2	21	13	9	6	17	3	20	1	22	14	8	5	17

Are productive English skills (Speaking and Writing) interesting for you?
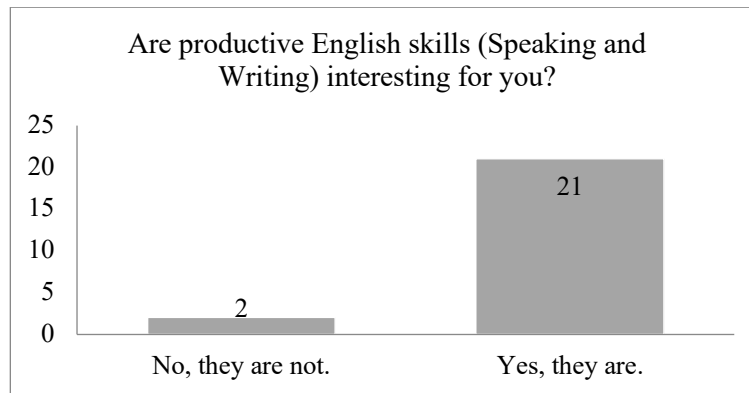
No, they are not. — 2
Yes, they are. — 21

Chart 1. Are productive English skills (speaking and writing) interesting for the students?

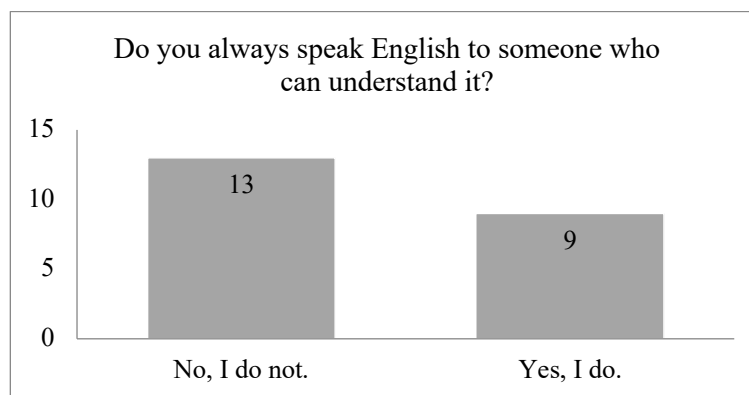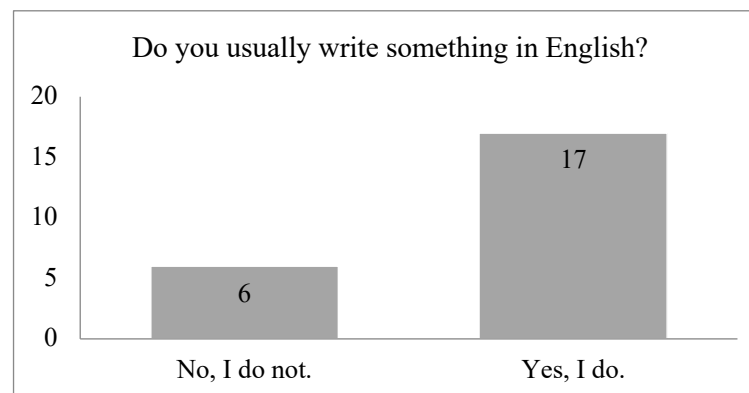**Do you always speak English to someone who can understand it?**

No, I do not. — 13
Yes, I do. — 9

Chart 2. Do the students always speak English to someone who can understand it?
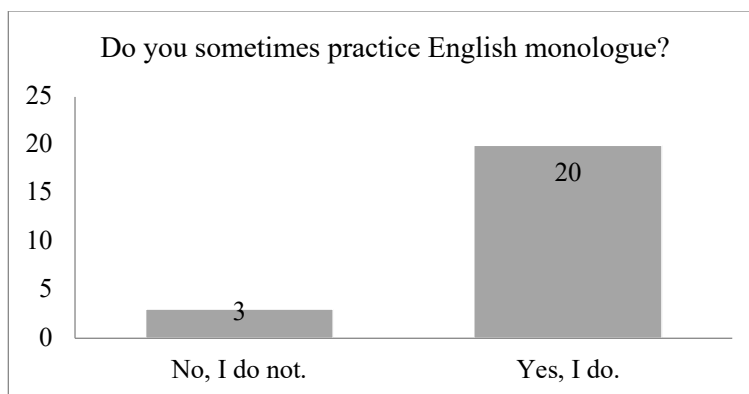
Do you usually write something in English?

No, I do not. — 6
Yes, I do. — 17

Chart 3. Do the students usually write something in English?

Do you sometimes practice English monologue?

No, I do not.	3
Yes, I do.	20

Chart 4. Do the students sometimes practice English monologue?

Do you sometimes practice English dialogue?

No, I do not.	1
Yes, I do.	22
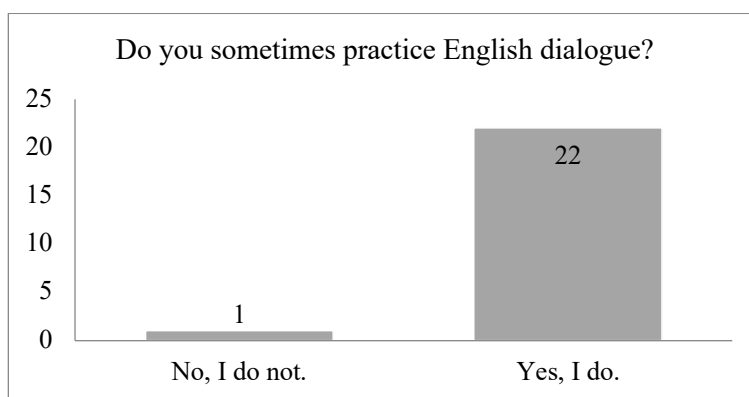
Chart 5. Do the students sometimes practice English dialogue?

Do you sometimes write Composition (Monologue Text)?

No, I do not.	14
Yes, I do.	8
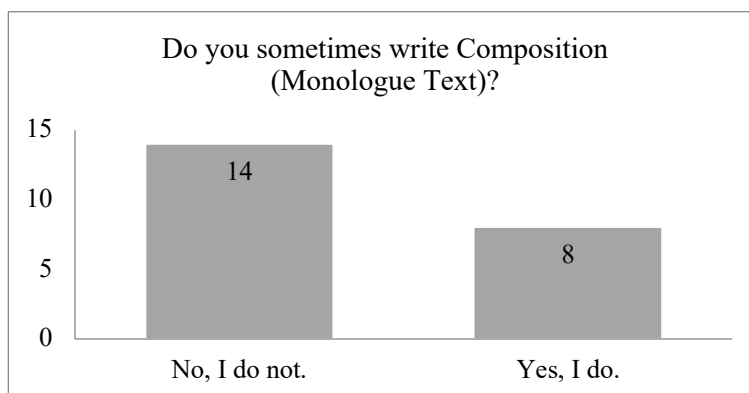
Chart 6. Do the students sometimes write composition (monologue text)?

Do you sometimes write Conversation (Dialogue Text)?

No, I do not.	5
Yes, I do.	17

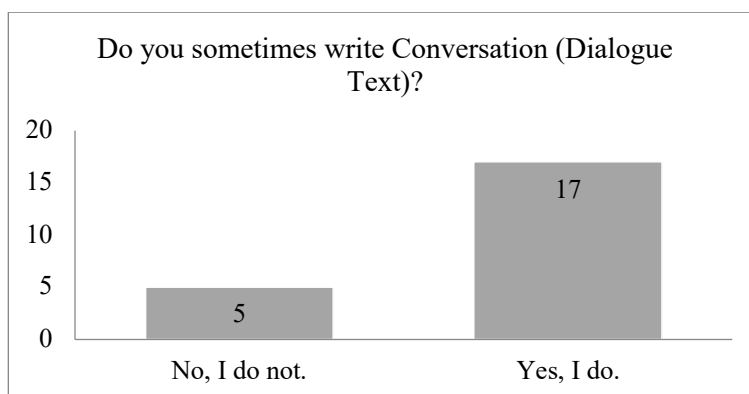Chart 7. Do the students sometimes write conversation (dialogue text)?

Table 2. Devices, comparisons, and activities of productive English skills

No.	Initial	Which device of speaking skill is more interesting for you?		Which device of writing skill is more interesting for you?		What productive English skill is more interesting for you?		What are your activities in developing the speaking skill of English?	What are your activities in developing the writing skill of English?
		Dialogue	Monologue	Composition	Conversation	Speaking	Writing	My activities in developing the speaking skill of English are _____.	My activities in developing the writing skill of English are _____.
1	AD	√			√	√		a. Practicing it in daily life. b. Watching scene video (English conversation).	Reading some articles and English book.
2	AM	√			√		√	a. Practicing with partner. b. Reading English text.	a. Paraphrasing text. b. Writing monologue about recount text.
3	E	√			√	√		a. Listening to English music. b. Reading English text. c. Always developing communication with others.	Trying to write about ourselves, relationship, and our idola, and history of my school.
4	EMS	√			√	√		a. Always practicing everyday. b. Always speaking English to friend.	Always reading article from internet.

No	Code						Speaking	Writing
5	ERL	√			√	√	a. Practicing it at home. b. Watching video in YouTube.	a. Reading grammar book. b. Searching in internet.
6	EU	√	√			√	a. Listening to conversation and practice. b. Reading about daily conversation. c. Speaking English to friend.	a. Studying grammar especially tenses. b. Memorizing vocabulary.
7	F	√			√	√	a. Listening to English song. b. Watching English video.	a. Composing short text. b. Writing diary.
8	G	√			√	√	Practicing dialogue.	Composing short dialogue.
9	HS	√	√		√		a. Having many listening activities. b. Trying to practice English with my fellow English teacher in daily bases.	a. Checking grammar. b. Reading an English composition from internet (socmed).
10	JM	√			√	√	a. Watching English movie. b. Listening to English music. c. Speaking to myself.	a. Reading English book. b. Trying to write anything in English. c. Learning grammar.
11	K	√			√	√	a. Singing English song. b. Practicing dialogue. c. Talking to friends. d. Watching movies.	a. Composing short dialogue b. Writing daily. c. Composing English test for English class.
12	MA	√			√	√	a. Singing song. b. Reading story aloud.	Writing caption, or doing assignment in English, and short messages.
13	MZ	√	√		√		a. Meeting other English teachers to discuss in group every week. b. Speaking in front of mirror at least 10 minutes. c. Watching English movie. d. Listening to English song.	a. Finding interesting topic and write passage based on it. b. Reading some texts to understand the passage in context and grammar.
14	NS	√			√	√	a. Finding an English speaking conversation. b. Listening as well as practicing with music. c. Reading aloud.	a. Writing likes job. b. Joining workshop. c. Reading books about how to write.
15	P	√	√			√	a. Speaking to my students and colleague in school. b. Singing song. c. Reading some texts, check the pronunciation in digital dictionary then practice it. d. Watching native speaker's speaking in YouTube then	Writing status in Facebook using English, dialogues to teach students, and some examples of monologue texts to teach students contextually.

|									
								imitate it. e. Practicing it as much as possible in every situation.	
16	PP	√			√	√		a. Watching movie to imitate accent. b. Singing a song. c. Practicing a dialogue. d. Talking with my friends.	Practicing in composing a test.
17	R		√		√	√		a. Dialog (with English teacher). b. Singing English song. c. Listening to English news.	a. Reading English newspaper. b. Writing some captions.
18	RK	√			√	√		Joining meeting of subject teachers.	Finding interesting topic and rewrite it.
19	S		√	√			√	a. Singing in English. b. Practicing it with someone who can understand it.	Writing short messages in English.
20	SSS	√		√		√		a. Memorizing new vocabulary everyday. b. Speaking to others who understand English.	Writing some kinds of text by paying attention to its social function, generic structure, and language features.
21	V	√			√		√	a. Singing song. b. Speaking English to them who can speak English.	Writing short conversation.
22	YLT	√			√	√		a. Singing English song. b. Chitting-chatting with friends in English. c. Sharing with friends. d. Watching English-speaking movie.	a. Constructing test and text for my student. b. Writing English Teaching Journal.
23	YNN	√			√	√		a. Using English when teaching in class. b. Writing new vocabulary found.	Using English when teaching in class.
	Total	21	2	6	17	16	7		
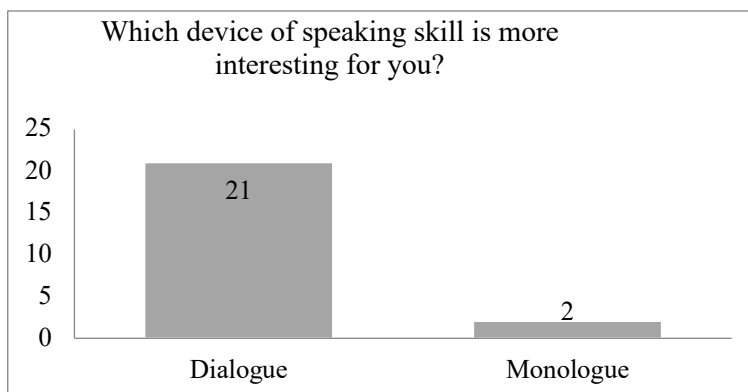
Chart 8. Which device of speaking skill is more interesting for thestudents?
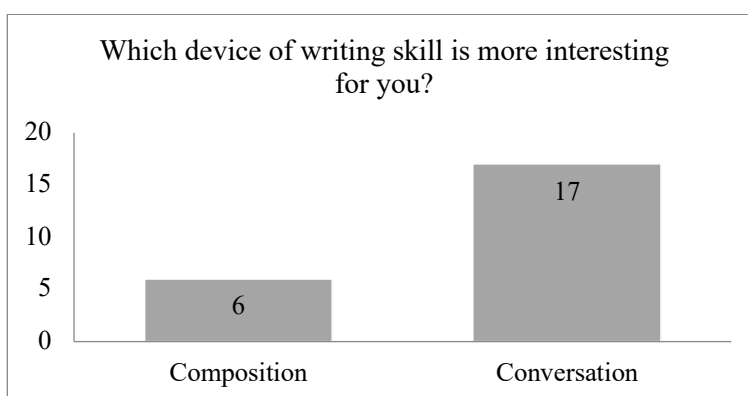
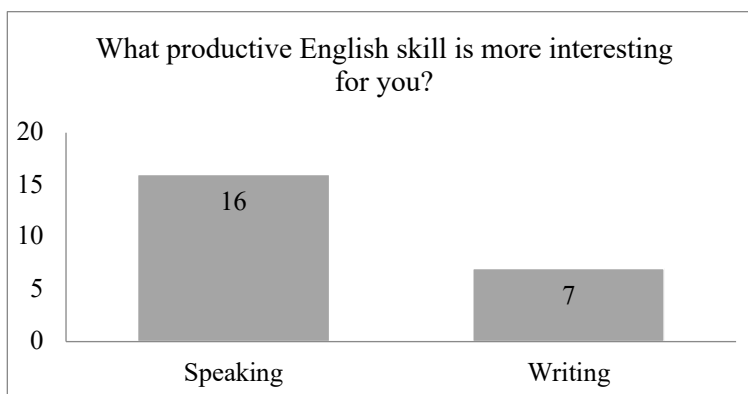Chart 9. Which device of writing skill is more interesting for the students?

Chart 10. What productive English skill is more interesting for the students?

Discussion

       This section is to discuss the data as the research research expressed in the Tables and Charts. Those contain the research data objectively. The data are dealing with the students' behaviours in productive English skills. This discussion is to explain the data through the questionnaire results in the Table 1 detailed into the Charts 1–7 and the Table 2 detailed into the Charts 8–10.

The Table 1 contains productive English skills, speaking, writing, monologue, dialogue, composition, and conversation. It results data obtained via the Questions 1–7. It indicates that Productive English Skills are interesting for almost all (21 of the 23 respondents or 91.3%) of the students, except 2 respondents or 8.7%. They acknowledged that their Writing habits were more than their Speaking ones. Interest influenced behaviour. They wrote Conversations more than Compositions so that they practiced Dialogues more than Monologues.

The Chart 1 indicates that the productives kills of Speaking and Writing are interesting. Almost all of the students chose "Yes, they are." Only 2 of the 23 chose "No, they are not.". We do not hesitate that they are interested in Speaking and Writing skills of English. Thus, they like the productive English skills.

The Chart 2 can be analysed that the students did not always speak English to someone who can understand it. They were more than the students who did it. The students who chose "No, I do not." were more dominant than the one who chose "Yes, I do.". In this case, they do not always practice the productive skill of speaking English to someone who can understand the EFL (English as a Foreign Language).

Based on the Chart 3, the students usually write something in English. They were more than the students who do not do it. The students who chose "Yes, I do." were more dominant than the one who chose "No, I do not.". This means that the students usually practice the productive English skill to write something in the EFL.

The Chart 4 contains data which indicate that the students sometimes practice English monologue. They were more than the students who do not doit. The students who chose "Yes, I do." were more dominant than the one who chose "No, I do not.". This means that the students sometimes speak the EFL in monologue (speaking in front of others individually).

Have a look at the Chart 5 that contains data indicating the students sometimes practice English dialogue! They were more than the students who do not do it. Almost all of the students chose "Yes, I do." And only 1 of the 23 students chose "No, I do not.". This means that thestudents so metimes speak the EFL in dialogue (speaking in pairs interactively).

Paying attention on the Chart 6, the students sometimes do not write composition (monologu text) in English. They were more than the students who do it. The students who chose "No, I do not." were more than the ones who chose "Yes, I do.". In this case, the students some times do not write English composition.

The Chart 7 indicates that the students sometimes write conversation (dialogue text) in English. They were more than the students who do not do it. The students who chose "Yes, I do." were more than the ones who chose "No, I do not.". This means that the students sometimes write English composition.

The Table 2 contains devices, comparisons, reasons, ways, and activities of productive English skills. It focuses on results of the Questions 8–12 to be data about Speaking Devices and Writing Ones. It indicates that almost all respondents (21 of the 23 respondents or 91.3%) admitted that Dialogue was more interesting than Monologue, except 2 respondents or 8.7% who admitted viceversa, Monologue was more interesting than Dialogue. They dominantly (17 respondents or 73.9%) also admitted that as behaviours writing Conversation was more interesting than Composition, except 6 respondents or 26.1% admitted viceversa, Composition was more interesting than Conversation. These influenced their choices so that the students who stated Speaking is more interesting than Writing were dominant (16 respondents or 69.6%) whereas viceversa only 7 respondents or 30.4% stated that Writing was more interesting than Speaking. The Table 2 in this matter also results the Charts 8–10.

The Chart 8 deals with devices of speaking skill. Those are Monologue and Dialogue. The students answered the question for expressing the device of speaking skill that is more interesting for them. It indicates that for them, Dialogue is more interesting than Monologue.

Devices of writing skill are in the Chart 9. Those are Composition and Conversation. The students answered the question for expressing the device of writing skill that is more interesting for them. It indicates that for them, Conversation is more interesting than Composition.

The Chart 10 contains productive English skills. Those are Speaking and Writing. The students answered the question for expressing the productive English skill that is more interesting for them. It means that Speaking is more interesting than Writing.

The students' activities as behaviours in developing the speaking skill (in the Table 2) are as follows:

- Practicing speaking skill everyday (with partner) (at home) and English with (fellow) English teacher in daily bases, music, and dialogue
- Watching: English (scene) video and English(-speaking) movie(s) to imitate accent and native speaker's speaking (in YouTube)
- Reading: (English) text(s), about daily conversation, story, aloud
- Checking pronunciation in digital dictionary then practicing it
- Listening to English: music, conversation, practice, song, news, and other activities
- Always communicating/talking with and speaking English to: friend(s), students and colleague in school, others who understand and can speak English, and in front of mirror at least 10 minutes
- Singing English song
- Meeting other English teachers to discuss in group every week
- Finding an English speaking conversation
- Joining meeting of subject teachers
- Memorizing new vocabulary everyday
- Chitting-chatting with friends in English
- Sharing ideas with friends
- Using English when teaching in class
- Writing new vocabulary found

The students' activities as behaviours in developing the writing skill (in the Table 2) are as follows:

- Reading English: articles, book, grammar book, composition (from internet, socmed), some texts to understand passage in context and grammar, books about how to write, and newspaper
- Paraphrasing text
- Writing: monologue text (to teach students contextually), diary, assignment in English, favorite job, status in Facebook in English, short conversation (dialogue text) to teach students, some captions, short messages in English, some kinds of text by paying attention to its social function, generic structure, language features, and English Teaching Journal
- Trying to write about: ourselves, relationship, our idola, history of school, and anything in English
- Searching in internet
- Studying/learning/checking grammar especially tenses
- Memorizing vocabulary

- (Practicing in) composing/constructing (short) text and (English) test for English class
- Finding interesting topic to write passage based on it
- Joining work show
- Using English when teaching in class

The Tables 1 and 2 can be combined in this discussion. The Table 1 contains data of productive English skills, speaking, writing, monologue, dialogue, composition, and conversation. Data of devices, comparisons, and activities of productive English skills are in the Table 2. The both are to answer the research question for solving the problems. The Table 1 as results of the Questions 1–7 of the Questionnaire indicates that almost all students are interested to Productive English Skills; They acknowledged that their Writing habits were more than their Speaking ones; Interest influenced behaviour; and They wrote Conversations more than Compositions so that they practiced Dialogues more than Monologues. The Table 2 as results of the Questions 8–12 of the Questionnaire to be data about Speaking Devices and Writing Ones indicates that almost all respondents admitted that Dialogue was more interesting than Monologue. They dominantly also admitted that as behaviour writing Conversation was more interesting than Composition. These influenced their choices so that the students who stated Speaking is more interesting than Writing were dominant. Thereby, the research question is answered and the problems are solved.

Conclusion

Behaviours of the English Teacher Training Program students in productive English skills are consistent in Speaking Skill and inconsistent in Writing Skill. They have interests in the Productive English Skills since they have been teachers of English. The students must hopefully be professional teachers of English to make learners better than before. Speaking Skill must be developed constantly, so must Writing One. Based on the interests, Speaking is more interesting than Writing; Dialogue is more interesting than Monologue so that their Behaviours in Writing Conversations are more than Compositions. Speaking Interests influence Speaking Behaviours whereas Writing Interests do not absolutely influence Writing Behaviours. Therefore, Speaking Skill is more interesting than Writing One, so that their Behaviours have been appropriate with their Interests in Speaking but not in Writing, eventhough naturally their Activities of Writing English are more than Activities of Speaking English since English in Indonesia is a foreign language. This study is limited on Behaviours in Productive English Skills, not Receptive Ones. Since both are integrated, so future research hopefully will concentrate on Behaviours in Receptive English Skills.

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