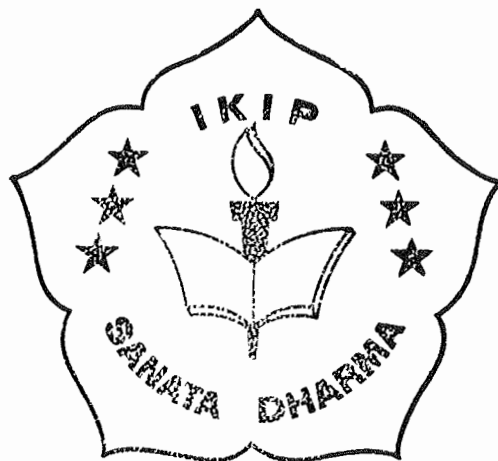


THE EFFECTS OF THE BEHAVIOR, ABILITY AND PHYSICAL ATTRACTIVENESS OF
THE TEACHER ON VIETNAMESE REFUGEE STUDENTS IN STUDYING ENGLISH AS
A SECOND LANGUAGE IN THE REGULAR PROGRAM, GALANG REFUGEE CAMP,
GALANG ISLAND, RIAU PROVINCE, INDONESIA :
A NATURALISTIC OBSERVATIONAL STUDY IN TEACHER — STUDENT RELATIONSHIPS



A thesis
Presented to
The Department of English Language
and Literature
Faculty of Arts and Letters
SANATA DHARMA
Teachers' Training Institute



A Partial Fulfilment
of the Requirements for the
Sarjana Degree

by

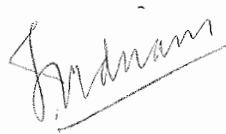
E.B. Wahyu Widodo

YOGYAKARTA

January 1985

Approved by:

I.



(Dra. M. I. Indriani Arief)

Major Sponsor

II.



(Dra. D. Retno Mulyani)

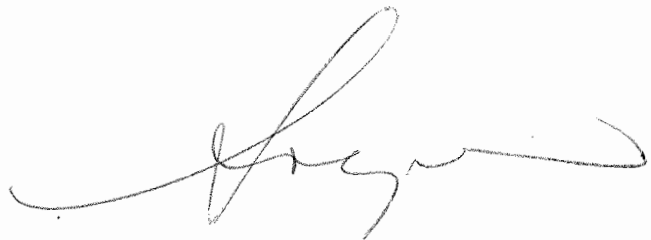
Sponsor

IKIP SANATA DHARMA



(Drs. F. Danuwinata, SJ)

Rector



(Dr. Soepomo Poedjosoedarmo)

Head of the English Department

ACKNOWLEDGMENT

First of all, I would like to thank Dra. M. I. Indriani Arief for many patient discussions, suggestions, advice and encouragement from the very day of the overall planning of my thesis up to the moment of finishing and also for undertaking the troublesome work of checking and improving it.

I am also deeply indebted to Dra. Retno Mulyani who, as the second reader, has spent her precious time on reading this thesis.

To Drs. W. J. Hendrowarsito, lecturer of the English Department of the IKIP Sanata Dharma, I owe thanks for his scholarly advice.

Further, I am very grateful to Drs. J. Bismoko, Dip. TESL, the former Head of the English Department, who has given me chance to teach English in Galang Refugee Camp.

I would also like to thank Dr. Soepomo Poedjosoedarmo, the Head of the English Department, and all the lecturers of the English Department of the IKIP Sanata Dharma who have taught me and given me help and encouragement during my study.

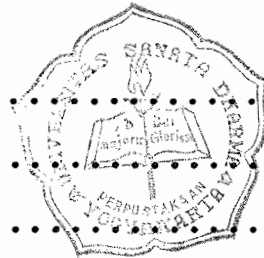
I also wish to thank Jenny Ramm and George Ricketts, the former RESL manageress and manager, who supported me during my teaching English to Vietnamese refugees in Galang Refugee Camp.

Finally, I am very much obliged to all my former Vietnamese students. Without their openness towards my observation, this thesis would simply remain an untested idea.

oOo

TABLE OF CONTENTS

	page
ACKNOWLEDGMENT	iii
TABLE OF CONTENTS	v
FIGURES	viii
INTRODUCTION	1
CHAPTER ONE REAL SITUATION IN THE ESL CLASSES IN THE REGULAR PROGRAM, GALANG REFUGEE CAMP	7
1.1. The Approach, Methods and Tech- niques Applied	8
1.2. Type and Length of Classes ...	9
1.3. The Curriculum	12
1.4. The Teacher and the Teaching Hours	15
1.5. The Students	20
1.6. Placement Test	22
1.7. The Physical Condition of the Classes	22
1.8. The Evaluation	23
1.9. The Graduation	24
1.10. The Complementary Facilities Available	25
CHAPTER TWO THE BEHAVIOR OF THE TEACHER AND ITS EFFECTS	27
2.1. What is Teacher Behavior?	28



	2.2. Why Teacher Behavior: Some Arguments	31
	2.3. The Classification of Teacher Behavior	32
	2.4. The Effects of Teacher Behavior	45
CHAPTER THREE	THE ABILITY OF THE TEACHER AND ITS EFFECTS	48
	3.1. The Teacher's Ability to Use Proper English	51
	3.2. The Teacher's Ability to Apply Proper Technique	53
	3.3. The Teacher's Ability to Deal with the Students' Questions and Answers	56
	3.4. The Teacher's Ability to Create a Desirable Classroom Atmosphere	59
	3.5. The Effects of Teacher's Ability	62
CHAPTER FOUR	THE PHYSICAL ATTRACTIVENESS OF THE TEACHER AND ITS EFFECTS	65
	4.1. Handsome(Beautiful) Teachers Versus Plain Looking Teachers	68
	4.2. Tidy Teachers Versus Untidy Teachers	70
	4.3. Posture	73
	4.4. The Effects of Teacher's Physical Attractiveness	74

CONCLUSION	76
BIBLIOGRAPHY	78

oOo

FIGURES

	page
2.1. A Global Diagram of Teacher Behavior	41
2.2. An Example of Data Sheet for Recording Behavior of a Teacher while Interacting with His/ Her Students	42

INTRODUCTION

For most educators, making, implementing and then revising a curriculum seem to be a common matter, both in Indonesia and in Galang Refugee Camp. In Indonesia, the SMP and SMA curricula, for example, were standardized for the first time in 1968. The SMP curriculum is called Kurikulum SMP 1968, whereas the SMA curriculum is called Kurikulum SMA 1968. These curricula, after being implemented for about six years, were revised. As a result, Kurikulum SMP 1975 and Kurikulum SMA 1975 became the new curriculum for all SMPs and SMAs throughout Indonesia. Kurikulum SMA 1975 seemed to have the same fate as the previous SMA curriculum for it was finally replaced by Kurikulum SMA 1984 after being utilized for eight years. Similarly, in Galang Refugee Camp, the curricula for all levels in the Regular Program were made and implemented in 1979, except for D Level Curriculum which was made and implemented in 1983. After being used for about four years, the B Level Curriculum, for example, was greatly revised. Besides, some major changes were made to improve the Unaccompanied Minors Curriculum. When the writer left Galang, the Regular Program staff were busy revising almost all curricula.

In dealing with the problems in teaching and learning, as another fact, both Indonesian and Galangese educators give serious consideration on the problems arise. In Indonesia, many teachers are required to participate in symposiums or seminars on teaching and learning process to enrich their experiences: how to make a valid and reliable test, how to mark the students' tests objectively and how to apply different teaching techniques in the classroom. Besides, periodically they share their experiences in overcoming the students' problems in learning with their colleagues or even with the school counselor. In the same way that Indonesian teachers are required to participate in either seminars or symposiums, the Regular Program teachers—the RESL teachers—are required to attend the Teacher Training Session: every Tuesday and Thursday morning for both Indonesian and Vietnamese teachers and Vietnamese assistant teachers for one hour each, and every Monday afternoon and Saturday morning for the Indonesian teachers only for two hours each. In this occasion, the supervisor usually gives new teaching techniques. Further, this session is often used by the RESL teachers to discuss the problems in learning arisen by the students with their associates under the guidance of the RESL supervisor and sometimes the RESL program manager.

The above facts show us that generally most Indonesian as well as Galangese educators, if not all, are primarily concerned with the curriculum and the problems in teaching and learning. On the other hand, they rarely focus

their attention on themselves as one possible factor which may affect their success in carrying out both the curriculum and the teaching and learning process. They might forget Mary Finocchiaro's statement which stresses the importance of the role of a teacher: "The teacher is the most important single element in any teaching situation; there are no good or bad methods, there are only good and bad teachers." ¹ Furthermore, up to now, there has been practically a very few observation made by both Indonesian and Galangese teachers on the relationship between a teacher and his students.

Realizing the above facts, the writer attempts to make a thesis which bears two main purposes. First, in general, it gives real example of how important the teacher—student relationship is. Second, in particular, it proves his hypothesis that behavior, ability and physical attractiveness of an RBSL teacher in Galang Refugee Camp influenced his Vietnamese refugee students greatly in studying English.

The methodology used for writing this thesis is mainly observation and participation. The observation itself

¹Mary Finocchiaro. "Teaching English As a Second Language" in E. Sri Rosarioningrum, "An Appraisal on the Teaching of English to Vietnamese Refugees on the Island of Galang"(Unpublished Sarjana Thesis, IKIP Sanata Dharma, Yogyakarta, 1981), p. 29.

is, as a matter of fact, exclusively naturalistic. The reasons the writer utilizes an exclusively naturalistic observation are of two sorts. First, the data obtained through a naturalistic observation are very natural and not artificial. This happens because the person under the observation will be largely or completely unaware that any attention is being paid to what he does.² Second, the complexities of classroom life can be profitably investigated only in real-world classroom settings.³ Further, by participation the writer means the direct involvement of the Vietnamese refugee students in responding to all questions given, both in written or in oral form.

The naturalistic observation began in late March 1983 and continued through mid December in the same year. It was, as a matter of fact, really a unique observation for the writer; being the only observer, had to play the "hide-and-seek" game with the RESL program manageress, supervisors, as well as senior teachers, in order to obtain the proper date from late March 1983 until mid September 1983. This happened simply because the RESL program manageress at that time did not allow any teacher to wander through

²Robert L. Thorndike and Elizabeth P. Hagen, Measurement and Evaluation in Psychology and Education (4th ed., New York, 1977), p. 491.

³B. Rosenshine. "Teaching Behaviors and Student Achievement" and M. Dunkin and B. Biddle. "The Study of Teaching" in Jere E. Brophy and Thomas L. Good, Teacher-Student Relationships: Causes and Consequences (New York, 1974), p. ix.

the other classes during the busy teaching hours, except for the new teachers who had to do the class observation. In consequence of that policy, the writer at that time had limited time of observation. However, with the existence of the prior observations—observation which were done when the writer was still a new teacher, the "rest and relax" observations—observations which were conducted during the writer's holidays, and the post observations—observations which were carried out from the beginning of October 1983 up to mid December 1983, the previous shortcomings within the observations could be greatly eliminated.

There were twenty four classes which were observed by the writer when he was in the Regular Program. Each class was observed 3 (three) times per week during its cycle, with observations spread across the days of the week and the weeks of the cycle. As a result, a total of about 80 (eighty) hours of interaction observations were done by the writer.

This thesis consists of four chapters. In the first chapter the writer will cite a brief but clear overview on the situation in the Regular Program, Galang Refugee Camp: (1) the approach, methods and techniques used, (2) type and length of classes, (3) the curricula for all levels, (4) the teacher and the teaching hours, (5) the students, (6) placement test, (7) the physical condition of the classes, (8) the evaluation, (9) the graduation, and (10) the complementary facilities available.

Chapter Two, Three and Four are actually the core of this thesis. Chapter Two addresses (1) concept definitions, (2) the classification of teacher behavior, and (3) the effects of teacher behavior. Chapter Three contains a thorough description of teacher ability and the effects resulted. Chapter Four examines teacher physical attractiveness and the effects produced. Finally, with respect to the previous three chapters, a conclusion is drawn.

Last but not least, this thesis is offered in the hope that it will provide the stimulation and perhaps the basis for many additional studies in teacher-student relationships for all EFL teachers throughout Indonesia.

oOo

CHAPTER ONE

REAL SITUATION IN THE ESL CLASSES IN THE REGULAR PROGRAM GALANG REFUGEE CAMP

Before coming up with the description of the topic, it is better for us to have an overall outlook on Galang Refugee Camp—its geographical position, its function and its situation—which is well-expressed by Sri Rosarioningrum:

To begin with, Galang is a small island belonging to the Republic of Indonesia and located in Riau isles, close to Singapore. It functions as a temporary settlement of thousands of boat people coming from Vietnam. Those people were the refugees who left their homeland, in order to seek for freedom of life which, according to their judgement, was no longer in existence in their own country. At Galang refugee camp [sic], they occupied barracks that were made available there by the United Nations High Commissioner for Refugees (UNHCR). For the time being, they stayed in the camp while waiting for the resettlement in other countries because, as far as the writer knows, the Indonesian government only provides Galang island for the temporary settlement. With the effort arranged by the UNHCR, many countries, such as the United States of America, Canada, Australia, West Germany, France, etc. have already given the Vietnamese refugees asylums. Galang refugee camp [sic], up to this present time, is still functioning since boat people keep coming from Vietnam and even lately from Cambodia as well.⁴

⁴E. Sri Rosarioningrum, Op. Cit., p. 4.

1.1. The Approach, Methods and Techniques Applied

Considering the fact that the main objective of the Regular Program is to equip the Vietnamese refugees with the so-called Survival English—English language competency which is indeed needed by the Vietnamese refugees to survive in their new countries⁵, the approach utilized is aural oral. The methods used following this approach are basically pattern-practice and mimic memorize (mim-mem). The techniques implemented, among other things, are:

1.1.1. Pronunciation:

1.1.1.1. Imitation

1.1.1.2. Repetition

1.1.1.3. Community Language Learning

1.1.2. Vocabulary:

1.1.2.1. Realia

1.1.2.2. Kim's Vocabulary

1.1.2.3. Crossword puzzles

1.1.3. Grammar:

1.1.3.1. Question and Answer drills

1.1.3.2. Chart of verb tenses

1.1.3.3. Grammar explanation

⁵For a thorough understanding of Survival English, see F.X. Amrih Widodo YB, in "Situational Test" (Unpublished Sarjana Thesis, IKIP Sanata Dharma, Yogyakarta, 1981), pp. 1-2.

1.1.4. Listening:

1.1.4.1. Dictation

1.1.4.2. Reading a story

1.1.4.3. Whispering

1.1.5. Review:

1.1.5.1. Games: Jeopardy, the Moon is Round,
Magic Box.

1.1.5.2. Unfinished story

1.1.5.3. Arranging a dialogue

1.2. Type and Length of Classes

The type of classes in the Regular Program can be classified as multilevel. A multilevel class is actually a single class in which there are students of various levels of language proficiency. As many language teachers believe, there is no such thing as a truly homogeneous language class: each class is made up of individuals who bring them different backgrounds, different abilities and different needs. However, if the students have an extremely wide range of language abilities and needs, or if no more than two or three students can be considered to be roughly the same level, the usual teaching strategies will only serve to frustrate the class.

In order to minimize the heterogeneity of the multilevel classes and the four major factors which contribute them—the modified open entry-open exit program, the grouping of literate and non-literate students in the same class, wide differences of age in the same class, and the mixing of different cultural groups—in the Reg-

ular Program the classes are divided into levels and specific classes. There are mainly four levels and three specific classes, namely:

1.2.1. A Level Classes

The A Level classes are divided into four levels:

1.2.1.1. A[⊖] Level Classes: the classes in which the members are usually old and uneducated Vietnamese refugees having no or very little knowledge of English.

1.2.1.2. A⁻, A and A⁺ Level Classes: the classes in which the members are usually old Vietnamese refugees having little knowledge of English.

The length of A Level classes is seven weeks.

1.2.2. B Level Classes

The B Level classes are divided into three levels:

1.2.2.1. B⁻ Level Classes: the classes in which the members are the graduates of the A Level classes but whose fluency of English is still poor.

1.2.2.2. B and B⁺ Level Classes: the classes in which the members are the graduates of A or B⁻ Level classes who are able to answer simple questions about personal identification with ease.

The length of B Level classes is five weeks.

1.2.3. C Level Classes

In contrast to A Level and B Level classes, C Level classes are not divided into sub levels. The students in these classes are the graduates of B and B⁺ Level classes who are able to answer most simple questions with ease.

The length of C Level classes is five weeks.

1.2.4. D Level Classes (Prospective Teachers' Classes)

A prospective teachers' class is held to train Vietnamese volunteers in some of the basic techniques of ESL teaching, especially when there is a need for more Vietnamese teachers as well as assistants. Briefly, the Prospective Teachers' Course prepares Vietnamese refugees to work as main teachers or assistant teachers.

1.2.5. Unaccompanied Minors Classes

Unaccompanied Minors are refugees under the age of 18 who do not have relatives with them in the camp, in the United States or in any other country of second asylum. They are interviewed and placed in classes according to their English ability. They are sometimes integrated into classes with other students of the same level but usually they have their own special classes. This depends on the availability of teachers and classrooms as well as the number of the students involved.

The length of the Unaccompanied Minors classes is seven weeks.

1.2.6. Housewives' Classes

As the name suggests, these classes are restricted to women only. Some of them bring their babies with them. These classes are often held in the evening wherever and whenever there is space available. Sometimes these classes are held at school, sometimes in zone offices and sometimes in barracks.

The length of the Housewives' classes is six weeks.

1.2.7. Elderly Class

This class, which is only one in amount, runs in conjunction with Social Welfare, mainly for people over 55 years of age.

The purpose is actually to make the old people come out of their barracks and get together with their friends, so that they feel less isolated. These classes are held in the Social Welfare office.

The length of this Elderly class is not limited: students leave when they are resettled and new students are admitted by Social Welfare.

1.3. The Curriculum

In the Regular Program, each level or each specific class has its own curriculum or a modified A, B or C curriculum. Each is discussed in more detail below.

1.3.1. A Level Curriculum

This curriculum is practically based on the following situations:

1.3.1.1. interview

1.3.1.2. shopping for food

1.3.1.3. directions

1.3.1.4. making an appointment with a doctor

1.3.1.5. renting an apartment

1.3.1.6. restaurant

1.3.1.7. clothing

Every section in this curriculum has cultural notes containing information, stories, and discussions about the differences between Vietnamese and Western culture. Included also in this curriculum are grammar supplement, games and homework.

This A Level curriculum is basically applied to the A^{\ominus} , A^{-} , A and A^{+} Levels with some necessary changes. This curriculum, in its modified form, is also used for teaching the Elderly Class.

1.3.2. B Level Curriculum

This B Level curriculum is basically similar to A Level curriculum with extra activities and dialogues added. This curriculum can only be applied to the B^{-} , B, and B^{+} Levels.

1.3.3. C Level Curriculum

In contrast to A and B Level curriculum, C Level curriculum has its own situations, namely:

1.3.3.1. interview

1.3.3.2. money and banking

1.3.3.3. getting a job

1.3.3.4. insurance

1.3.3.5. child care

1.3.3.6. emergency help

1.3.3.7. complaining to the landlord about an
apartment or a house

This curriculum can only be used for teaching the B and B⁺ Level graduates because within this curriculum more advanced vocabulary, grammar as well as English expressions are presented.

1.3.4. D Level (Prospective Teachers') Curriculum

Since the Regular Program supervisors are responsible for this curriculum and no Indonesian or Vietnamese teachers are allowed to handle it, a thorough description of this D Level curriculum cannot be exposed in this thesis. However, this D Level curriculum basically contains some important teaching techniques which enable the prospective Vietnamese teachers to handle the A and B Level classes and sometimes the C Level classes, either as a main teacher or as an assistant teacher.

1.3.5. Unaccompanied Minors Curriculum

The Unaccompanied Minors curriculum is actually the same as either A, B, or C Level curriculum but with some modifications. When the writer left Galang, the new Unaccompanied Minors curriculum was being made. At that time a suggested name was given to it: Children Curriculum.

1.3.6. Housewives' Curriculum

Basically, the Housewives' curriculum consists of six situations, namely:

1.3.6.1. greetings

1.3.6.2. buying food

1.3.6.3. directions

1.3.6.4. doctor

1.3.6.5. telephone

1.3.6.6. clothing

1.4. The Teacher and the Teaching Hours

The Regular Program teachers fall into five categories: Supervisors (Master Teachers), Senior Teachers, Indonesian Teachers, Vietnamese Teachers and Vietnamese Assistants.

1.4.1. Supervisors (Master Teachers)

The amount of the Regular Program supervisors is only two. Both of them are usually American and are graduated from The Experiment in International Living, Vermont, USA. Their main responsibilities are:⁶

- 1.4.1.1. working with assigned members of speakers of English in the refugee camps, in accordance with a designated schedule, in order to improve the effectiveness of ESL teaching to the refugees population,
- 1.4.1.2. assisting in the preparation and implementation of a cultural orientation program to the countries of final destination of the refugees,
- 1.4.1.3. adapting and developing materials to aid in the accomplishment of the above task,
- 1.4.1.4. demonstrating sensitivity to the cultural norms and customs of the refugees, the host nationals and other professional and personal contacts.

⁶Ibid., pp. 14-15.

1.4.2. Senior Teachers

There are only two senior teachers in the Regular Program. Both of them are Indonesian. They are chosen to hold this position because of their ability in teaching and their wide experience. Their main responsibilities are:

- 1.4.2.1. assisting the teachers, both Indonesian and Vietnamese, in the preparation of lesson plans,
- 1.4.2.2. making continuous improvements on teaching aids,
- 1.4.2.3. collecting both the Indonesian and Vietnamese teachers' monthly reports, statistics, and lists of attendance,
- 1.4.2.4. replacing the supervisors' tasks and duties in case they are busy or are abroad.

1.4.3. Indonesian Teachers

When the writer was still in Galang, there were twelve Indonesian teachers, including the senior teachers. The Indonesian teachers are usually recruited by the manager of the Regular Program. These teachers are coming from both private and state teachers' training institute throughout Indonesia. Their minimal length of contract is six months. Their specific duties are:

- 1.4.3.1. teaching English for four hours per day, five days per week.
- 1.4.3.2. attending and participating in teach-

er training session for four times per week: on Monday afternoon and on Saturday morning for two hours each, and on Tuesday and Thursday morning for one hour each.

Their additional responsibilities are:

- 1.4.3.3. preparing the lesson plans thoroughly for class,
- 1.4.3.4. taking care of the students attendance,
- 1.4.3.5. submitting the statistics and the monthly report on time,
- 1.4.3.6. checking out and/or returning project materials (books, pictures, flash cards, realia),
- 1.4.3.7. replacing the Vietnamese assistant's task, that is to be the listening teacher, in case he is absent.
- 1.4.3.8. supervising the class during the listening hours,
- 1.4.3.9. participating in the following activities:
 - 1.4.3.9.1. registration
 - 1.4.3.9.2. final test
 - 1.4.3.9.3. A, B, and C curriculum development
- 1.4.3.10. attending staff meetings.

1.4.4. Vietnamese Teachers and Assistants

Both Vietnamese teachers and Vietnamese assist-

ants are usually the graduates of the Prospective Teachers class. The prospective teachers who have enough ESL teaching experience and are quite fluent in speaking English will be elected to be teachers as soon as they graduate, whereas those who cannot fulfil the requirements will be the assistants, either to the Indonesian teachers or to the Vietnamese teachers.

The specific duties and responsibilities of the Vietnamese teachers are basically similar to those of the Indonesian teachers except for the following points:

- 1.4.4.1. they attend and participate in teacher training session only twice a week, that is on Tuesday and Thursday morning.
- 1.4.4.2. they do not participate in developing the Regular Program curricula.
- 1.4.4.3. they do not attend staff meetings.

The Vietnamese assistants' responsibilities are:

- 1.4.4.4. preparing both the cassette recorders and listening worksheets for listening class.
- 1.4.4.5. serving themselves as a bridge in case all teaching techniques cannot clarify the problems.
- 1.4.4.6. participating in the review day by making funny as well as entertaining language games.

1.4.5. The Teaching Hours

The teaching hours, as an additional point,

will be briefly cited as follows:

1.4.5.1. The teaching hours of the Regular Program supervisors can be regarded as flexible: they teach during the teacher training session only. Thus, they teach one or two hours per day, four days per week. However, when they have to do their supervisory visits both when invited by the Regular teachers to observe a special activity and, at other times, according to need and the Regular policy, they really spend their time more than usual.

1.4.5.2. In normal situation, the senior teachers do not have any teaching hours. What they have is the working hours. In emergency situation, however, they have to teach and/or to give training to both Indonesian and Vietnamese teachers. As a result, they do have their teaching hours, that is four hours, apart from their own working hours.

1.4.5.3. Both Indonesian and Vietnamese teacher's teaching hours are exactly the same: four hours a day, five days per week. The only difference lies on the

time distribution for all Indonesian teachers teach in the morning and in the afternoon whereas most Vietnamese teachers teach in the morning and in the evening. The teaching hours are:

1.4.5.3.1. morning : 08:00-10:00

1.4.5.3.2. afternoon: 02:00-04:00

1.4.5.3.3. evening : 06:30-08:30

1.4.5.4. For the Vietnamese assistants, their teaching hours are only two hours per day, five days per week. On the review day, namely on Friday, they need not come to class. However, if they want to come to accompany the teacher in reviewing the lesson, they are welcome. Their teaching hours are:

1.4.5.4.1. morning : 10:00-11:00

1.4.5.4.2. afternoon: 04:00-05:00

1.4.5.4.3. evening : 08:30-09:30

1.5. The Students

The language program within the Regular Program in Galang Refugee Camp was previously intended for the Vietnamese refugee adults only. This policy was taken considering the fact that the Vietnamese refugees coming to Galang were mostly adults. However, since the arrival of the recent wave of refugees in 1983, the new policy has been implemented. The reason is that the most recent wave of refugees is different from those who came before 1983—

the newly-arrived Southeast Asian refugees are generally children.

Apart from the Unaccompanied Minors—refugee students under the age of 18 who do not have relatives with them in the camp, in the United States or in any other country of second asylum; the students enrolled in class are 18 years of age and older. They are usually grouped according to their age: 18-24, 25-34, and 35+ .

Most of A and B Level students completed their elementary schools when they were still in Vietnam. Many of C Level students completed their senior high schools and some them as well as some of the D Level students are even graduated from university.

Among the refugee adults, especially those whose age is above 28 years old, the common profession were soldiers: from a private first class up to a colonel or even a brigadier general. Some others were electricians, engineers, teachers, doctors and even professors.

At the beginning of a cycle, more than forty students come to class as listed in the registration list. However, when the final test is approaching, some students usually leave the class with various reasons: sick, go for medical tests, being interviewed by the delegations, and being resettled. At the end of the cycle, there are usually 25 up to 30 students left.⁷

⁷Ibid., p. 16.

1.6. Placement Test

Placement test, as the name suggests, is a kind of test which place the students into the proper level of language proficiency. Before the test takes place, an announcement is made over the loudspeakers to call the Vietnamese refugees who would like to register for classes. The next morning the prospective students will come and crowd into the CVC auditorium. They line up to get registration cards. The Vietnamese teachers help them to fill out those cards. The Indonesian teachers and the supervisors, and sometimes even the program manager himself, interview the applicants. Then, the students are put into classes based on their English ability as indicated in their oral interview.

1.7. The Physical Condition of the Classes

All classes in the Regular Program are equipped with both tables and benches. These tables and benches are placed in the traditional row and column arrangements as shown below.⁸

```

      T
    S S S S S   S S S S S
    S S S S S   S S S S S
    S S S S S   S S S S S
  
```

⁸Robert Sommer. "Classroom Layout," as quoted by William R. Todd-Mancillas in "Classroom Environments and Non Verbal Behavior," in Larry L. Baker, ed. Communication in the Classroom, (New Jersey, 1982), p. 80.

Like any other classrooms in the world, a blackboard is always available in each classroom. It is permanently fixed into one of the walls of the classroom, that is right in front of the classroom. Few of them are painted deep green but many others are painted black, so that the writing or drawing, which is put on them with stick of white chalk, may be seen clearly against them.

The walls of the classroom are made of broad boards, which were fastened together in such a way so as to make large walls. On the two walls, one on the left side of the desk of the teacher and the other on the right side, there are two big windows. These windows are low enough so that intruders—the Vietnamese refugees who do not enroll in one specific class and/or the Vietnamese students who do not like their class—may stay to follow the lesson. As a matter of fact, these intruders will then become the new students of that class the next day. The reason is simply because they are impressed with the behavior or the ability of the teacher in teaching that particular class. This will be discussed elaborately in the next chapters.

The air inside the class is usually very hot during the day because the roof of the class is made of corrugated iron. It is obvious then that not only the teacher, who is teaching, but also the students, who are following the lesson, will always sweat. Indeed, the weather is the only unpleasant thing in Galang.

1.8. The Evaluation

The students are evaluated on a daily, weekly

and final basis. Daily reviews are incorporated into each lesson. The fifth day of the week—on Friday—is reserved for a weekly review and oral test. A final situational test is held when the students finish the course. This test is based on the situations that are covered by the curriculum.⁹ Besides, a pre-test and a post-test are given to at least five students in every class to determine the amount of progress made during the English course.

1.9. The Graduation

In the Regular Program, graduation is usually held by each teacher individually for each class. It rarely happens that two teachers combine their graduations because the classes are usually finish at different times. Small parties for graduation are usually held in the individual classrooms. However, many Indonesian teachers usually arrange relatively big parties for their graduations at the staff house.

In this occasion, the teacher requires the students to use their English in delivering a short speech, in communicating with others, in making various games and even in making jokes. Further, the program manager or one of the supervisors and the teacher will always encourage the students to continue studying English in the library and listening center since there is not always enough space for them all in higher level classes.

⁹For a complete explanation on the procedure of the situational test and its purposes, see Amrih Widodo, Op. Cit., pp. 32-47.



The graduation comes to its peak when the teacher announces the best students who are ranked first, second and third in the class. He will also announce the most diligent student, the oldest student and the youngest student in his class. To these students, the teacher will give presents: a small English dictionary each for the first and second best students, notebooks and pencils or ballpoints for the rest. At the same time, certificates are also distributed to all students who complete the course, unless they have been absent from class more than five times without notice. In turn, the students, via their representative, give the teacher a beautiful souvenir. This graduation ends after taking pictures together.

1.10. The Complementary Facilities Available

The Vietnamese refugees, especially the students, who want to study more English as well as to practice their listening comprehension ability can make maximum use of both the CVC library and listening center. There are many good English books, magazines as well as newspapers in the library and there are many good conversation and musical cassettes available in the listening center. As a matter of reality, it is not only the students who are permitted to use both the library and the listening center but also the teachers, especially the Vietnamese teachers and assistants.

Aside from the above facilities, there is a special facility for the Indonesian and Vietnamese teachers only, that is the Realia Room. The availability of this Realia

Room is an important factor for supporting the teachers' activities in teaching. From the Realia Room the teachers can take various real things and things made from plastic: plastic fruits, doctor's apparatus, real telephone, mini houses and apartments, plastic pieces of furniture and restaurant utensils. Pictures, song sheets, crossword puzzle sheets and samples of airplane tickets, travelling booklets, traveller's check as well as toy money are also available in the Realia Room.

oOo

CHAPTER TWO

THE BEHAVIOR OF THE TEACHER

AND

ITS EFFECTS

One day an Indonesian teacher scolded a thirteen-year-old Vietnamese student who, according to him, did not pay attention to the lesson and disturbed his friends as well. The teacher, with a sullen face and in a loud voice, said, "If you do that one more time, you'd better get out of this class. Understand?" The student nodded and bowed his head. The next morning he did not come to class. The writer saw him by chance studying in another class with a Vietnamese teacher.

May be there are several questions asked by the reader concerning the above case. However, in the writer's opinion, they are basically of two main sorts. First, does scolding done by a teacher indicate a common behavior shared by all teachers? Second, is it true that the behavior of the teacher affects so much on the Vietnamese refugee students while they are studying English in Galang? One of the objectives of this chapter is to answer the above questions, especially the last questions.

2.1. What is Teacher Behavior?

To some people behavior means something, whereas to some others it means another thing. Biologists, for example, agree that a young sunflower turns toward the sun as the day progresses. By the evening the sunflower faces west. They also agree that if a bright light is flashed into the eyes of a cat, its pupils contract. They finally come to a conclusion that any organism reacts to anything. They then call this reaction behavior.

In contrast to the biologists, psychologists view behavior from their own point of view. They, for example, carefully observe Judy, a sixteen-year-old high school student, who spends almost of her time in the evening by watching TV or going out with friends instead of completing her homework. Or, they will pay attention closely to Pamela who frequently exceeds the speed limit and even sometimes runs red lights.¹⁰ In short, they are busy with observing the activities done by human beings. They agree to call all the activities conducted by living things behavior.

Up to this point, can we conclude that the term behavior is only synonymous with reaction or activities? Are there still any other synonyms for behavior? Garry Martin

¹⁰Garry L. Martin and Joseph J. Pear, Behavior Modification: What It Is And How To Do It, (New Jersey, 1978), p. 3.

and Joseph Pear confirm that, in fact, "activity", "reaction", "action", "performance", "responding", and "response" are synonymous with the term "behavior".¹¹

What about the definition of behavior then?

Encyclopaedia Britannica, one of the most popular encyclopaedias in the world, defines behavior as the externally apparent activity of a whole organism.¹²

Webster's New Collegiate Dictionary¹³, one of the completest English dictionaries in the world, defines behavior as

- 2.1.1. the manner of conducting oneself,
- 2.1.2. anything that an organism does involving action and response to stimulation,
- 2.1.3. the way in which something (as a machine) behaves.

Now what about teacher behavior? Suppose the Vietnamese student (page 27) told all his friends that his Indonesian teacher had a bad behavior. What did he actually mean by this? Perhaps he meant that his Indonesian teacher got mad too easily to him, blamed him for things he did not do and hated him even. Whatever he meant when he talked about his teacher's "bad behavior", it showed clearly his reaction with which he was really concerned.

¹¹Ibid., p. 4.

¹²John Paul Scott, "Behavior," Encyclopaedia Britannica (1970), III, p. 395.

¹³"Behavior," Webster's New Collegiate Dictionary (Springfield, Massachusetts, 1979), p. 100.

Based on the previous supposition, can we now draw a conclusion that teacher behavior includes only his "reaction"? The answer, of course, would be flat NO. If not, then, what are the others?

It is worthwhile to be noted, however, that a teacher does many things inside the class. We might observe, for example, that he

generally explains the subject matter in front of the class;

responds warmly to the students' correct answers;

frequently answers the students' questions;

asks the students to answer a certain question;

nods when one student gives the right answer;

scolds the students and tells them to keep quiet;

makes fun of a certain student;

talks too much.

Besides, he(she) may exhibit his(her) individual behavior which is specific in nature and most likely will not be found in any other teachers' behavior. For example, a friend of the writer, who is a Chinese girl, always says "ya ... ya" in affirming her students' answers or in closing her comments on something.

From the above analysis the writer encourages himself to draw two general conclusions: first, it is clear that all organisms, including human beings, actually do many apparent activities; and second, their activities are accompanied by reacting and responding to the situation around them. These two general conclusions then form the basis

of the writer's definition of teacher behavior: teacher behavior is all the apparent activities conducted by a teacher which involve his reaction and response to the situation around him (her).

2.2. Why Teacher Behavior: Some Arguments

It has long been believed that teacher behavior plays a very important role in education. Many professional educators, including professional researchers in education, as well as psychologists attempt to reveal the importance of teacher behavior via their scientific papers and books.

Professional researchers in education as well as professional educators agree that teacher behavior is not only important for the students but also for the teachers themselves. For the student, on the one hand, teacher inappropriate behavior causes their failure and frustration,¹⁴ and if teacher behavior does not accord with his students behavior, then clashes between them are apt to happen.¹⁵ On the other hand, for the teachers, if they seldom try to examine their own behavior, they will be strongly tempted to take credit for success but blame failure on things other than themselves.¹⁶ Further, teachers who are willing

¹⁴Brophy and Good, Op. Cit., p. vi.

¹⁵Oscar A. Oeser, Teacher, Pupil and Task (Great Britain, 1973), p. 8.

¹⁶Brophy and Good, Op. Cit., p. 350.

to observe their own behavior will gain valuable insights and new alternatives for increasing their repertoire of classroom skills.¹⁷

Psychologists consider teacher behavior also as an important factor, especially in relation with adolescent students. Singgih Gunarsa and his wife, who are inspired by Erikson's idea, for example, prove that during the process of identification, adolescent students will try to identify themselves with their parents, idol film stars or even with their teachers.¹⁸ If it happens that they identify themselves with one of their teachers and accidentally he has a bad behavior, it is obvious that they will be affected by that bad behavior in establishing their identity.

It should be clear by now that teacher behavior is indeed very important, not only for the students but also for the teacher.

2.3. The Classification of Teacher Behavior

There are several outstanding researchers in language education who pioneer in gathering accurate information about what occurs inside the classrooms. Flanders, for example, developed one of the first and most popular

¹⁷Ibid., p. 352.

¹⁸Singgih D. Gunarsa (Mrs.) and Singgih D. Gunarsa, Psikologi Remaja (Jakarta, 1979), pp. 104, 122.

instruments for coding both teacher verbal behavior and students verbal behavior. This instrument is usually called The Flanders' Interaction Analysis Categories, and is often abbreviated as FIAC.¹⁹ Moskowitz then created an adaptation of this FIAC for the foreign language classroom.²⁰ Similarly, Jarvis also developed an instrument which classifies behavior in terms of language skill acquisition consequences of behavior.²¹

In this thesis, however, the writer attempts to use his own classification of behavior in observing teacher behavior because of the following reasons:

simplicity

It often happens, especially in Indonesia, that prospective teachers as well as teachers themselves are easily confused with difficult technical terms and the procedures of an observation. As a result, they feel discouragement to do even a small observation within their own classrooms. This classification is, therefore, made simple so that the above difficulties can be eliminated.

¹⁹Ned A. Flanders, Analyzing Teaching Behavior (Reading, Massachusetts, 1970), p. 34.

²⁰Gertrude Moskowitz, "The Effects of Training Teachers in Interaction Analysis," in Gilbert A. Jarvis and Shirley J. Adams, "Evaluating a Second Language Program," Language in Education: Theory and Practice, 19 (September, 1979), pp. 33-34.

²¹Gilbert A. Jarvis, "A Behavioral Observation System for Classroom Foreign Language Skill Acquisition Activities," in Ibid., pp. 34-35.

validity²²

This classification can be considered valid for it measures what it is supposed to measure and nothing else, that is it measures the effects of teacher behavior on the Vietnamese refugee students while they are studying English.

reliability²³

This classification is reliable since it was implemented in the same field of observation. Besides, its measurements were done in high consistency, that is through accurate formulas.

discrimination

If applied properly, this classification will be able to discriminate various teacher behavior. In short, it really discriminates between teachers who possess more positive behavior and those who possess more negative behavior.

naturalness

An educational instrument which measures a particular objective of an observation is often generated from and/or applied to only an (some) experimental setting(s). As a result, whenever it is applied to the real setting, the result bias.

Conversely, this classification of teacher behavior is, as a matter of fact, generated from the real setting

²²J. B. Heaton, Writing English Language Tests (London, 1975), p. 153.

²³Ibid., p. 155.

of teacher-student relationship. Thus, whenever it is used to measure the behavior of a certain teacher in a real classroom setting, the result will be fair, natural and objective as well.

flexibility

The elements of each group within this behavior classification, in fact, can be modified depending on the situation where the observation is being carried out. By modification the writer means that its elements can be enlarged or restricted in number.

predictability

It is universally acknowledged that via the data obtained in any first observation, prediction on the final results can hardly be made. However, a researcher, via this classification, is able to make a fairly good prediction on the teacher observed, what type of teacher he(she) will be, right after the first observation is over. Two important things should be kept in the observer's mind, however. First, he should put his subjectivity aside. Second, the teacher observed should not be given any of the obtained results until the whole observation in his(her) cycle is completed.

From point 2.1. we understand already what teacher behavior is. Let us now observe the classification of teacher behavior in details.

Teacher behavior (2.3.) actually falls into two big categories: teacher verbal behavior (2.3.1.) and teacher nonverbal behavior (2.3.2.). Teacher verbal behavior, ac-

According to Charles A. Catarina, can be defined as any particular words which are uttered by the teacher, whereas teacher nonverbal behavior can be clarified as any gestural movements which are produced by the teacher.²⁴ Both teacher verbal and nonverbal behavior consist of two similar groups: teacher individual behavior and teacher shared behavior. By teacher individual behavior the writer means any verbal and/or nonverbal actions which are done by a particular teacher and which regularity is more than 70%. By teacher shared behavior the writer means any verbal and/or nonverbal actions which are done by almost any teacher and which regularity is less than 50%. However, those two groups are different in nature: the first group supports teacher verbal behavior, whereas the second supports teacher nonverbal behavior. As a result, there will be two groups of individual behavior: teacher verbal individual behavior (2.3.1.1.) and teacher nonverbal individual behavior (2.3.2.1.), which will be labelled as neutral behavior; as well as two groups of shared behavior: teacher verbal shared behavior (2.3.1.2.) and teacher nonverbal shared behavior (2.3.2.2.). Each of the two groups of shared behavior consists of four similar small groups: praise, affirmation, remark and criticism. The groups of praise and affirmation will be labelled as posi-

²⁴Charles A. Catarina, Learning (New Jersey, 1979), p. 10.

tive behavior, remark groups as neutral behavior and criticism groups as negative behavior. So, there will be group of praise (2.3.1.2.1.), affirmation (2.3.1.2.2.), remark (2.3.1.2.3.) and criticism (2.3.1.2.4.), all of which support teacher verbal shared behavior, and another group of praise (2.3.2.2.1.), affirmation (2.3.2.2.2.), remark (2.3.2.2.3.) and criticism (2.3.2.2.4.), all of which support teacher nonverbal shared behavior. The elements of each group are as follows:

2.3.1.1. Teacher Verbal Individual Behavior

"ya ... ya ..."

"alright"

"well"

"so"

"quiet, please!"

"why?"

2.3.1.2. Teacher Verbal Shared Behavior

2.3.1.2.1. verbal praise

"Excellent!"

"Absolutely correct!"

"Very good!"

"Great!"

"Good idea!"

"Good thinking!"

"That's it!"

"Correct!"

2.3.1.2.2. verbal affirmation

"That's correct."

"That's right."

"Yes, you can say that."

"O.K."

"Right."

Simple repetition of the student's sentence.

2.3.1.2.3. verbal remark

"I don't think so."

"Sorry, that's not the answer."

"No." (flat tone)

"Others?"

2.3.1.2.4. verbal criticism

"Wrong!"

"No!" (high tone)

"You fool!"

"You stupid student!"

"Are you listening or are you sleeping?"

"Are you daydreaming?"

"Did you study last night?"

"Have you had your breakfast (lunch) yet?"

"If you can't answer this question, you'd better go home and sleep."

"Go back to your barrack and take a shower!"

"Do you remember your wife/ husband/boy friend/girl friend/fiancee/fiancee in Vietnam?"

2.3.2.1. Teacher Nonverbal Individual Behavior

- . swaying the hair
- . frowning
- . throwing a side glance at a certain student
- . gazing at a certain student
- . winking
- . smiling subtly
- . biting the lip
- . biting the thumbnail
- . raising the shoulders
- . moving the hand
- . touching/caressing the hair
- . touching the frown
- . touching the frame of the glasses
- . touching the nose
- . touching the collar of the shirt
- . touching the button of the shirt/T-shirt
- . touching the ear
- . touching the belt
- . putting the hand(s) in the trousers' pocket(s)
- . flicking the nails
- . squeezing the handkerchief
- . looking at the wristwatch frequently

- . moving among the students
 - . sitting among the students while interacting
- 2.3.2.2. Teacher Nonverbal Shared Behavior
- 2.3.2.2.1. nonverbal praise
- . clapping hands
 - . holding up the right thumb
 - . flicking the fingers
 - . wide smile
- 2.3.2.2.2. nonverbal affirmation
- . head nod
 - . dubious smile
 - . tapping the student's shoulder
(if he happens to be among his students)
 - . "um ... hum." ²⁵
- 2.3.2.2.3. nonverbal remark
- . head shaking
 - . "uh ... uh." ²⁵ (sometimes with head shaking)
- 2.3.2.2.4. nonverbal criticism
- . gazing intensely
 - . unpleasant facial expression

²⁵Larry L. Barker in his book Communication in the Classroom considers these as nonverbal sounds, see p. 104.

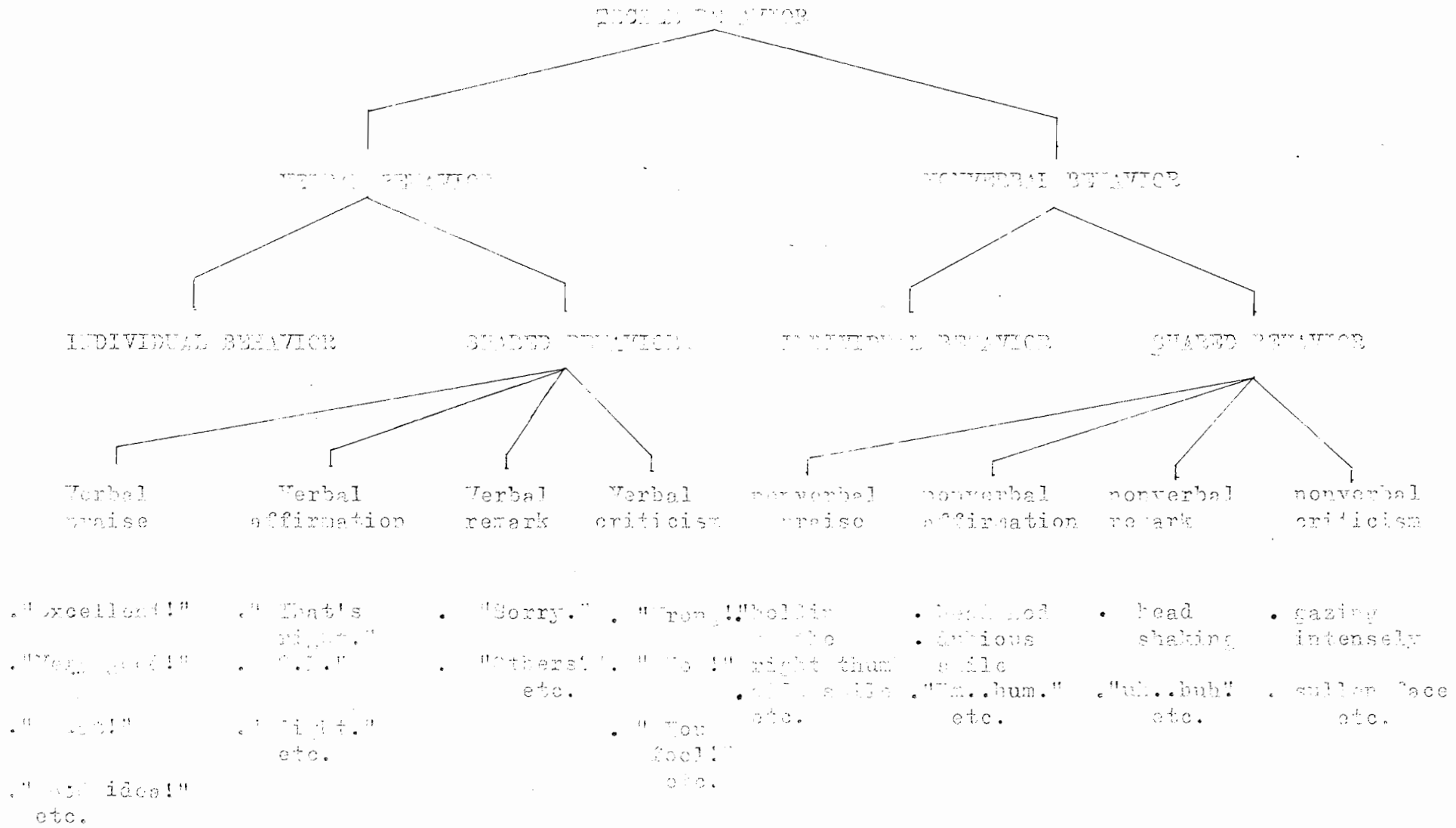


Figure 2.1. Global diagram of teacher behavior

TEACHER BEHAVIOR RECORD FORM

Observer:..... Teacher: Level: ... Date:.....

TYPE OF TEACHER BEHAVIOR	W E E K O N E		
	1	2	3
1. Teacher Verbal Individual B e h a v i o r			
2. Teacher Verbal Shared B e h a v i o r			
2.1. verbal praise			
2.2. verbal affirmation			
2.3. verbal remark			
2.4. verbal criticism			
3. Teacher Nonverbal Individual B e h a v i o r			
4. Teacher Nonverbal Shared B e h a v i o r			
4.1. nonverbal praise			
4.2. nonverbal affirmation			
4.3. nonverbal remark			
4.4. nonverbal criticism			
<u>notes:</u>			

Figure 2.2. An example of data sheet for recording behavior of a teacher while interacting with his/her students.

2.3.3. Procedures

At that time the writer obtained the data via the following procedures:

2.3.3.1. An agreement with a teacher whose class would be observed was made,

2.3.3.2. The teacher concerned was told about the "false objective" of the observation. This was done on purpose so that any unnatural behavior would not be produced by that teacher,

2.3.3.3. A sudden visit was made and a ten-minute observation was done at the back of the classroom,

2.3.3.4. All behavior emitted by the teacher were coded by tallying them in the provided blank form (see page 42),

2.3.3.5. The final results were assessed on the basis of the following formulas:

2.3.3.5.1. Positive Teacher Behavior

$$\frac{\sum \text{PTB}}{\sum (\text{PTB} + \text{Ntr. TB} + \text{NTB})} \times 100\%$$

2.3.3.5.2. Neutral Teacher Behavior

$$\frac{\sum \text{Ntr. TB}}{\sum (\text{PTB} + \text{Ntr. TB} + \text{NTB})} \times 100\%$$

2.3.3.5.3. Negative Teacher Behavior

$$\frac{\sum \text{NTB}}{\sum (\text{PTB} + \text{Ntr. TB} + \text{NTB})} \times 100\%$$

Thus, if:

- | | | |
|---------------------|---|-------------------|
| (1) %PTB \geq 85% | } | very good teacher |
| %PTB $>$ %Ntr.TB | | |
| %PTB $>$ %NTB | | |
| (2) %PTB \leq 84% | } | good teacher |
| %PTB \geq 70% | | |
| %PTB $>$ %Ntr.TB | | |
| %PTB $>$ %NTB | | |
| (3) %PTB \leq 69% | } | moderate teacher |
| %PTB \geq 55% | | |
| %PTB \geq %Ntr.TB | | |
| %PTB $>$ %NTB | | |
| (4) %PTB \leq 54% | } | bad teacher |
| %NTB \geq %Ntr.TB | | |
| %PTB $<$ %NTB | | |

note:

PTB = apparent Positive Teach-
er Behavior during ob-
servation.

Ntr.TB = apparent Neutral Teach-
er Behavior during ob-
servation.

NTB = apparent Negative Teach-
er Behavior during ob-
servation.

2.4. The Effects of Teacher Behavior

Well-behaved RESL teachers—— RESL teachers whose percentage of PTB were higher than their percentage of NTB, based on the writer's observation at that time, experienced an encouraging fact: their students showed great interests in studying English. Those students, as a matter of fact, showed their great interests in studying English in the following ways:

- 2.4.1. They never absented themselves from the lesson given by their teacher unless they had a very important thing to do——food distribution, medical check-up, the arrival of American, Australian or Canadian delegation, resettlement preparation.
- 2.4.2. They never fled from class in the middle of the cycle unless they had to move to Site Two or to go to the third country.
- 2.4.3. They frequently visited both the library and the listening center.
- 2.4.4. They took their close friends with them to study English in their class.
- 2.4.5. They often enough visited staff house if it happened that their English teacher was an Indonesian, or barrack if their teacher was a Vietnamese, with the purpose of:
 - 2.4.5.1. practicing their English ability by singing the English songs and doing some games in English.

2.4.5.2. asking difficult English structures, pronunciation, and vocabulary.

2.4.5.3. sharing their problems in studying English—the influence of their past experience, feeling of frustration as well as sad news from Vietnam.

2.4.5.4. inviting their teacher to attend the birthday party of their friend, a certain Vietnamese national as well as ritual ceremony in which some of them would explain the situation to their teacher in English in turns.

2.4.6. In its extreme way, one of them would send some love letters and/or dating invitations to her teacher and were written in English.

In contrast to the well-behaved RESL teachers, mean, critical as well as cynical RESL teachers, as a matter of fact, had to swallow the bitterest reality in their teaching career: many students did not want to study English with them. Those students showed their unwillingness to study English with those teachers in the following ways:

2.4.7. Many of them were absent from class.

2.4.8. Many of them fled from class before the cycle ended.

2.4.9. Many of them, especially the clever and the diligent students, studied English with another "better" teacher.

2.4.10. Almost all of them seldom paid a visit to their teacher.

2.4.11. Some of them even showed their indifference to English.

oOo

CHAPTER THREE

THE ABILITY OF THE TEACHER

AND

ITS EFFECTS

It is surely beyond doubt that universally all teachers of all subjects theoretically know that the most important tasks of a teacher in the field of education are of two main sorts. First, he should teach all his students effectively—he should be able to use a plan for instruction or presentation which causes a desired change in his students' behavior²⁶—and efficiently—he has to be able to achieve desired results with economy of time and effort in relation to the amount of work he has to accomplish²⁷—in accordance with the provided curriculum. Second, he should evaluate his students' understanding and performance in the subject he has taught via valid and reliable tests. They also understand that, in fact, teaching

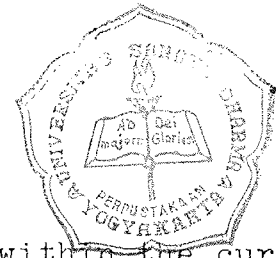
²⁶Carter V. Good, ed., Dictionary of Education (3rd ed., New York, 1973), p. 589.

²⁷Ibid., p. 207.

is a lot more than just exclusively transmitting the teacher's knowledge to all his students. Teaching is not only transmitting the teacher's knowledge to all his students but also shaping their behavior and belief.²⁸ Consequently, they should have realized that any teacher who wants to teach with better qualities should possess more abilities than just the ability of transmitting his knowledge to all his students, especially if he has to teach in the difficult teaching situation.

Thus far, however, the reality proves otherwise. It proves that until now there are quite a lot of teachers who still, as a matter of fact, teach their students just as far as the transmissions of their knowledge are involved—and they do. Many Indonesian teachers, for example, teach their students with the purpose of both conveying the materials within the curriculum and finishing them on time. They almost never care whether they teach their students effectively and efficiently or not. They do not take into account their students' success. They are unaware whether their way of teaching brings about positive or negative effects. They do not even care whether a particular student who sits at the back and is wearing glasses is able to see the teacher's handwriting on the board clearly or not. What they care is, again, whether

²⁸Thomas F. Green, The Activities of Teaching (Tokyo, 1971), p. 23.



they are able to transmit the material' within the curriculum and finish them on time or not.

Similarly, many RESL teachers taught their students with mainly two purposes in their mind: conveying the material and, if possible, covering them in a relatively short of time. It was obvious then that they, for example, would not dare to take any risk by applying new teaching techniques unless they were challenged by the supervisors to do so. Further, if during their teaching they wanted to check their students' understanding on a given material, they simply threw the old-fashioned question, "Do all of you understand?" to their students. It often happened as well that while their students were still puzzling about a certain topic, they proceeded with the new topic. Indeed, they had already built a rigid conception in their mind: "the sooner we can graduate our students, the better."

It is the objective of this chapter to, first of all, show that, based on the writer's ten-month-teaching-experience in Galang Refugee Camp, any ESL teacher should possess, at least, four additional abilities aside from his ability in transmitting his knowledge to his students, especially if he has to teach in a difficult teaching situation, for example, teaching English to Vietnamese refugees in Galang Refugee Camp. Those four additional abilities are: (1) the ability to use proper English, (2) the ability to apply proper teaching techniques, (3) the ability to deal with both the students' questions and answers, and (4) the ability to create a desirable classroom atmosphere.

Secondly, and more importantly, this chapter will prove the importance of the above additional abilities for any teacher who is engaged in teaching English as a second language by revealing all possible effects resulted.

3.1. The Teacher's Ability to Use Proper English

It is widely known among the ESL teachers that every ESL teacher should firstly check his students' level of English proficiency before he starts teaching, either by observing the curriculum thoroughly or by giving some of his students some basic questions, or by doing both. The purpose is of course to give the teacher chance to explore how far and how deep the concept of English his students have already possessed is. After knowing the precise level of English proficiency they have acquired, he should, as a consequence, start his gear in teaching from this point. Mary Finocchiaro, in relation to this, says that a teacher should teach based on what his students know: he has to go from the known in English to the unknown and from the concrete to the more abstract.²⁹

The above statements are, again, theoretically easy to be understood by any ESL teacher but, in fact, they are relatively difficult to be carried out into practice.

²⁹Mary Finocchiaro, Teaching English as a Second Language (enlarged and revised; New York, 1969), p. 269.

Many REESL teachers, as a matter of fact, did not start their teaching based on what their students had possessed but based on their own ability and superiority. It was said so because whenever those teachers started teaching, they, at the same time, started showing their ability and superiority in using English in front of their students. Some of them, who taught the low level classes, utilized relatively difficult vocabulary and sentence patterns. Some others, who taught high levels, showed the students their ability in using difficult technical terms and high fluency in speaking. Indeed, they did observe the curricula of the classes they had to teach beforehand. They acknowledged as well that they understood what items within the curricula should be given to their students. However, as soon as they stood in front of their students, they forgot almost all of these: they started producing improper English before the eyes of their innocent students.

Almost all of the students, as a matter of reality, looked at their teacher full of admiration—some of them even with open mouths—during the first week of his teaching. Some others even started establishing a belief that their teacher was indeed a clever teacher. Not until the second week of teaching did they realize that actually their teacher taught them in a difficult way of teaching. As a result, some of them started complaining about it and some others even shared it with their previous teacher or with other "better" teachers. Some of them who

studied in low level classes said that they knew nothing about their teacher's instructions and/or ideas. Some others added that their teacher's vocabulary and sentence patterns were beyond their comprehension. Further, most of the high level students complained about their teacher's complicated technical terms.

The facts proved that the above students did not only complain about their teacher's difficult way of teaching but also produced the following manners toward their own teacher:

- 3.1.1. They acted as if they understood all their teacher's explanations——nodding their heads, writing something in their books, smiling subtly to their teacher or even staring at him seriously.
- 3.1.2. Some of them would chat with their peers, who sat next to them, silently whenever the teacher wrote something on the board.
- 3.1.3. Some others would daydream, look at the activities outside the class through the window, or follow the lesson with their sleepy eyes.

The above facts obviously show that improper usage of English, which in this case were done by some RESL teachers, may indeed lessen the students' enthusiasm in learning English.

3.2. The Teacher's Ability to Apply Proper Technique

The writer has a conviction, based on his obser-

vations and teaching experience, that good teachers of English will, firstly, keep these following four important points in their mind before they make maximum use of a teaching technique:³⁰

- (a) teaching techniques are devices by which the effectiveness of assumptions about language teaching will be evaluated.
- (b) a certain technique is only applicable to only a certain situation, not to any situation.
- (c) a certain technique utilized by one teacher does not always succeed and achieve the maximum result when it is utilized by other teachers, even in the same situation.
- (d) the application of improper teaching techniques can obviously cause frustration on both the students and the teacher.

Secondly, they will try their best to understand the procedures of the technique they are going to use thoroughly: how to start, how to progress and how to finish it. Thirdly, they will anticipate both the advantages and disadvantages of it. Finally, they will check the time and place available before presenting it in front of his students.

³⁰E. B. Wahyu Widodo, "End of Cycle Report for "B" Levels, Site 2" (Unpublished Paper, Regular Program, Galang Refugee Camp, November 27, 1983), preface.

Almost all RESL teachers, as a matter of fact, possessed relatively good consideration to the above steps during the teacher training sessions. Still, when they ought to show their ability in using a certain technique in front of their students, they employed it haphazardly. They did not take much care whether or not the technique applied supportable to and had relationship with the topic of the subject being discussed at that moment. They did not even pay attention to the time—whether it was in the morning, where most of the students were usually still fresh and energetic, or in the afternoon, where most of the students were apt to feel tired and sleepy easily; the weather—whether it was a sunny day or a rainy day; and the seating arrangement—whether the tables and benches were moveable or not. These haphazardness, based on the writer's observations, were actually caused by their enthusiasm to apply the new teaching technique they had just obtained from their master teacher immediately.

Some RESL teachers believed that their haphazardness in applying a certain teaching technique would produce no harmful effects on their students. Their belief, on the one hand, might be true if the technique applied was given to the low level students and in form of a kind of language games. On the other hand, their belief would boomerang on them whenever they ought to teach the high level students. The writer's observations proved that as soon as a teacher produced haphazard manner in applying a certain teaching technique before the eyes of the high level stu-

dents, the effects were obvious:

3.2.1. Many of the students would start turning their handouts over to look for whether their teacher's topic of discussion had a relationship with the previous topic or not.

3.2.2. Some of the clever students would raise their hands almost simultaneously whenever they felt that their teacher's topic of discussion was irrelevant to the topic written in their handouts.

3.2.3. Most of the students would act unconcerned toward their teacher unless he was able to give a(some) convincing reason(s) why he did so.

Based on the above facts, it is now clear that any negligence in applying a certain teaching technique made by any ESL teacher may create confusion as well as apathy on the students in studying English.

3.3. The Teacher's Ability to Deal with the Students' Questions and Answers

It has been a reality for us that up to now there are relatively many language teachers who still underestimate the importance of having the ability in dealing with the students' questions and answers for a language teacher. Some of them even declare that they should not bother about it. Meanwhile, they do not realize that they themselves make continuous mistakes when they are dealing with both their students' questions and answers. Whenever their students expect their teacher to give direct and precise

answers, for example, he gives them long, elaborate answers. Conversely, when their students need a complete explanation, they give a simple and direct explanation.

The above fact, as a matter of reality, was also found within the body of the Regular Program in Galang. It happened that almost all RESL teachers, based on the writer's observations, dealt with their students' questions as well as answers in an inefficient way. The proof will be summed up as follows:

- (1) They often embarrassed their students in front of their friends, either when they made mistakes in answering their teacher's questions or when they asked their teacher questions. These teachers seemed to have forgotten the other two important theories of language teaching. First, a teacher should correct their students' errors casually and softly in front of their friends.³¹ Second, the teacher should consider carefully whether the unsatisfactory answer made by his student is an indication of laziness or inattention on the part of the student or whether it is the result of weakness in his own presentation.³²
- (2) They often answered or explained a certain ques-

³¹Mary Finocchiaro, Op. Cit., p. 268.

³²Wilga M. Rivers, Teaching Foreign Language Skills (Chicago, 1968), p. 378.

tion for the sake of the questioner only, not for all students. As a result, when another student produced similar question, instead of answering it for the second time, they would get angry and blamed him for his inattention.

- (3) Some of them waited a certain student's answer in quite a long time. As a result, they indirectly gave the rest of their students time to think of other things.³³ Indeed, it is necessary to give the students time to think³⁴, especially for the low achievers, but of course only in a reasonable amount of time.
- (4) Some of them answered their students' questions unfairly: they gave clear, distinct explanation to beautiful/handsome, clever as well as polite students but they did the reverse to plain-looking/ugly, stupid and impolite students.
- (5) They were often trapped by their students' private questions such as: "Are you married or are you still single, teacher?", "How old are you, teacher?", "Do you have any girl friend, teacher?", "Is your girl friend beautiful, teacher?", "How many girl friends do you have, teacher?" , "What do you think about Vietnamese girls, teacher?"

³³Ibid.

³⁴Mary Finocchiaro, Op. Cit.

The writer's observations further revealed that as a result of some RESL teachers' lack of ability in dealing with both their students' questions and answers, the students reacted in the following ways:

- 3.3.1. Some of them, especially the timid students, never asked their teacher questions. These students would act as if they knew everything.
- 3.3.2. They seldom voluntarily answered their teacher's questions unless he urged them to do so.
- 3.3.3. Whenever the teacher gave a question to one of their friends, they would start doing something else.
- 3.3.4. Some ugly or stupid students would move to another class as soon as their teacher showed high frequency of unfairness to them.
- 3.3.5. Some of them would almost always try to break their teacher's concentration in teaching by asking him private as well as nonacademic questions.

The above facts show clearly that any inefficient way in dealing with both the students' questions and answers, which in this case were done by some RESL teachers, may indeed hamper the students' progress in studying English.

3.4. The Teacher's Ability to Create a Desirable Classroom Atmosphere

Most ESL teachers—if not all—theoretically know that creating a desirable classroom atmosphere—a pleasant, colorful classroom—is another important thing

they should strive aside from systematic lesson development. In consequence of this, nowadays, almost all ESL teachers try their best to make their class comfortable. Unfortunately, they do it in the wrong way: they put heavy emphasis on having fun with their students only. The reason which provided the basis for the above fact is that only few of them understand thoroughly that "creating a pleasant classroom atmosphere" is not exactly the same as "having fun with the students".

Almost all RESL teachers, in fact, did the same thing: they put heavy emphasis on having fun with their students. As a result, they tended to ignore the other three important things which, in the writer's opinion, may lessen the pleasant atmosphere inside the class: (1) discipline, (2) the students' physical defects, and (3) seating location.

(1) discipline

Some Vietnamese RESL teachers showed bad examples of discipline to their students:³⁵

- (1.1.) They let their students go home before the school hours ended.
- (1.2.) If it happened that only very few students came to class on account of a heavy rain or any departure to the third country, they would let their students go home early.
- (1.3.) They rarely took other classes activities into account.

³⁵E. B. Wahyu Widodo, "End of Cycle Report for "B" Levels" (Unpublished Paper, Regular Program, Site One, Galang Refugee Camp, July 17, 1983), p. 1.

(2) the students' physical defects

Almost all RESL teachers never anticipated their students' physical condition at their very first day of teaching. They seldom checked whether all their students possessed sufficient hearing or not. They rarely observed whether all their students were able to see their handwriting on the board or not. They did not even know that one of the students spoke with a slight lisp. As a result, as the cycle progressed, they often got angry with their students because of those students'

(2.1.) misunderstanding in receiving their teacher's instruction

(2.2.) misspellings

(2.3.) wrong stresses

(2.4.) wrong copying

(3) seating location

All RESL teachers—except the writer—never took into account their students' seating location. They did not care whether the girls sat in the first-, middle-, or at the back-row seats, whereas they knew that girls usually were apt to speak in soft voice. They did not realize that they interacted more often with their students who sat in the first- and middle-row seats.³⁶ They did not

³⁶For a comparison, see P. Delefes and B. Jackson. "Teacher-Pupil Interaction as a Function of Location in the Classroom," in Brophy and Good, Op. Cit., p. 21.

even know that the closer the students sat to their teacher, the greater degree of attention they would obtain from him and the greater opportunities they had to participate in both question-and-answer sessions and discussions.³⁷

The following were the reactions from the Vietnamese students whenever their teacher failed to create the real desirable classroom atmosphere:

3.4.1. Many of them tried to escape during the listening class.

3.4.2. Quite a lot of students who possessed physical defects showed the so-called "inferiority complex": extreme shyness, avoiding people, and overacting actions.

3.4.3. Some of them who sat at the back tried to get the teacher's attention by teasing their peers.

The above facts caution all ESL teachers that if they are unsuccessful in creating the real desirable classroom atmosphere, they have to be responsible for their students' failure in studying English.

3.5. The Effects of Teacher's Ability

In summary, the more able RESL teachers——RESL teachers who did not only teach well but also possessed the four additional abilities mentioned before——found

³⁷For a comparison, see A. Schwebel and D. Cherlin. "Physical and Social Distancing in Teacher-Pupil Relationship," in Ibid., p. 22.

out that, in general, their students:

- 3.5.1. tried hard to finish their English assignments either individually or in groups.
- 3.5.2. — the low level students— tried their best to memorize the dialogues, whereas the high level students tried hard to create some dialogues of their own.
- 3.5.3. would always pay serious attention to their teacher's explanation.
- 3.5.4. never felt shy or discourage to ask their teacher questions.
- 3.5.5. would always ask their teacher's help in solving the difficulties they found in studying English.
- 3.5.6. would come to class to study English despite the hard rain or the hot day.
- 3.5.7. showed progress in their English ability.
- 3.5.8. achieved relatively high marks in the Final Situational Test.

On the other hand, the less able RSSL teachers found out that the majority of their students:

- 3.5.9. gave up easily whenever they had to do their English assignments, especially if those assignments were relatively difficult.
- 3.5.10. — the low level students—frequently complained about the difficulties they faced when they had to memorize the dialogues, and the high level students complained about

the difficulties they encountered in making their own dialogues.

- 3.5.11. paid attention unwillingly to the lesson.
- 3.5.12. felt afraid to ask their teacher questions.
- 3.5.13. would rather ask their clever friends or their previous teacher or another "better" teacher to solve their problems in studying English.
- 3.5.14. would rather stay home when it was raining or when the day was hot.
- 3.5.15. showed little progress in their English ability.
- 3.5.16. achieved normal marks in the Final Situational Test.

oOo

CHAPTER FOUR

THE PHYSICAL ATTRACTIVENESS OF THE TEACHER AND ITS EFFECTS

Some readers might be puzzled, startled or even confused as soon as their eyes strike the title of this chapter. Others might as well produce the following comments: "How come that the physical attractiveness of a teacher affects his students?" "The writer must be kidding!" "The writer just wants to make an educational joke!" "Impossible!"

Whatever remarks the readers might say, however, this chapter is not a kind of a story which comes out of the thumb. This chapter, as a matter of fact, might never have appeared in this thesis——thus, the writer's hypothesis might never be proved as well——if the following occurrences had not happened in the writer's classes——and in some other RESL teachers' classes as well——almost in every cycle of his teaching English to Vietnamese refugees in the Regular Program in Galang Refugee Camp. Although there were quite many happenings, in this thesis he would

only cite some significant examples which represent the others. Let us now see the following first four examples.

The first occurrence happened when a certain twenty-five-year-old student turned up in one of his second cycle classes. She had just come to Galang after a two-week journey of escape from Vietnam. Like any other Vietnamese refugees who came to Galang, she ought to study English in order to be able to communicate with people in her new country, the English-speaking country. She thought her ability of English would be improved as soon as she finished studying English in his class. Two weeks after joining his class, she came up to him and—with her bowing head and blushing cheeks—said: "Teacher, I like studying English with you. You are a handsome teacher; that makes me happy. I promise I will study English harder." Indeed, after the cycle finished, she turned up to be one of the best students in her class.

The second occurrence happened when a certain sixteen-year-old student who was studying in the other class of his second cycle classes sent him a brief letter via her friend after joining his class for about three weeks. She wrote: ".... I don't know teacher what forces me to study English seriously ... but I think because you're a handsome teacher. Believe me teacher, I will study English the best I can." When the graduation day came, she fulfilled her promise: she became one of the best students in her class.

The third occurrence happened when a certain twelve-

year-old student who was studying in his only unaccompanied minors class came up to him before his departure to the USA. This little boy, in a sad tone, said: "I feel sad when I must say good bye to you, teacher. You have been my wonderful teacher. Your handsome face, your tidy clothes, your nice behavior, your way of teaching and your deep consideration to us have been forcing me and my friends to study English better. I promise teacher, I will always try to practice my English with my American friends later. I want to speak English very good [sic] like you." ³⁸ As a matter of fact, this boy was one of his clever students who was very critical of his teaching but showed remarkable talent in the English language.

The fourth occurrence took place in one of his colleagues' class during the graduation day. One of her student, who was quite beautiful and clever, came up, handed her a beautiful compact parcel and said, "Teacher, all of your students could have studied English better if you had used this." Impatiently she opened the parcel and with her blushing cheeks she showed us what was inside it: a set of cosmetics!

The above happenings bring the writer—and hopefully now the readers—around to a new fact in teacher-student relationship: the teacher's physical attractiveness contributes—though it may be less influential compared

³⁸The writer has to confess that the expression like "... very good like you." is a kind of typical Vietnamese English found in Galang.

with the two previous factors—the strength of the secondary motivation³⁹ of the Vietnamese refugee students in studying English. This chapter will therefore (1) specify the components of the physical attractiveness of the teacher—each of which will be accompanied by at least one example, and (2) show the general effects resulted by it.

4.1. Handsome (Beautiful) Teachers Versus Plain Looking Teachers

That attractive students affect their teacher's treatment in teaching them has quite long been a reality for most teachers—if not all. Clifford and Walster, for example, found two convincing proofs for this in 1971. First, the teachers in their study assumed that, among other things, the more attractive boys and girls had higher IQs. Second, they assumed that the attractive children adjusted better and interacted socially better than the unattractive peers.⁴⁰

In contrast to the above fact, up to the present moment, not many teachers believe and realize as well that

³⁹The term "motivation" was firstly introduced to the writer by one of his lecturers, Drs. P. G. Purba, in his Principles of TEFL's class. Motivation consists of two types: primary and secondary. Primary motivation refers to motivation which comes from the learner himself. Secondary motivation, on the other hand, comes from outside the learner.

⁴⁰M. Clifford and E. Walster. "The Effect of Physical Attractiveness on Teacher Expectation," in Brophy and Good. Op. Cit., p.20.

their handsome or beautiful faces may, as a matter of fact, affect their students' secondary motivation in learning. This happens as a result of, among other things, lack of data available concerning this case. However, the following fact may hopefully serve as a new datum for us.

While the writer was busily engaged in carrying out his observation on the effects of teacher behavior and ability on their students' progress in studying English, he encountered quite many strange behavior emitted by both his students and some of his colleagues' students (see the previous four examples). Having had the hypothesis beforehand, he then encouraged himself to question these students thoroughly. Their answers—which later support his hypothesis—could be stated in one simple sentence: they favored handsome or beautiful teachers. As for the reasons, they assumed that handsome or beautiful teachers would

- 4.1.1. teach English better,
- 4.1.2. be less punitive,
- 4.1.3. help the students more,
- 4.1.4. be more generous in giving them marks, and
- 4.1.5. be more compassionate on their fate.

However, this fact should not be interpreted in such a way that it seemed that these students disliked the plain looking teachers and did not want to study with them. As a matter of fact, they accepted their new teacher as he was and began adjusting themselves with him little by little.

4.2. Tidy Teachers Versus Untidy Teachers

That most teachers——if not all—— would prefer tidy students over untidy students in the normal situation of teaching is, in fact, not a new thing for us. In one experiment, Feshbach, for example, found that teachers preferred, among other things, orderly (tidy) children over untidy children.⁴¹

On the other hand, until now, only very few teachers are aware that their tidiness may affect their students' secondary motivation in learning. This unfortunate fact takes place because, again, no data concerning this case are available. However, the facts in the following lines may provide new data for all of us.

It was a fact that the Vietnamese refugees who came continuously to Galang from 1979 up to 1983 were relatively rich. Most of these people confessed that they used to live a life of ease and sometimes even in a lavish way before the Vietnamese civil war broke in 1975. It was obvious that when they came to Galang, many of them still exhibited the same life style although they were fully aware that Galang was a refugee camp. For example, those who were succeeded in bringing some of their property——beautiful clothes, golden bracelets, necklaces, earrings, and golden watches as well, or even diamond rings and broaches—— with them during their escape would wear some of these

⁴¹N. Feshbach. "Student Teacher Preferences for Elementary School Pupils Varying in Personality Characteristics," in Ibid., p. 203.

ornaments daily or during the special occasions—parties, national or ritual ceremonies, Christmas and New Year.

It happened, as a matter of fact, that many of these people were the writer's students and they spread through all his cycles. In general, these students showed nothing special in his first and second week of teaching. As the third week was approaching, however, some of them started showing different behavior to him: they began taking his tidiness into account. One day, for example, when he was about to end the lesson in his only unaccompanied minors class, one of his students, who was quite naughty, stood up and said: "Teacher, I know that if I study English everyday, I can speak English very good [sic] like you.⁴² If I can speak English very good [sic] in America later, I will get a job. If I get a job, I will get much money. And if I have a lot of money, I will buy beautiful shirts and jeans. I want to be a tidy person like you later."

In one of his second cycle classes, as another example, he encountered another unique happening. One day, after the class was over, a middle-aged married couple approached him. They were his students. The husband said: "We are happy to have you as our teacher. We are happy because you are not only a clever teacher but also a tidy teacher. But many times, your tidiness reminds us to our only son who died a year ago. The communist regime killed him. Thus, when we meet you, we also feel sad. Our son used to ex-

⁴² See footnote number 38.

plain to us the difficult English terms when we read the Time magazine. Anyway, now we are lucky to have you with us. We can ask you many difficult English expressions that we do not know. We promise teacher that we will study English the best we can before our departure to Canada."

These students, as a matter of reality, were not only sensitive to their teacher's tidiness but to their teacher's untidiness as well. One hot afternoon, for example, the writer forgot to button his T-shirt. During the break, one of his students—a beautiful young lady—came to him and said: "Teacher, we know that this afternoon is very hot. Anyhow, please button your T-shirt. Your unbuttoned T-shirt really disturbs our concentration." Once, one of his colleagues, as another example, wiped off his perspiration with his sleeves instead of using a handkerchief. When the class was over, one of his students approached the writer and said: "Teacher, please tell your Indo⁴³ friend to use a handkerchief whenever he wipes off his sweat. We feel unpleasant to see him wiping off his sweat repeatedly with his sleeves. It does disturb our concentration in understanding his explanations."

Seeing the above facts, teachers should by now be convinced and aware as well that their tidiness or untidiness will, to a certain extent, affect their students' second-

⁴³"Indo" stands for Indonesian. This word is commonly used by the Vietnamese refugees in Galang when they refer to any Indonesian people.

ry motivation in learning.

4.3. Posture

We should not be surprised to see the fact that up to now only very few teachers believe that their posture may, to a certain extent, affect their students' secondary motivation in learning. This unpleasant reality has to take place because, again, there are no data concerning this matter available for them. The facts below however, may serve as new information for us.

During the time the writer taught in Galang, he— in relation to the posture of the teacher——experienced one unique thing: almost all Vietnamese students liked to make comment on their teacher's posture. In all his classes, for example, he found out that many students—— boys and girls, old and young—— said or wrote in their final reports that he had to be a very young teacher. They came to this assumption after observing his slim body and his childlike face——he asked them individually why they had such an assumption on him after he received their comments. Further, they also assumed that a young teacher would

- 4.3.1. teach them English in a more interesting way,
- 4.3.2. make more jokes in his teaching,
- 4.3.3. pay more respect to older students,
- 4.3.4. be more considerate towards the problems of youth, and
- 4.3.5. be a good friend in almost all occasions.

Later on, he also found that actually some RESEL teachers experienced the same thing as he did. It would be in-

correct, however, for the readers to assume that these students would be less motivated when they ought to study with the older RESL teachers. As a matter of reality, they showed relatively high motivation and quite good marks in the Final Situational Test.

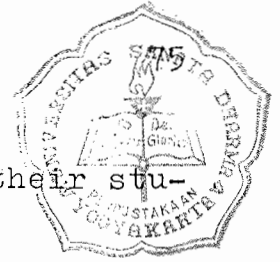
It happened that, as another example, he had a friend whose body was well-built. He was calm and kind. At that time, he taught the unaccompanied minors class. Without any plain reason, some of the students started calling him "kung fu teacher". Although he told all his students that he could not play any "kung fu", they still held their own belief. These students felt proud of their teacher. They liked their teacher very much.

Being challenged by this fact, the writer asked some of his students why they formed such an impression on him. They unanimously answered that it was their teacher's posture that urged them to call him "kung fu teacher". Indeed, after taking advantage of this reality, he—the writer's friend—proved that he was able to strengthen his students' secondary motivation, for example, by telling them a short story of "kung fu" heroes after a successful review in the review day.

4.4. The Effects of Teacher's Physical Attractiveness

The RESL teachers who possessed more physical attractiveness would be more successful in strengthening their students' secondary motivation in studying English. These teachers—based on the writer's observation and

their own acknowledgment—found that most of their students



- 4.4.1. made relatively good progress in their weekly reviews,
- 4.4.2. achieved relatively high marks in the Final Situational Test,
- 4.4.3. showed more openness in discussing their difficulties in studying English,
- 4.4.4. would consider them as good friends in respectable ways.

As an additional point, the writer would admit that it was quite often that more than one Vietnamese girl fell in love almost simultaneously with their own teacher who, according to them, possessed a significant physical attractiveness.

CONCLUSION AND SUGGESTIONS

After breaking down the hypothesis into three main points—which is realized into three successive chapters: chapter 2, 3, and 4; discussing each of these points elaborately and thoroughly, supporting each of them with some factual proofs, and showing the effects resulted by each of the above points, the writer now comes to his final conclusion—his thesis: in a difficult teaching situation like in Galang Refugee Camp, the behavior, ability, and physical attractiveness of the teacher indeed influenced greatly on the Vietnamese refugee students' success in studying English.

The behavior of the RESL teachers affected the Vietnamese refugee students in two ways. First, from the point of view of teaching learning process, it affected their affectivity in studying English. Second, from the point of view of psychology, it affected the recovery of their self-esteem and self-reliance as well. The existence of harmonious teacher-student relationship made by the well-behaved RESL teachers was one positive realization for these two above points.

The ability of the RESL teachers affected the Vietnam-

ese refugee students' enthusiasm and acquisition in studying English. Paying attention to their teacher's explanation, asking him questions, and trying hard to do the given assignments were the positive realization of their enthusiasm, whereas showing daily progress in English ability and obtaining relatively high marks in the Final Situational Test were the positive realization of their English language acquisition.

The physical attractiveness of the RESL teachers affected the Vietnamese refugee students' secondary motivation in studying English. Better marks achieved by these students in the Final Situational Test was a positive realization of this.

In actual practice, the behavior, ability and physical attractiveness of a teacher overlapped and appeared to be one unity in him. Unless careful and thorough observations are made, one will not be able to differentiate them.

To end this thesis, the writer would suggest that all EFL teachers throughout Indonesia, including all SMA teachers, have to try their best to actualize their behavior, ability and physical attractiveness in the following ways.

First, they have to, on the one hand, produce more positive behavior and, on the other hand, produce less negative behavior. For example, when some students make good progress in studying English, instead of ignoring it, the teacher should praise their progress. However, if it oc-

curs that some students fail to achieve a certain standard of English proficiency, the teacher should never shower them with severe criticism.

Second, they should interweave all their abilities harmoniously. Thus, they should never treat one of their abilities different from the others. For example, they only take account of their ability in transmitting their knowledge to all their students and nothing else.

Third, they ought to use their physical attractiveness to good advantage. For example, a handsome teacher is supposed to be able to utilize his handsomeness to strengthen his students' secondary motivation in studying English.

BIBLIOGRAPHY

- Barker, Larry L., ed. Communication in the Classroom. New Jersey: Prentice-Hall, Inc., 1982.
- Brophy, Jere E. and Thomas L. Good. Teacher-Student Relationships: Causes and Consequences. New York: Holt, Rinehart and Winston, Inc., 1974.
- Catarina, Charles A. Learning. New Jersey: Prentice-Hall, Inc., 1979.
- Echols, John M. and Hassan Shadily. Kamus Inggris Indonesia. Jakarta: Gramedia, 1978.
- . An Indonesian-English Dictionary, 2nd. ed., Jakarta: Gramedia, 1980.
- Finocchiaro, Mary. Teaching English as a Second Language. Enlarged and revised. New York: Harper & Row, Publishers, 1969.
- Flanders, Ned A. Analyzing Teaching Behavior. Massachusetts: Addison-Wesley Publishing Company, 1970.
- Good, Carter V., ed. Dictionary of Education, 3rd. ed., New York: McGraw-Hill Book Company, 1973.
- Green, Thomas F. The Activities of Teaching. Tokyo: McGraw-Hill Kogakusha, Ltd., 1971.
- Gunarsa, Singgih D. (Mrs.) and Dr. Singgih Gunarsa. Psikologi Remaja, 2nd. ed., Jakarta: BPK Gunung Mulia, 1979.
- Heaton, J. B. Writing English Language Tests. London: Longman 1975.
- Hornby, A. S. Oxford Advanced Learner's Dictionary of Current English. London: Oxford University Press, 1974.
- Jarvis, Gilbert A. and Shirley J. Adams. "Evaluating a Second Language Program," Language in Education: Theory and Practice, 19: 33-35 (September, 1979).

- Martin, Garry L. and Joseph J. Pear. Behavior Modification: What It Is And How To Do It. New Jersey: Prentice-Hall, Inc., 1978.
- Oeser, Oscar A. Teacher, Pupil and Task. Great Britain: Whitsable Litho, Streaker Brother Ltd., 1973.
- Procter, Paul, et al., eds. Longman Dictionary of Contemporary English, International Student Edition. Essex: Longman Group Ltd., 1980.
- Rosarioningrum, E. Sri. "An Appraisal on the Teaching of English to Vietnamese Refugees on the Island of Galang." Unpublished Sarjana Thesis, IKIP Sanata Dharma, 1981.
- Scott, John Paul. "Behavior," Encyclopaedia Britannica. 1970. III, 395.
- Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1968.
- Thorndike, Robert L. and Elizabeth P. Hagen. Measurement and Evaluation in Psychology and Education, 4th. ed., New York: John Wiley & Sons, Inc., 1977.
- Widodo, E. B. Wahyu. "End of Cycle Report for "B" Levels, Site One." Unpublished Paper, Regular Program, Galang Refugee Camp.
- . "End of Cycle Report for "B" Levels, Site 2." Unpublished Paper, Regular Program, Galang Refugee Camp.
- Widodo YB, F. X. Amrih. "Situational Test." Unpublished Sarjana Thesis, IKIP Sanata Dharma, 1981.
- Woolf, Henry Bosley, et al., eds. Webster's New Collegiate Dictionary. Springfield: G. & C. Merriam Company, 1979.

