



GOOD OR BAD TEACHING PRACTICES? LEARNING FROM EFL CLASSROOMS

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ABSTRACT

Many factors why EFL learners in Indonesia tend to think that English is difficult to learn, one of which is how the teachers “cook” the teaching learning process to make them “drooling” and “want to eat” English more and more. In other words, teachers should be able to “make the recipe”, “execute the recipe in sequence”, then “garnish the dish” to make students “tempted” to enjoy the material taught. Hence, this article investigates the reasons why most EFL learners reluctantly learn English and find it difficult to master it. Literature review method is conducted to explore this study which is hoped to answer the questions put forward within this study. No “wow” beginning and poor teachers’ creativity are some of the main issues of EFL teachers which result in reluctance in the part of students in learning process. Additionally, high teacher talks time (TTT), teacher-centered learning and other factors are discussed in this paper to be overcome by EFL teachers. Therefore, training or workshops of creative teaching for EFL teachers are encouraged to conduct and better attention to EFL teachers’ quality control from the school management or stakeholders should be given.

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1. INTRODUCTION

Teaching English as a Foreign Language in Indonesia is both challenging and demanding for teachers to be creative and qualified. Why is it so? Most students find it difficult in learning a foreign language, in this case, English. Although it uses the Latin alphabetical system as well as the Indonesian language used, it does not automatically make it easier to be mastered. The difficulty in pronouncing the words is because they are different in pronunciation and spelling or lack of sources or exposures. Other factors may become the obstacles of EFL students. Therefore, creating an exciting and engaging atmosphere in EFL classroom becomes an important homework for English teachers.

To create an appropriate environment to learn, teachers are required to master pedagogical skill. Teacher competence can be divided into four dimensions: pedagogical competence, personality competence, social competence and professional competence (Saedah & Sani, 2012 as cited at Hanifah et.al, 2019). Teachers are demanded not only to be well-prepared in transferring the knowledge and managing the class, but also to be aware of their pupils' learning types and conditions. From those points, it is undeniable for teachers to face paradigms of growth mindset and fixed mindset, where those will give significant implications to pupils' success and failure in mastering target language.

Another challenge that must be overcome by language teachers in Indonesia is also about the diversity of the pupils. The pupils come from different ethnic backgrounds, they also have their own different native language which makes them easier in communication and influence the way of their L2 absorption, because not all pupils have the same readiness to learn other languages (Nufus, 2018).

2. METHOD

Literature review is conducted in this study to figure out the reason why students do not engage enthusiastically in EFL classroom. Finding supportive books as well as previous studies related with what EFL teachers must do to make students enthusiasm improved in joining EFL class.

3. TEACHERS' ROLE

To promote an engaging EFL classroom, teachers are required to be as facilitator, manager, counselor, researcher, orchestrator, and model for their learners. It is not suggested for teachers to keep characteristic as a speaker in the class who speaks all the time without giving opportunities to the learners for having more interaction. Teachers are also demanded to be a problem solver rather than a problem maker in the class. These ideas are in line with Xu (in Ja, 2017); (1) teachers as a facilitator means they provides enlightenment and assistance when learners need helps; (2) teachers as a manager should manage classroom as well as effective ways of learning English autonomously, and also develop learners' skill both in receptive and productive skill; (3) teachers as organizer can be considered teachers as orchestrator, since teachers organize what learners do the activities in the classroom; (4) teachers as cooperator, learning partner or counselor, when learners need a friend to study or suggestion as well as consult their learning problems, teachers are available for them; (5) teacher as inspiration, means when learners need are not motivated, teachers are there to stimulate learners' enthusiasm and encourage them to use English as well as motivate them to participate in student-students interactions; (6) teachers as monitor and evaluator, teachers here provide correction, feedback of their works and guidance in the learning process; (7) teacher as resource, teachers transfer knowledge, provide some references and material as well as introduce interesting sources since learning material can be from anything; (8) teachers as atmosphere creator, teachers facilitate harmonious, active and comfortable classroom for learners.

Additionally, Murati (2015) states teachers' roles help students to work and encourage students' interest; be cheerful with good mood, be lovable and approachable; be social report to students, be patient and serene; be interested in students, understand and respect their personalities, avoid sarcasm and foul language; be a nice view, stable, balanced, consistent; be impartial, fair, honest, authority and example; have a good sense of humor and broad interests, show enthusiasm; express affection toward learners, be confidential and loyal, place students first (empathy), believe in students' abilities; be objective, realistic, self-critical, natural; control feelings, maintain democratic relations, and be good collaborator.

4. ISSUES AND PROBLEMS OF TEACHERS

There are some problems yet issues regarding teachers' qualities in the teaching learning process. Those can be listed as follows:

Teacher talk time (TTT)

It is not suitable to be applied in this 21st century learning skill where students centered learning as the key. In line with Hitotuzi (2005) states a learner-centered approach implies less teacher talk and more opportunity for students to speak in the L2 classroom. Most baby boomers to gen-X teachers tend to like preaching, lecturing, speaking in the classroom while the students sit and listen to what they are saying, sometimes write down what teachers' words in their notebooks. It is done by typically of conservative teachers. Teachers should not be dominated by being the focus of attention throughout the learning process. Teachers should not spend time just talking or getting students to listen during class, but teachers need to have a lot of ideas to proactively solve problems related to teaching materials. Teachers need to be able to explore their child's creativity and activities during the learning process. Teachers need to be able to discover student talent by maximizing their active role in the classroom.

A high TTT results in the loss of some of the student's potential in both verbal and non-verbal skills. By giving students more opportunities to explore, it will be easier to remember materials that can be solved with the concept of learning by practicing. However, it is easy to forget when learning is dominated by only one teacher who speaks actively. This is because the human brain gains more memory than it hears by reading and discovering it. High TTTs make students passive and can only hear one-way information provided by the teacher and should be avoided. If done long enough, the learning process can be very boring for students. Students also tend to have an element of coercion to listen. Students with a visual learning style can become very boring and unable to obtain information or knowledge. However, for auditory learning style children, this method can be interesting if the teacher can communicate the material well. Evaluation of the learning process is usually difficult to observe. This is because there is no clear credit point because it was not initially determined. The teaching process focuses only on the meaning of words and is usually natural.

The way of teaching is more important than the material being taught. Even the easiest material will not be able to be understood by students if it is taught in the wrong way. In an effort to avoid high TTT, the teacher must do some creativity to make students actively involved in the learning process. In line with this, Sahriatih (2013) states reduction of TTT has helped the target group to be more autonomous. Creativity can be cultivated by developing effective learning techniques, engaging classroom activities, authentic materials and resources, and effective teaching aids/media.

Low quantity of target language use

The target language use refers to reception and production of language on the part of learners, teachers and materials. If teachers do not provide appropriate quantities of target language for learners, they will have a lack of exposure. Using too much mother tongue and too little of the target language used by the teacher will also affect student achievement in mastering the target

language. Many English teachers teach using the code-switching method, namely teaching English but using their first language, either in whole or in part. This of course will make students' ears less accustomed to listening to English, so they will be less familiar with the target language. This will make it less challenging for students to understand the target language.

The more students listen to the target language even though they can't fully understand its meaning, it will make them familiar with the target language itself. Ideally, teaching any target language, teachers have to use more target languages, no matter how hard the effort, it must be done. The teacher should speak only the target language in the classroom. Students may use either the first or the second language. If they choose to respond in the second language, their errors are not corrected unless communication is seriously impaired. In the classroom, EFL teachers play a significant role. Because they only receive English actively during class, foreign English learners require as much exposure to English as possible. As a result, it is highly recommended that English be used in the classroom at all times. Foreign students, on the other hand, frequently face difficulties due to a lack of language. It also presents a difficulty because using English throughout the lesson appears unattainable when pupils do not understand a word or two that the teacher just uttered. However, foreign learners tend to have problems that are related to their lack of vocabulary. It creates another problem since using English during the entire teaching seems impossible to do when the students fail to comprehend a word or two that the teacher just said. However, using low quantity of target language is not recommended. Some studies showed that using proper learning media can improve and develop learners' vocabulary (Rassaei, 2018).

When a teacher and a student cannot grasp a given term or words, switching to the mother language may be the solution (Utomo & Suwartono, 2020). It appears to be the simplest option for dealing with the vocabulary issue. However, if it is used excessively, it will have a negative influence. There are various recommended ways that a teacher can use to replace the necessity to shift too many students to the mother tongue in order to get them to understand a particular word: (1) an option-based task, such as a multiple-choice or matching exercise; (2) Pauses, which allow students to process the material before moving on to the next; (3) Slowing down allows kids to assimilate information more thoroughly; (4) Rephrasing, or restating the instruction using a different word or sentence structure; (5) It gives a definition for a term. (6) Visualization, which allows students to see both text and picture at the same time, or listen to instruction while seeing a picture, and (7) Presentation, which shows students how to accomplish something. There are a variety of approaches that can be utilized to replace the need for students to switch to their mother tongue in order to understand a particular term. Teachers should be innovative and capable of creating an environment in which students can gain as much English exposure as possible during class time. When the instructor is confronted with a difficulty involving the kids' lack of vocabulary, employing the finest strategy may come in handy. Teachers' language eventually becomes pupils' language input, assisting them in learning the language. Husnu (2018) also notes that the demonstration technique is an innovative strategy that allows the teacher to provide topics in a straightforward manner that is appropriate for EFL students. It promotes a stimulating learning environment, avoids dull drills, and encourages pupils to be engaged.

Low quality of target language use

Sometimes teachers have provided appropriate quantities of target language use. Nevertheless, the content of those materials provided by teachers is under qualified. The quality of a good target language used by teachers in the teaching process will of course greatly determine the quality of students' target language achievement. Vice versa, the poor quality of the target language used by the teacher will also affect the results of the EFL learning process. Poor language quality can be in the form of grammatically incorrect sentence structure, incorrect pronunciation of some words, fluency, intonation and several other errors. Since the teacher is a

model, then they should provide the best example. If the low quality of using the target language continues, it will confuse students' knowledge in capturing the target language. This is due to a number of issues, one of which is a scarcity of skilled English teachers.

Many English teachers do not have a bachelor's degree in English. Most teachers have not reached the required criteria, it might be argued. As a result, many of them struggle with linguistic parts of English, particularly pronunciation. In other words, the overall quality of instructors in Indonesia remains low. Teachers' performance suffered as a result of their low quality. The number of English teachers who have completed the academic requirements is likewise limited. Furthermore, many primary school teachers do not have a background in English instruction. Many of them do not have specialized teachers.

A teacher must have four competences in addition to academic qualifications, according to Law No. 14/2005 on Teachers and Lecturers (Pedagogical Competency, Professional Competency, Personal Competency, and Social Competency). Linguistic factors should be included in Professional Competency because they are part of the subject matter for English language instructors. As a result, it is critical for English teachers to be linguistically competent in order for the instruction to be effective (Yani, 2021).

Linguistic variables are important for language teachers since language and linguistics are two concepts that are inextricably linked. Linguistic expertise is inextricably linked to the core of teaching for EFL teachers. The effect of linguistic factors on second language learning is considerable, as linguistic differences influence learners' capacity to learn the language (Yani, 2012). Linguistics, in its broadest definition, pertains to the study of sound patterns (phonology), the study of word creation (morphology), the study of phrase structure or sentence structure (syntax), and the study of meaning (semantics). The four characteristics are at the heart of language since they are the fundamental components of language: sound, form, structure, and meaning.

Harmer (2007) recognizes the significance of teaching the four aspects. He suggests different approaches to teaching grammar, vocabulary, and pronunciation. Knowing linguistic features is vital for English language teachers, and the teaching of vocabulary has been underestimated in comparison to other parts of language teaching. For most students, the teacher is a personification of themselves. The majority of students believe that what teachers are doing is correct. Most parents have the same perception. Teachers, according to parents, educate their children what is good and what is wrong. This is the general belief that teachers are perceived as someone who knows the knowledge of the problem. However, there are several causes that can lead to inaccurate pronunciation. For a more extensive study of the reasons of EFL learners' mispronunciation, as in Indonesia, it is necessary to investigate the sources of EFL learning contributions. The community provides feedback to EFL learners, and the most influential location for EFL learners is school. Most EFL students, in general, listen to and utilize English terms in the classroom during English courses. Learners notably hear English sounds from English teachers' utterances. As a result, instructor pronunciation is the most frequent source of learner pronunciation problems. Another point that may arise is where the incorrect pronunciation was inputted by the teacher. The possible answers come from the teachers when they are studying English. Therefore, a school for English education may be identified as one that will eventually generate mispronunciation among English teachers and learners. This is debatable, yet it appears to be a fair assumption to some extent.

This is an extrinsic influence causing kids to mispronounce words. If these happen, the students will not have a good model. So, they will have a negative impression of the teacher. Another effect perhaps there will be no trust from student to teacher. Here, the writer proposes: 1) The pronunciation teaching as part of the language classroom context should be addressed seriously. Regardless of the teaching techniques used, English teachers must spend time teaching pronunciation explicitly rather than implicitly. 2) Teachers must check a dictionary before

teaching to ensure perfect pronunciation, especially for new terms that they are unfamiliar with, in order to encourage knowledge-based teaching and prevent teaching based on belief. 3) To education policymakers, particularly those in charge of budgeting and planning, it may be reasonable to consider supplying one notebook computer with excellent English Language Dictionary software for each English instructor.

Translating

Teachers like to translate what they have said in English, just in case their students do not understand the meaning. Too much translating the target language into the mother tongue has many drawbacks. Translation Method means teaching a target language (here it is English) by translating it into the mother tongue. The teacher translates each word and sentence into the mother tongue (Gupta, 2018). This is one of the simplest ways of teaching a foreign language. But still there it had same disadvantages: 1) Think about their major goal. They do not want to be translators; they just want to learn English. It is pointless for them to try learning another language while speaking their own tongue in their heads; 2) It is a waste of time. The continual comparison of one language to another obstructs natural speech flow. The students may not be as skilled as experienced interpreters; 3) There are some things that are simply too difficult to translate. This results in a situation where the learner is anxiously attempting to remember how to utter the one English word that comes to memory, when they should be recalling a recent lesson.

For most teachers and learners, the writer's advice on how to diminish or remove L1 is more beneficial. The teacher's goal is to encourage students to think more in English and to abandon the use of translation as a crutch. However, we all know that this is one of the most difficult things to accomplish. Thus, how do we go about doing that? How can we get our EFL students to think in English more effectively? 1) Consult dictionaries that are written in both English and English. If you only speak English in class when teaching EFL, you will frequently provide definitions or explanations of vocabulary in English. Instruct students to use English-English dictionaries, which will assist your efforts. 2) In English, write definitions and explanations. Begin by writing concisely, easy-to-copy explanations for all new points on the board and asking students to copy them into their notebooks just as they are (without any L1). 3) The Game of Definitions. Playing games can also help students to prepare real-time communication without getting stuck on terms they do not know in English, and should eventually lead to them not needing the words in L1 to jump into their thoughts first while speaking. 4) Synonyms. Choose terms that students already have an approximate synonym for, such as "enormous" and "huge" while performing extreme adjectives because they already know "big"; 5) Antonyms. Giving the antonyms of most words you offer is a fantastic technique of teaching two things at once and giving them something to link each term with in their minds that is shorter and simpler than a definition. 6) Visuals. When teaching a new language, using drawings can eliminate translation, provide something for them to jot down in their notebooks, and provide them with a survival skill they may need when words fail them on their travels, etc. 7) Mime. Mime is another survival ability students will need at some point, and it can also assist young brains make the link "English word = action" rather than "English word = phrase in my language = action." Students can imitate phrases, emotions, or even entire sentences for their partners to guess. 8) Language is best learned in "chunks." Another approach is to teach kids "chunks" of language that they can create without having to think about every word, such as learning "prepare breakfast" or "Buckingham Palace" rather than "breakfast" or "palace"; 9) Sentence stems. Students appear to be greatest at comprehending and generating parts of language without worrying about the meaning of every word, such as "I wonder if you could tell me..." and "Thanks for coming." Today we must discuss..."; 10) Fixed expressions. One method for making the meaning apparent and instilling a correct English link in their minds is to teach all fixed stages as question-reply, such as "How are

you?" "I'm OK, thank you"; 11) Consider language to be a set of functions. Give them a mechanism to remember it, and they should never require any kind of translation to deal with requests, invites, and so on; 12) Language in a various contexts. The same technique should be applied to other types of language by removing them from conversations and other texts, introducing them during communicative activities, and so on. 13) Speed. If you make them read, listen, and talk faster and faster, they will be forced to leave the lengthy and wasteful way of interpreting every word. 14) Make your plans in English. If they have a documented strategy in English for what they intend to say in each paragraph of their essay or email; 15) Identify objects around you in English. If the students want to say the object around them, always ask them to say it in English; 16) Make use of visual aids. Visual tools, like as flashcards, pictures, posters, and even video, are excellent techniques to avoid translation, much as miming is. 17) Group language instruction. If you teach words in groupings that make sense, such as "eat" and "drink" with a list of food items, you will not need to translate. 18) Pretend you do not know what is going on. Simply pretend you do not understand if students try to communicate in their native language. Attempt to get them to say what they want in English. This is, the writer's undoubtedly strategy.

Single sources

It is also not suitable to be applied nowadays where a lot of sources can be accessed by teachers as well as learners from the Internet and others. Teachers cannot assume anymore that they are the single source for their students as it happened in the past. However, teachers must always be active in updating knowledge by reading a lot and following developments in information and technology. A proverb says "If we never read then we will become owners of the past." This shows that teachers who never read will tend to teach in ancient ways that do not follow the development of the times. While the situation is changing very quickly, so are our students who are increasingly technology literate because they are the millennial generation of revolution 4.0 who are already very familiar with the latest technological developments and new applications that support their learning process at school.

Teacher's knowledge is the complex process the brain uses to make connections between the knowledge bits we've constructed through our learning experiences. The development of ICT (Information, communication, & technology) in the 21st century has ushered in the digital era, which is an era with characteristics, namely: science is developing rapidly, technology and information have an important role in everyday life and society has become very dependent on technological tools. ICT literacy as part of 21st century skills is needed by society in order to survive in this century. Along with that, the characteristics of our students who are already familiar with technology and in terms of the school's ability to buy technology equipment lead teachers and schools to immediately integrate ICT in learning. TPACK (Technological Pedagogical Content Knowledge) is the knowledge needed to integrate technology in learning. The dynamic framework of TPACK explains the knowledge that every teacher should have while planning and executing curriculum and teaching, as well as assisting their students in thinking and learning with digital technology on a wide range of topics. (Rahayu, 2017).

In TPACK there are several components that are related and support this knowledge, namely technological knowledge (TK content knowledge (CK), pedagogic knowledge (PK), content pedagogic knowledge (PCK), technology pedagogic knowledge (TPK), and technological content knowledge (TCK). According to the TPACK framework, the usage of digital tools entails more than simply teachers having access to them and knowing how to utilize them. However, teachers must think carefully about the potential of technology in solving pedagogical problems and the ability to design learning. This means that teachers make decisions in terms of how to select, adapt, and apply appropriate materials, pedagogies and technologies that can add

meaningful value to learning with technology in the classroom, leading to student-centered learning.

Meanwhile, the level of teacher knowledge about TPACK can be grouped into levels of Recognizing (knowledge), Accepting (persuasion), Adapting (decision), Exploring (implementation), and Advancing (confirmation). The TPACK model is an extension of the PCK concept by adding technology as a special type of teacher knowledge. According to the TPACK Model from Koehler and Mishra, there are three main components of teacher knowledge in the model, namely material content, technology and pedagogy. Koehler & Mishra (2008) describe TPACK as the basis of effective teaching with technology and requires an understanding of the representation of concepts using technologies; pedagogical techniques that use technologies in constructive ways to teach content; TPACK is defined as teachers' understanding of when, where, and how to use technology while leading students to improve their knowledge and abilities in a certain field of study. For example, EFL, using an adequate pedagogical approach (Brantley-Dias & Ertmer, 2013).

Monotonous activity

Making students engage in the classroom is a big effort for the teacher. Students will engage in the classroom if it interests them. That's why the monotone activities will lack the student's interest in doing the activity. Monotone activities can be the result of; no variety of activities in the classroom, students do not get fun from the activities, the activities are not challenging so the students feel bored, and so on. In line with this, Dumančić (2018) emphasizes in the case of imminent causes of boredom, he listed monotonously instructed classes, absence of goals, perceived pointlessness of the subject, while the distant type of causes is linked to the students' personal life (parents, peers, etc.)

The activity-based learning plays a vital role in recent years of education. It will not only help the child to learn things by understanding but will also help students to explore new things and make their learning more fun and better (Mary, 2019). 1) Learning through practice. A student can learn better by doing it rather than learning through memorization. By-hearing can make student to forget things very easily and it will stay in memory only for a short span of time. If a child learns through understanding, then they can remember for a longer time. 2) Develops students Interest. Through activity-based approach student interest can be improvised. By conducting different types of activities, teacher can grab student's attention. 3) Enhance team work and collaboratively learning. The student gets to learn better through group activity. When students work together, they can put in all their ideas and share each other their knowledge's. It helps the students to learn collaboratively in a given time. 4) Improves solving and critical thinking. Through this method, the student gets to learn and think independently. This will help them to analyze the issue carefully and think logically, which will enhance their critical and problem-solving attitude.

Poor creativity

The monotone classroom can be the result of no inspiration, no innovative spirit, and does not suggest the state of art. To overcome the monotone activity, the teacher should be creative in using the media, technique, and also activities (Suwartono, 2019). Kapur (2018) underlines the lack of developing creativity is regarded as one of the crucial problems that not only impede the functioning of the educational institutions, but also in the impartment of adequate knowledge by the teachers to the students. In all life aspects, including English language instruction, creativity is regarded as critical to success. Teachers' inventiveness is considerably more important in the teaching of English in Indonesia, because it is a foreign language.

The essential role of a teacher is to help learning to happen. For this to be done, a teacher plays certain roles. One popular role is a teacher as facilitator. This role is crucial because, when

learning takes place, students are basically being engaged with problems. Therefore, teachers need to create an environment conducive for their students in learning. Unfortunately, in playing such a role, teacher is not always successful. One thing worth taking into account is creativity. It is fair to say that creativity is an important factor in achieving success, including success in English language teaching/EFL. English, as a foreign language, is neither simple to learn nor to teach. English teachers must be innovative in order to provide a learning environment for their students.

Creativity itself is actually a complex notion. It depends upon the ability to analyze and evaluate situations and to identify novel ways of responding to them. This in turn depends upon a number of different abilities and levels of thinking. That is why a teacher's creativity can inspire other teachers. However, two creative teachers may do the same thing in different ways. It is interesting to discuss what characterizes creative teachers. Teachers who are creative are comparable in certain respects. Suwartono (2016) mentions that creative teachers have the following characteristics: (1) well informed; (2) confident; (3) helpful; (4) non-conformists; (5) familiar with a variety of strategies and techniques; (6) risk-takers; and (7) strive for learner-centered lessons.

Creative teachers are introspective and learn from various sources. With all of their expertise and efforts, they like experimenting with new concepts in the classroom to assist their pupils learn better. They are not concerned about being different from what other instructors think or do, or - to use a word from Postman and Weingartner's famous book - "teaching as a subversive activity." They love reflecting on their own teaching practice, such as through notes (teaching diaries), student feedback (typically obtained by having them scribble on a piece of paper or through surveys), and video-recording, or colleagues' feedback through observation (Suwartono, 2016). Additionally, in-service teacher training, participants are expected to continue their professional development throughout their teaching careers, such as by actively participating in workshops and conferences, extensively reading professional journals and proceedings in the field, and seriously participating in professional organization events. According to the author, English instructors are lacking in this area, particularly in their utilization of resources and involvement in professional forums. The vast majority of them dislike reading books and are unfamiliar with journals and proceedings. They are also not encouraged to participate in professional development training forums and seminars. Teachers frequently attend forums only for the purpose of acquiring a certificate.

Teacher-centered learning

It refers to a learning environment where the teacher is the center of the learning process while students are the objects of learning. They are just passive organisms who receive what information given by teachers (Ramdhani, 2014). The purpose of teaching is to create an atmosphere for students to learn. There are, however, classes where pupils merely sit and listen to the teacher. They force students to memorize vocabulary and grammar rules, which causes them to become hesitant and unmotivated to study. As a result, innovative teachers with certain characteristics are required to address this issue. There are still many teachers who dominate learning activities in the classroom. They feel that the teacher is everything so that some consider it the center of learning.

Teachers should be honest that teachers are not only one source of learning in the classroom. There are still many other learning resources, such as libraries, books, school environments, and even up-to-date learning resources, namely the internet. Some teachers are well aware of their situation and, as a result, are dedicated to their work. This type of teacher finds it simple to make their courses lively and exciting, and their students like learning as a result. These kind of teachers are also those who are successful in inspiring and motivating students to learn more and more, and who simply can not wait to see and study with their teachers the next day at school.

Unfortunately, there are some classrooms where students do nothing except sit and listen to the teacher. They must learn vocabulary as well as grammar rules. Brown (2006) emphasizes language “was taught by means of what has been called the Classical Method: Locus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written exercises” and so on. Brown claims that prior to the twentieth century, this type of teaching was common in language classes all throughout the world, even up to the current day. As for Indonesia's situation, Bjork (2013) mentions, “I was surprised by what I saw. Teachers tended to lecture from a stationary position at the front of the room, or to transcribe large sections from textbooks onto the blackboard”.

No “wow” beginning

Suwartono (2019) states, in a classroom, the opening plays a crucial role. It can be similar as “Love at the first sight”. Similarly, first impression of teachers will affect students’ enthusiasm. It should be realized that student interest in a lesson generally starts from student interest in the teacher. The teacher's first impression is pleasant and always provides new innovations in learning, students will certainly feel comfortable and happy to follow the subjects taught by the teacher from the beginning until the end of the class. However, if students feel uncomfortable from the start, this makes students less interested in the teacher and the subject. Any subject will be unattractive if taught by a teacher who is considered less attractive, so new innovations must always be developed.

Coming up with encompasses opening, sequencing, pacing, and closing in the context of teaching, in this instance West Germanic teaching. In addition, incidents of teacher/student interaction, room management/administration, planning structure, and other holistic features of the lesson known as external options (Howard, 2010). To keep students "alive" for the entire session, sound teaching insights and talent are desperately needed to encourage students to engage throughout the entire lesson in Indonesia's setting, wherever it is an outside language. To keep the sparks going throughout the class, the teachers must first decide what kind of activity or method to use to start the lesson. There are various activities to choose from to start a session. 1) Defining a lesson's objectives; 2) Outlining the knowledge or skills that the pupils will gain; 3) Identifying a link between the lesson/activities and a real-world need); 4) Describe the activities that students are expected to complete during the lesson; 5) Explaining the connection between the lesson/activities and the next test or exam; 6) Starting an action without providing any context; 7) Identifying connections between this and earlier lessons; 8) Asserting that the activity the children will participate in will be enjoyable; 9) Doing something to pique the interest and motivation of the kids; 10) Going over what you learned in a previous class; 11) Getting a sneak peek at the lesson. There is still no assurance that the lesson opener will keep the sparks flying all the way to the finish of the lesson. If the exercise immediately hooks students, there will be enough "sparks" to fly for the remainder of the course, making your work relatively simple.

Less group dynamics

Having a monotonous classroom will make the class atmosphere less interesting and less motivated for students. Students mostly will feel reluctant and will not be enthusiastic in joining the class. Teachers often monitor if their students are in “somewhere else” even though they are in class, it can be an indicator that they do not belong to the class. Teachers who do not promote moving sitting arrangement, make students’ group with the same partner all the time, or give less opportunity to have interactions with their classmates are not suggested to be done in the classroom. It will make the environment for learning either less exciting or boring. Therefore, promoting more interactive and dynamic class activities, applying more creative ways in grouping the students, making students-students interaction will boost students’ motivation in

joining the class. Şipoş (2017) emphasizes interactive methods in the classroom to help teachers to create a successful and exciting environment for learning.

Salas (2005) proposes a number of measures that the teachers should constantly follow in order to accomplish successful group work in foreign language classes: 1) Explain the technique; 2) Create a model of the technique; 3) Provide clear directions; 4) Provide helpful expressions (gambits); 5) Assemble the students into groups; 6) Assign duties; 7) Request clarification; 8) Begin the task; 9) Keep an eye on the task; 10) Give schedule debriefing and feedback.

Poor lesson organization

Learning strategies are needed to support the realization of all competencies to be achieved. The curriculum contains what is taught to students, while learning is how what is taught is mastered by students. This concept is packaged in the learning design developed by the teacher which refers to the learning material. In fact, many teachers think that preparing lesson plans is not important, for those who are important to enter class and students get learning. Some of the teacher's mistakes in preparing lesson plans include designing wrong learning procedures, selecting teaching materials and determining learning methods that are not in accordance with the characteristics of the subject matter, errors in compiling the level of difficulty from easy to difficult.

Learning without planning tends to fail because it does not have a reference for what to do in achieving learning success. Some of the factors that make educators not make lesson plans include; because they do not understand the nature of learning designs, the principles of preparing lesson plans, and the importance of learning designs. A good learning design includes student activities to think critically and solve problems (critical thinking and problem solving), work together (collaboration), creativity (creativities), and communicate (communication). This is to develop the skills of educators in preparing learning tools, the ability of educators to facilitate the implementation of learning and assessment, and develop learning programs.

One non-negotiable need is that the learning design can be created by teachers using a learning model that includes components for the creation of learning designs. Basic competencies are defined and developed by teachers into indicators of competency accomplishment and learning objectives. The teacher's learning design comprises information directly related to learning activities in order for students to obtain and master competencies.

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. It takes a long time and a lot of effort to create engaging classes. It is also vital to remember that even the best-planned lecture is useless unless it is delivered in an engaging manner using effective classroom management tactics. There is a substantial corpus of research on lesson development and delivery, as well as the importance of classroom management. They are skills that must be investigated, tailored to your personal style, implemented in a teacher/learning setting, and assessed and redesigned as needed. When it comes to implementing a classroom management strategy, consistency is crucial.

A good lesson organization should contains 1) Create a positive learning environment; 2) Start sessions with clear directions; 3) Maintain student attention; 4) Use proper pacing; 5) Provide adequate seatwork 6) Reflect on your lecture; 7) Make a smooth transition to the next subject; 8) Foster positive teacher-student relationships.

Poor content mastery

For a teacher, mastering the content of learning materials is a necessity. Teachers are indeed not the main source, but teachers who master the material will become teachers who are able to facilitate students with the right metrics. Being a teacher is more about being a leader than being an authority, and leadership is earned through a combination of respect, effort, enthusiasm, care,

and expertise. If the teacher does not master the content of the material, it is certain that he will not be able to provide interesting and targeted learning to students (Garner, 2006).

To avoid this, teachers must make innovations more often in order to improve their quality. Practically teachers must always improve their professional abilities, teachers must have the ability to master the subject matter, be able to plan teaching and learning programs, be able to carry out the teaching and learning process, be able to carry out evaluations, be able to diagnose student learning difficulties.

Teacher professional knowledge consists of five components and experienced teachers will apply these components: 1) Orientation to teaching (knowledge of the content of the subject matter and beliefs/understanding about the material and how to teach it); 2) Knowledge of the curriculum (what and when to teach it); 3) Knowledge of assessment (why, what, and how to assess); 4) Knowledge of students' understanding of the content of the field of study, and 5) Knowledge of learning strategies.

5. CONCLUSION

Promoting creative and engaging EFL class for students in Indonesia in order to make students motivated and enthusiastic is challenging for English teachers. To make it happen, it is suggested to develop teachers' creativity and pedagogical competence thoroughly. Additionally, to minimize those aforementioned issues is obligatory for English teachers in Indonesia to motivate, encourage, engage, as well as to excite their learners in the class. More workshops, collaborative researches, for English teachers containing creative English teaching will also be helpful regards to solve these issues. It is also advised to have teachers' quality control from the school, ministry of education or from the stakeholders in order to maintain English teachers' quality in teaching creatively.

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