

**LESSON STUDY: THE USING OF PEER TUTORING TOWARD TEFL
COURSE OF FOURTH SEMESTER STUDENT AT ENGLISH DEPARTMENT
OF COKROAMINOTO PALOPO UNIVERSITY**

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Abstract

This research was done to establish our qualities in teaching English as a foreign language. The writers used lesson study method in this research. Data sources that have been used were students' questionnaires, students' interviews, and lectures' observation. The data result showed that the students had good positive responses for their academic learning, motivations, social behaviors and attitudes during the learning process by using peer tutoring as a lesson design. Moreover, the lecturer's observers had good positive responses when they observed the process of learning. The result of this research would be used as a reference that would change our habits in teaching English as foreign language. In the other words, the writers hoped that the teacher and the lecturer aware of their weaknesses in English teaching and they want to be observed by the other teachers and lectures when they teach in the classroom. The writer also hoped that the English student who read this research will get motivation to learn English in various ways. The students should be creative in learning English in order to master the English.

Keywords: Lesson study, Peer Tutoring, students' questionnaires, students' interviews, lectures' observation.

Abstrak

Penelitian ini dilaksanakan untuk mengembangkan kuliatas kita dalam mengajarkan mata kuliah *Teaching English as Foreign Language*. Penulis menggunakan metode lesson study dalam penelitian ini, Sumber data yang digunakan adalah wawancara dan angket untuk siswa dan juga lembar observasi dosen pengamat.

Data tersebut menunjukkan bahwa siswa tersebut memiliki respon yang positif terhadap pembelajaran akademik, motivasi, suasana belajar dalam kelas dan tingkah laku mereka selama proses belajar mengajar berlangsung dengan menggunakan metode lesson study. Disamping itu, para dosen pengamat memiliki reepon yang positif terhadap proses pembelajaran tersebut. Hasil dari penelitian ini akan digunakan sebagai referensi yang akan diharapkan merubah kebiasaan buruk kita dalam mengajarkan TEFL. Dengan kata lain, penulis mengharapkan bahwa para guru dan dosen menyadari kesalahan mereka ketika mereka mengajar di dalam kelas. Penulis juga berharap bahwa para siswa yang membaca tulisan ini akan mendapatkan motivasi untuk belajar bahasa dengan berbagai cara. Para siswa seharusnya memiliki kreativitas dalam belajar bahasa Inggris agar mereka mampu menguasainya.

Kata kunci: Lesson study, Peer Tutoring, angket siswa, wawancara siswa, lembar observasi dosen.

A. Introduction

Many teachers and lecturers when teach English do not focus on the process of the teaching and learning in classroom. Most of them just focus on the end of the study. They just focus how many students who get good or bad score. In English teaching, the teacher should not just teach the theoretical view but they must focus on the practical view.

According to Clare Gilby (2011:3), Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English.

In Indonesia we produce English as foreign language but we do not produce English as first language because our first language is not English. We are not ready

to produce English as first language because most of people in our country do not produce English in their daily conversations.

In Teaching English as a Foreign Language we usually prepare the lesson design namely *peer tutoring*. Peer tutoring is a lesson design when one of the students perform as a teacher in front of the classroom to teach their own friends.

Parsons, Croft and Harrison (2009) in Philip LaFleur (2010: 3) discovered in research conducted at Harper Adams University College that college students confident in their abilities in mathematics performed higher than those who were not confident. A student who is not confident will struggle to complete assigned work at a high level. Math teachers fight the stigma that follows mathematics on a daily basis. The phrase “Well, I was never very good at math” flows freely from the lips of parents and other teachers. Over time, this can affect the students in a negative way. This is why it is important for educators to search for different methods of instruction that will increase the confidence level in their students.

Most of the teachers and lecturers in Indonesia do not want to be observed by the other teachers and lecturers when they teach their students in the classroom. We have already known that all of human beings have many weaknesses. However, many of teachers and lecturers do not want to be examined as weaknesses teachers or lecturers, they usually examine themselves as strong and powerful teacher and lecturer. This is a habit or bad habit?. We should answer the question. The answer is we must apply a lesson study in order to make ourselves awareness toward our weaknesses.

According to Stigler & Hiebert (1999) in Tracy C. Rock & Cathy Wilson (2005:79), rather than Japanese teachers working as individuals in their professional developments, a collaborative approach is used. Through lesson study Japan’s teachers work in a unified effort to study classroom lessons and initiate positive change for instructional practice and student learning. To help achieve a unified effort, Japan’s teachers follow eight steps for collaborative lesson study. The steps include: (1) defining and researching a problem, (2) planning the lesson, (3) teaching

and observing the lesson, (4) evaluating the lesson and reflecting on its effect, (5) revising the lesson, (6) teaching and observing the revised lesson, (7) evaluating and reflecting a second time, and (8) sharing the results. This study discussed about the students' academic learnings toward lesson, the students' motivations toward lesson, the students' social behaviors toward lesson, the students' attitudes toward lesson.

B. Review of Related Literature

1. Peer Tutoring

According to Michelle Nguyen (2013: 2), peer tutoring refers to an instructional method that uses pairings of high-performing to tutor lower performing students in a class wide setting or in common venue outside of school under the supervision of a teacher. The term “tutoring” or “mentoring” will be used synonymously, as the role of tutor also include maintaining a supportive and encouraging relationship with the tutee.

Currently, there is a sufficient research that documents the benefits of peer tutoring as supplement to traditional instructional. Peer tutorial has been used across the academic subjects, and has been found to result in improvement in academic achievement for a diversity of learners with a wide range of content areas [12-14]. Common component of peer tutoring programs facilitate both cognitive and social gain in both higher performing mentors and low performing mentee in a individualized and positive way. Michelle Nguyen (2013: 2).

2. TEFL (Teaching English as Foreign Language)

According to Clare Gilby (2011:3), Teaching English as a Foreign Language (TEFL), which is also known as Teaching English to Speakers of Other Languages (TESOL) or English Language Teaching (ELT), involves the process of teaching the English language to students whose first language is not English. It can take place in the UK or overseas and can involve teaching students at all ages. English is the

official or joint official language in over 75 countries worldwide and is therefore recognized as the language of international communication. As a result of this fact, there is an increasing demand for teachers of English. Increased levels of immigration and the growth in numbers of international students coming into the country to study have also stimulated the demand for teachers within the UK.

This is an important factor because, although most people who consider teaching English as a foreign language do so because of the opportunities it provides for living and working abroad, there is also a TEFL need in the UK. This along with ELT (see below) is the most common term used in the UK and refers to Teaching English to students whose first language is not English most often in their country of origin. The students are usually motivated adults whose company will pay for the course or they will pay themselves. Subcategory: ESP (teaching English for a specific purposes i.e. fields of medicine, business etc). EAP (teaching English for Academic purposes i.e. British Council government funded courses for foreign students wanting to study at English medium institutions in their own country. There are many methods in TEFL such as Total Physical Responses, Situational Language Teaching, Silent Way, Community Language Learning, The Audio-lingual Method.

C. Lesson Study

According to Lois Brown Easton (2009:2), lesson study is a potent embedded peer-to-peer professional learning strategy. It requires teachers and other educators to work collaboratively to strengthen a given lesson until it has been refined as much as possible and then teach it to get powerful data about how well the lesson works. In a colloquium after the lesson is taught, the teacher (who can be anyone in the lesson study group) reflects on the lesson first, and then the other members of the lesson study group share data they collected during the lesson. Lesson study groups make a decision about whether to revise the field-tested lesson and teach it again or simply apply what they have learned to another lesson. In addition to understanding the

basics of lesson study and engaging in three lesson study experiences, participants will learn about lesson study variations. They will plan implementation of lesson study in their regions, districts, and schools, and they will work together to solve problems related to implementation.

James Stigler and James Hiebert (1999:135) in Lois Brown Easton (2009:11) said that improving something as complex and culturally embedded as teaching requires the efforts of all the players, including students, parents, and politicians. But teachers must be the primary driving force behind change. They are best positioned to understand the problems that students face and to generate possible solutions.

According to Lois Brown Easton (2009:11), lesson study provides an ongoing method to improve instruction based on careful observation of students and their work. In the lesson study cycle teachers work together to formulate goals for student learning and long-term development. Collaboratively plan a “research lesson” designed to bring life to these goals. “This lesson may come from a textbook or workbook (especially at the beginning). Later, it may be a lesson that a teacher has designed and wants the group to study. The lesson may also be constructed by the lesson study group itself (although that work at least doubles the time that lesson study takes)” (added by L. B. Easton).

Conduct the research lesson, with one team member teaching and others gathering evidence on student learning and development. “The teacher of the lesson can be any member of the lesson study group – indeed, it should not matter who teaches the lesson if the group has agreed upon the lesson.

D. Findings and Discussion

a. The Students’ Questionnaire

Based on the data on table 8 showed that in Academic Learning item, there were 10 item questions categorized as very high namely AL-sq-1 (Q-3), AL-sq-2 (Q-6), AL-sq-3 (Q-8), AL-sq-4 (Q-9), AL-sq-6 (Q-10), AL-sq-7 (Q-14), AL-sq-8 (Q-15), AL-sq-9 (Q-16), AL-sq-10 (Q-17), AL-sq-11 (Q-18). Only 2 item questions were categorized as high namely AL-sq-5 (Q-11) and AL-sq-12 (Q-19). It means that most of the students have positive responses to the process of the lesson study by using peer tutoring method especially for the academic learning process because there were **83.33 %** of the 12 item questions categorized as very high, it means that the students' responses were categorized as **excellent** and **16.66 %** of the 12 item questions categorized as high it means that the students responses categorized as **very good**.

On the other hand, all of the 2 item questions categorized as very high in Motivation items namely M-sq-1 (Q-1) and M-sq-2 (Q-4). It means that most of the students have positive responses to the process of the lesson study by using peer tutoring method especially for the motivation of the students during the learning process in the classroom because there were **100 %** of the 2 item questions categorized as very high. It means that the students' responses were categorized as **excellent**.

In the Social Behavior, all of 3 item questions categorized as very high namely SB-sq-1 (Q-5), SB-sq-2 (Q-12), SB-sq-3 (Q-15). It means that most of the students have positive responses to the process of the lesson study by using peer tutoring method especially for the social behavior of the students during the learning process in the classroom because there were **100 %** of the 3 item questions categorized as very high. It means that the students' responses were categorized as **excellent**.

In the last item namely Attitude item, all of 3 item questions categorized as very high namely A-sq-1 (Q-2), A-sq-2 (Q-7), A-sq-3 (Q-20). It means that most of the students have positive responses to the process of the lesson study by using peer tutoring method because the students have very good attitude during the learning process in the classroom because there was **100 %** of the 3 item questions

categorized as very high. It means that the students' responses were categorized as **excellent**.

Based on the data on table 9 showed that in Academic Learning item there were 10 item questions categorized as very low namely AL-sq-1 (Q-3), AL-sq-2 (Q-6), AL-sq-3 (Q-8), AL-sq-4 (Q-9), AL-sq-6 (Q-10), AL-sq-7 (Q-14), AL-sq-8 (Q-15), AL-sq-9 (Q-16), AL-sq-10 (Q-17), AL-sq-11 (Q-18). Only 2 item questions were categorized as low namely AL-sq-5 (Q-11) and AL-sq-12 (Q-19). It means that most of the students have very low negative responses to the process of the lesson study by using peer tutoring method especially for the academic learning process because there was **83.33 %** of the 12 item questions categorized as very low, it means that the students' responses were categorized as **very poor** and **16.66 %** of the 12 item questions categorized as low, it means that the students' responses were categorized as **poor**.

On the other hand, all of the 2 item questions categorized as very low in Motivation items namely M-sq-1 (Q-1) and M-sq-2 (Q-4). It means that most of the students have very low positive responses to the process of the lesson study by using peer tutoring method especially for the motivation of the students during the learning process in the classroom because there were 100 % of the 2 item questions categorized as very low. It means that the students' responses were categorized as very poor.

In the Social Behavior, all of 3 item questions categorized as very low namely SB-sq-1 (Q-5), SB-sq-2 (Q-12), SB-sq-3 (Q-15). It means that most of the students have very low negative responses to the process of the lesson study by using peer tutoring method especially for the social behavior of the students during the learning process in the classroom because there were **100 %** of the 3 item questions categorized as very low. It means that the students' responses were categorized as **very poor**

In the last item namely Attitude item, all of 3 item questions categorized as very low namely A-sq-1 (Q-2), A-sq-2 (Q-7), A-sq-3 (Q-20). It means that most of

the students have very low negative responses to the process of the lesson study by using peer tutoring method because the students have very good attitude during the learning process in the classroom because there were **100 %** of the 3 item questions categorized as very low. It means that the students' responses were categorized as **very poor**.

b. The Students' Interview

Based on the data on table 14 showed that in Academic Learning item there were 4 item questions categorized as very high namely AL-si-1 (Q-4), AL-si-2 (Q-5), AL-si-3 (Q-6), AL-si-4 (Q-9). Only 1 item question was categorized as very low namely AL-si-5 (Q-11). There were **80 %** of the 5 item questions categorized as very high, it means that the students' positive responses were categorized as **excellent** and **20 %** of the 5 item questions categorized as very low it means that the students' positive responses categorized as **very poor**. Although there were **20 %** were categorized as very poor but **80 %** were categorized as **excellent**. It means that most of the students have positive responses to the process of the lesson study by using peer tutoring method especially for the academic learning process.

On the other hand, all of the 3 item questions categorized as very high in Motivation items namely M-si-1 (Q-1), M-si-2 (Q-2) and M-si-3 (Q-3). It means that most of the students have positive responses to the process of the lesson study by using peer tutoring method especially for the motivation of the students during the learning process in the classroom because there were **100 %** of the 3 item questions categorized as very high. It means that the students' positive responses were categorized as **excellent**.

In the Social Behavior, 2 item of questions categorized as very high namely SB-si-2 (Q-8) and SB-si-3 (Q-10), it means that **66.66 %** were categorized as **excellent**. 1 item of questions was categorized as low namely SB-si-1 (Q-7), it means that **33.33 %** were categorized as **poor**. Although there were **33.33 %** were categorized as poor but there were **66.66 %** were categorized as excellent, it means

that most of the students have positive responses to the process of the lesson study by using peer tutoring method especially for the social behavior of the students during the learning process in the classroom and it were categorized as excellent.

In the last item namely Attitude item, 2 item of questions categorized as very high namely, A-si-2 (Q-13), A-si-3 (Q-14). It means that there were **66.66 %** of 2 item of questions categorized as **excellent**. 1 item of question categorized as very low. It means that there were **33.33 %** of questions categorized as **very poor**. Although there were 33.33 % were categorized as poor but there were 66.66 % were categorized as excellent, it means that most of the students have positive responses to the process of the lesson study by using peer tutoring method especially for the attitude of the students during the learning process in the classroom and it were categorized as excellent.

Based on the data on table 14 showed that in Academic Learning item there were **80 %** of 5 item questions categorized as very low namely AL-si-1 (Q-4), AL-si-2 (Q-5), AL-si-3 (Q-6), AL-si-4 (Q-9), it means that it were categorized as **very poor**. Only **20 %** of 5 item questions were categorized as very high namely AL-si-5 (Q-11), it means that it categorized as very **excellent**. Although there were 20 % of 5 item questions were categorized as excellent but 80 % of 5 item questions were categorized as very poor. It means that most of the students have negative responses to the process of the lesson study by using peer tutoring method especially for the academic learning process.

On the other hand, all of the 3 item questions categorized as very low in Motivation items namely M-si-1 (Q-1), M-si-2 (Q-2) and M-si-3 (Q-3). It means that most of the students have negative responses to the process of the lesson study by using peer tutoring method especially for the motivation of the students during the learning process in the classroom because there were **100 %** of the 3 item questions categorized as very high. It means that the students' negative responses were categorized as **excellent**.

In the Social Behavior, there were **66.66 %** of 3 item questions categorized as very low namely SB-si-2 (Q-8) and SB-si-3 (Q-10), it means it were categorized as **very poor**. Beside that there were **33.33 %** of 1 item questions were categorized as high namely SB-si-1 (Q-7), it means it were categorized as **very good**. Although there was 33.33 % of 3 item questions was categorized as very good but there were 66.66 % were categorized as very poor. It means that the students' negative responses were categorized as very poor for the social behavior.

In the last item namely Attitude item, there were **66.66 %** of 3 item questions categorized as very low namely A-si-2 (Q-13), A-si-3 (Q-14), it means it were categorized as **very poor**. Beside that there were **33.33 %** of 1 item questions were categorized as very high namely A-si-1 (Q-12), it means it were categorized as **excellent**. Although there was 33.33 % of 3 item questions was categorized as excellent but there were 66.66 % were categorized as very poor. It means that the students' negative responses were categorized as very poor for the students' attitude.

c. The Lecturers' Observation

Based on the data on table 19 showed that in Academic Learning item there were **50 %** of 6 item questions categorized as moderate namely AL-lo-02 (Q-5 for LPA-01), AL-lo -03 (Q-7 for LPA-01), AL-lo -03 (Q-7 for LPA-02), it means that the lecturers' positive responses were categorized as **fairly**. There were **33.33 %** of 6 item questions categorized as very high namely AL-ol-01 (Q-4 for LPA-01) and AL-ol-01 (Q-4 for LPA-02), it means that the lecturers' positive responses were categorized as **excellent**. There were **16.66 %** of 6 item questions categorized as low namely AL-ol-02 (Q-5 for LPA-02), it means that the lecturers' positive responses were categorized as **poor**. Although there were 16.66 % of 6 item questions categorized as poor but there were 50 % of 6 item questions categorized as fairly and 33.33 % of 6 item questions categorized as excellent. It means the lecturers' responses to the process of the lesson study by using peer tutoring method were very good.

In Motivation item there were **50 %** of 2 item questions categorized as very high namely M-ol-01 (Q-1 for LPA-01), it means that the lecturers' positive responses were categorized as **excellent**. On the other hand there were **50 %** of 2 item questions categorized as low namely M-ol-01 (Q-1 for LPA-02), it means that the lecturers' positive responses were categorized as **poor**. Based on this data the first lecturers' responses to the process of the lesson study by using peer tutoring method were excellent but the second lecturers' responses to the process of the lesson study by using peer tutoring method were poor. It means that, the lectures has moderate effort to motivate the the students based on the lectures' observation.

In Social Behavior item, there were **16.66 %** of 6 item questions categorized as very high namely SB-lo-01 (Q-2 for LPA-01), it means that the lecturers' positive responses were categorized as **excellent**. There were **33.33 %** of 6 item questions categorized as high namely SB-lo-02 (Q-3 for LPA-01) and AL-lo-02 (Q-3 for LPA-02), it means that the lecturers' positive responses were categorized as **very good**. There were **33.33 %** of 6 item questions categorized as low namely SB-lo-01 (Q-2 for LPA-02) and AL-lo-03 (Q-8 for LPA-01), it means that the lecturers' positive responses were categorized as **poor**. There were **16.66 %** of 6 item questions categorized as moderate namely SB-lo-03 (Q-8 for LPA-02), it means that the lecturers' positive responses were categorized as **fairly**. Although there were 33.33 % of 6 item questions categorized as poor but there were 16.66 % of 6 item questions categorized as excellent and 33.33 % of 6 item questions categorized as very good and 16.66 % of 6 item questions categorized as fairly. It means that both of lecturers' have good responses to the process of the lesson study by using peer tutoring method were very good.

In the last item namely Attitude item, there were **50 %** of 2 item questions categorized as very high namely A-lo-1 (Q-6 for LPA-01) it means it were categorized as **excellent**. Beside that there were **50 %** of 2 item questions categorized as **high** namely A-lo-1 (Q-6 for LPA-02), it means it were categorized as

very good. It means that both of lecturers' have good responses to the process of the lesson study by using peer tutoring method were very good.

Based on the data on table 20 showed that in Academic Learning item there were **50 %** of 6 item questions categorized as moderate namely AL-lo-02 (Q-5 for LPA-01), AL-lo -03 (Q-7 for LPA-01), AL-lo -03 (Q-7 for LPA-02), it means that the lecturers' negative responses were categorized as **fairly**. There were **33.33 %** of 6 item questions categorized as very low namely AL-ol-01 (Q-4 for LPA-01) and AL-ol-01 (Q-4 for LPA-02), it means that the lecturers' negative responses were categorized as **very poor**. There were **16.66 %** of 6 item questions categorized as high namely AL-ol-02 (Q-5 for LPA-02), it means that the lecturers' negative responses were categorized as **very good**. Although there were 16.66 % of 6 item questions categorized as very good but there were 50 % of 6 item questions categorized as fairly and 33.33 % of 6 item questions categorized as very poor. It means the lecturers' negative responses to the process of the lesson study by using peer tutoring method were poor.

In Motivation item there were **50 %** of 2 item questions categorized as very low namely M-ol-01 (Q-1 for LPA-01), it means that the lecturers' negative responses were categorized as **very poor**. On the other hand there were **50 %** of 2 item questions categorized as high namely M-ol-01 (Q-1 for LPA-02), it means that the lecturers' positive responses were categorized as **very good**. Based on this data the first lecturers' responses to the process of the lesson study by using peer tutoring method were very poor but the second lecturers' responses to the process of the lesson study by using peer tutoring method were very good. It means that, the model lectures has moderate effort to motivate the students based on the lectures' observation.

In Social Behavior item, there were **16.66 %** of 6 item questions categorized as very low namely SB-lo-01 (Q-2 for LPA-01), it means that the lecturers' negative responses were categorized as **very poor**. There were **33.33 %** of 6 item questions categorized as low namely SB-lo-02 (Q-3 for LPA-01) and AL-lo-02 (Q-3 for LPA-

02), it means that the lecturers' negative responses were categorized as **poor**. There were **33.33 %** of 6 item questions categorized as high namely SB-lo-01 (Q-2 for LPA-02) and AL-lo-03 (Q-8 for LPA-01), it means that the lecturers' negative responses were categorized as **very good**. There were **16.66 %** of 6 item questions categorized as moderate namely SB-lo-03 (Q-8 for LPA-02), it means that the lecturers' negative responses were categorized as **fairly**. Although there were 33.33 % of 6 item questions categorized as very good but there were 16.66 % of 6 item questions categorized as very poor and 33.33 % of 6 item questions categorized as poor and 16.66 % of 6 item questions categorized as fairly. It means that both of lecturers' have negative responses to the process of the lesson study by using peer tutoring method were very poor.

In the last item namely Attitude item, there were **50 %** of 2 item questions categorized as very low namely A-lo-1 (Q-6 for LPA-01) it means it were categorized as **very poor**. Beside that there were **50 %** of 2 item questions categorized as low namely A-lo-1 (Q-6 for LPA-02), it means it were categorized as **poor**. It means that both of lecturers' have negative responses to the process of the lesson study by using peer tutoring method were very poor.

E. Conclusion

In conclusion the writer found that based on the data result, there were 83.33 % of the students' positive responses were categorized as very high and 16.66 % of the students' positive responses were categorized as high, it means that the students' positive response category were categorized as excellent. On the other hand there were 83.33 % of the students' negative responses were categorized as very low and 16.66 % of the students' negative responses were categorized as low, it means that the students' negative response category were categorized as very poor. Based on the data, the writers concluded that students have excellent positive responses to the academic learnings toward lesson.

Based on the data result, there were 33.33 % of the lecturers' positive responses were categorized as very high, it means that the lecturers' positive responses were categorized as excellent. There were 16.66 % of the lecturers' positive responses were

categorized as low, it means that the lecturers' positive responses were categorized as poor. There were 50 % of the lecturers' positive responses were categorized as moderate, it means that the lecturers' positive responses were categorized as fairly. On the other hand, there were 16.66 % of the lecturers' negative responses were categorized as high, it means that the lecturers' negative responses were categorized as very good. There were 50 % of the lecturers' negative responses were categorized as moderate, it means that the lecturers' negative responses were categorized as fairly. There were 33.33 % of the lecturers' negative responses were categorized as very low, it means that the lecturers' negative responses were categorized as very poor. Based on the data, the writers concluded that lecturers have good positive responses to the students' academic learnings toward lesson.

Based on the data result, there were 100 % of the students' positive responses were categorized as very high, it means that the students' positive response category were categorized as excellent. On the other hand there were 100 % of the students' negative responses were categorized as very low, it means that the students' negative response category were categorized as very poor. Based on the data, the writers concluded that students have excellent positive responses to their motivations toward lesson.

Based on the data result, there were 50 % of the lecturers' positive responses were categorized as very high, it means that the lecturers' positive responses were categorized as excellent. There were 50 % of the lecturers' positive responses were categorized as low, it means that the lecturers' positive responses were categorized as poor. On the other hand, there were 50 % of the lecturers' negative responses were categorized as very low, it means that the lecturers' negative responses were categorized as very poor. There were 50 % of the lecturers' negative responses were categorized as high, it means that the lecturers' negative responses were categorized as very good. Based on the data, the writers concluded that lecturers have good positive responses to the students' motivation toward lesson.

Based on the data result, there were 100 % of the students' positive responses were categorized as very high, it means that the students' positive response category

were categorized as excellent. On the other hand there were 100 % of the students' negative responses were categorized as very low, it means that the students' negative response category were categorized as very poor. Based on the data, the writers concluded that students have excellent positive responses to their social behaviors toward lesson.

Based on the data result, there were 33.33 % of the lecturers' positive responses were categorized as low, it means that the lecturers' positive responses were categorized as poor. There were 33.33 % of the lecturers' positive responses were categorized as high, it means that the lecturers' positive responses were categorized as very good. There were 16.66 % of the lecturers' positive responses were categorized as moderate, it means that the lecturers' positive responses were categorized as fairly. There were 16.66 % of the lecturers' positive responses were categorized as very high, it means that the lecturers' positive responses were categorized as excellent. On the other hand, there were 33.33 % of the lecturers' negative responses were categorized as high, it means that the lecturers' positive responses were categorized as very good. There were 33.33 % of the lecturers' negative responses were categorized as low, it means that the lecturers' negative responses were categorized as poor. There were 16.66 % of the lecturers' negative responses were categorized as moderate, it means that the lecturers' negative responses were categorized as fairly. There were 16.66 % of the lecturers' negative responses were categorized as very low, it means that the lecturers' negative responses were categorized as very poor. Based on the data, the writers concluded that lecturers have very good responses to the students' academic learnings toward lesson.

Based on the data result, there were 100 % of the students' positive responses were categorized as very high, it means that the students' positive response category were categorized as excellent. On the other hand there were 100 % of the students' negative responses were categorized as very low, it means that the students' negative response category were categorized as very poor. Based on the data, the writers

concluded that students have excellent positive responses to their attitudes toward lesson.

Based on the data result, there were 50 % of the lecturers' positive responses were categorized as very high, it means that the lecturers' positive responses were categorized as excellent. There were 50 % of the lecturers' positive responses were categorized as high, it means that the lecturers' positive responses were categorized as very good. On the other hand, there were 50 % of the lecturers' negative responses were categorized as very low, it means that the lecturers' negative responses were categorized as very poor. There were 50 % of the lecturers' negative responses were categorized as low, it means that the lecturers' negative responses were categorized as very low. Based on the data, the writers concluded that lecturers have very good responses to the students' attitude toward lesson.

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