

CHAPTER IV

FINDINGS AND DISCUSSION

Following the previous chapter, in this chapter discusses the detailed result of the analysis intend to present the answer to the research question in chapter 1. This chapter is divided into two sections each part will be presented below.

A. Findings

The research on what types of strategic competencies used by the teacher in teaching English and which types of strategic competencies are dominantly used by the English teachers in class X Akt 1 and X Tkj 1 at SMK Bina Banua Banjarmasin, teacher X Akt 1 (IK) and teacher X Tkj 1 (SW) , presented in a description format, based on the data obtained in this study either through observation or audio recording.

In this chapter, the researcher presents the data that has been collected research. The presentation discussed the types of strategic competencies used by teachers and which types of strategic competencies are dominantly used by the english teachers in class X Akt 1 and X Tkj 1 at SMK Bina Banua Banjarmasin.

1. What types of strategic competencies used by the teacher in teaching English

As long as the researcher examined two teachers from class X Akt 1 and X Tkj 1. The researcher had made observations in the classroom, to see what types of strategic competencies were used by the English teacher during the teaching and learning process. In addition to observations, researchers also use audio recordings that further clarify or assess the results of the data collected during the English learning process. After 6 meetings the researcher made classroom observations and video documentation. The researcher made observations and video documentation in class X Akt 1 and x Tkj. In view of the results of

observations and video documentation, the researcher can see which teachers teach English, what types of strategic competencies they use and which ones they use more dominantly in the English classroom. Seeing what types of strategies are used by English teachers and which are more dominant they use in the teaching and learning process in English classrooms, we can see this from the answers listed as below:

1. Literal Translation (LT)

Based on observation and video documentation from researchers, the type of strategy often used by English teachers is Literal Translation (LT) because it provides many advantages in the teaching and learning process, both for teachers and students. Literal Translation is a word for word translation of the original language.

Table for example Teacher 1 in below:

Teacher 1	Explanation
Why this answer is wrong?	Because it makes it easier for a teacher to teach in an English class using the Literal Translation strategy and also make students understand it quickly, why is that, because this Literal Translation is the same as translating word for word, students can look up the meaning word for word and if students get all the meanings then the student can easily translate it.

Table for example Teacher 2 in below:

Teacher 2	Explanation
Who is absent today?	Just like Teacher 1, Teacher 2 also uses the LT strategy in teaching English class, because it is very helpful for both teachers and students. Students are easy to interpret, such as the example of "who is absent today?" so students will look for what it means, then they will look for the meaning of the word one by one and if they can mean it then they can easily summarize the meaning. Because the teacher also uses correct grammar in teaching, therefore the Literal Translation strategy is very helpful for both the teacher and the students.

2. Mime

Based on observations and video documentation, in addition to the LT strategy, this type of strategy is also the most widely used strategy. The use of strategy M can be demonstrated in the classroom as used by Teacher 1 and Teacher 2. The example of teacher 1 table below:

Teacher 1	Explanation
Raise your hand if your correct answer.	The teacher asks the students to raise their hands if the answer is correct. Why is Mime's strategy so important, because if the teacher just says "raise your hand" but the teacher doesn't raise his hand automatically there are many students who don't know the meaning. Therefore, when the teacher says "raise your hand" the teacher must also raise his hand, because then students will understand that the teacher is telling them to raise their hand. Therefore, the Mime strategy plays an important role in teaching English in the classroom to help teachers in teaching and also make it easier for students.

Teacher 2 is also the same as teacher 1 . teacher 2 asked the students to applaud when singing a song called “good morning”.

Example of Teacher 2 tabel below?

Teacher 2	Explanation
He clapped while singing a song.	The teacher asks students to clap when they sing a song called "good morning". Just like the explanation in teacher 1 that the teacher must also clap too, to make it easier for students.

3. Language switch (LS)

Based on observation and video documentation, The use of the Language Switch (LS) strategy type in the teaching-learning process is also influential. both teachers used this strategy. This is example of Teacher 1 table below:

Teacher 1	Explanation
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Turn to page <i>empat belas</i> .	Teacher 1 uses the Language Switch strategy, which is very helpful so that there are no mistakes when teaching in English class, because many students do not understand when the teacher explains by always using English, therefore the teacher uses the Language Switch strategy most often.
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For example, as said teacher 1 asked the students: "Turn to page *empat belas*". and also teacher 2 is not much different in the class⁵ he teaches, namely class X Tkj 1, when teacher 2 reminds his students who are sitting at the back of the class. This is example of Teacher 2 table below:

Teacher 2	Explanation
<i>Hei, kalian yang duduk di pojok</i> , what are you doing?	Teacher 2 also uses Language Switch, because it also helps Teacher 2 in teaching in English class and is really very helpful. That's why the two teachers used the Language Switch strategy.

4. Appeal for Assistance (AA)

Based on observation and video documentation that have been made by researcher on the two teachers of class X Akt 1 and X Tkj 1 at SMK Bina Banua Banjarmasin, in the classroom, the researcher saw that the use of AA strategies was mostly used by English teachers. This strategy has a significant influence in developing students' critical thinking in class X Tkj 1

This is example of Teacher 1 and Teacher 2 table below:

Teacher 1	Teacher 2
Taking time off.	What past tense help?

For example: "taking time off", he knows that his students are curious about the meaning in Indonesia. Then, he appeared as if he too was curious about its meaning by asking: "What does that mean?". For several minutes the students seemed to think and guess the meaning, finally answering the question about its meaning. The process of thinking and guessing can

be said to be a way of training students' critical thinking. A similar situation occurs in class X Akt 1. for example: "What past tense help?" so that students think and guess what the teacher is asking. Actually the use of the AA strategy is also influenced by the use of the LS strategy. It can be said that teachers can use more than one strategy to optimize their teaching performance.

5. Circumlocution

Based on observaaion and video documentation that have been conducted by researcher on English teachers X Akt 1 and X Tkj 1 at SMK Bina Banua, in the classroom, the researchers saw that the use of staretgry C is usually used by the teacher to train students' understanding of the material at the previous meeting. this strategy is only used by Teacher 1. This is example of Teacher 1 table below:

Teacher 1
Yesterday I asked you to observe outside the classroom". Uh, you have to make a deep sentence about?

Students answer: "present continuous tense". From the analysis, it can be concluded that the use of strategy C can be more optimal because the teacher also uses pause fillers in the form of "hmm and uh" in their sentences. It can be said that the teacher has a good ability in using the C strategy.

6. Approximation (A)

Based on observation and video ducomentation that have been conducted by researcher on English teachers X Akt 1 and X Tkj 1 at SMK Bina Banua, in the classroom, the use of strategy A is the smallest strategy in strategic competencies used by English teachers. It can be said that this strategy is only used once in six observation meetings. The word is used by Teacher 2 in class X Tkj 1 when the teacher explains about the year to students. This is example of Teacher 2 table below:

Teacher 2
There is a month called a Leap Year.

There are twenty-nine days every four years, this is called February ". Incorrect use of the word "jump" in English, features the semantics of sharing with the desired item to satisfy the teacher. The correct word for the sayong "Leap year" is "Leap year". It can be concluded that the use of strategy A makes communication between teachers and students more effective because it only takes a little time for students to understand the material explanation from the teacher.

7. Word Coinage (WC)

Based on observation and video documentatiom that have been conducted by researcher on English teachers X Akt 1 and X Tkj 1 at SMK Bina Banua, in the classroom, the use of this type of WC strategy is also the least effective strategy for English teachers during English learning at SMK Bina Banua Banjarmasin. Only one teacher uses this strategy, namely Teacher 2. This is example of Teacher 2 table below:

Teacher 2
"blackboard" for "blackboard".

The use of the word "blackboard" is not correct because "whiteboard" is used by the teacher in the classroom, but the correct one is "blackboard". This shows that the teacher makes new words to communicate the desired concept to students.

8. Topic Avoidance (TA)

Based on observation and video documentation, another type of strategy is the TA strategy. This strategy is only used by one teacher, namely Teacher 1 in class X active 1. The use of this strategy can be seen from class X Akt 1 when Teacher 1 asks one of his students to appear in front of the class. such as the example given by the teacher and the material given by the teacher is an adjective when he says: "tell me about him (student)". The students

shouted cheerfully: "fat!" and "ungly!" when they laugh at him. Immediately, Teacher 1 stopped the crowd in class by saying: "Don't be like that. We have to learn good adjectives, especially to talk about someone. "When he asks students to sit lean back against their chairs. TA strategies are not only used to adjust concepts for which vocabulary or other meaning structures are unknown to the teacher, but also to control the atmosphere of the classroom situation.

9. Message Abandonment (MA)

Based on observation and video documentation, this is the last strategy that is least used by English teachers. This strategy is only used by Teacher 1, grade X Akt teachers. The use of the MA strategy can be seen from the example in class X Akt 1 students being asked by the teacher to his students, "Did you win the competition at the Independence celebration yesterday?", Then a student answered: "No, Mom." Hearing this answer, the teacher did not continue the topic of winning the competition on Independence Day. He paused in the middle of his speech by saying: "It doesn't matter not to be a winner, the most important thing is to do your best". It can be concluded that the use of MA strategy is not only if the teacher is unable to continue due to the lack of meaning structure, but also to educate students psychologically.

2. Which types of strategic competencies are dominantly used by the English teachers.

The dominant types of strategies used by English teachers in the teaching and learning process in the classroom are the Literal Translation (LT), Mime (M) and Language Switch (LS).

1. Literal Translation

Literal translation is often used by Teacher 1 and Teacher 2 in the teaching and learning process in English class, because it really helps teachers in teaching so that mistakes do not occur in the learning process. Literal Translation strategy also helps students to quickly understand or understand what the teacher has taught. Therefore the Literal Translation strategy is often used during the teaching and learning process in the classroom.

2. Mime

Mime strategy is also often used by Teacher 1 and Teacher 2 in the teaching and learning process, because among many students there are those who do not understand the meaning of English to Indonesian. So, with the Mime strategy, it makes it easier for teachers to teach and also makes it easier for students to quickly understand or understand what the teacher means.

3. Language Switch

Language switch is also often used by Teacher 1 and Teacher 2 in teaching English class, because there are also students who do not understand what the teacher is explaining. Therefore, the teacher uses the Language switch strategy to avoid mistakes in the teaching and learning process in the classroom and also to make it easier for students to quickly understand or understand what the teacher is explaining.

From the above description, the researcher concludes that the use of strategic competencies by English teachers contributes a lot to the effectiveness of the teaching and learning process in the English as a foreign language classroom. An effective teaching and learning process is an indication that the teacher has good pedagogical competence. Pedagogic competence is the competence of teachers in managing student learning which consists of (1) student understanding, (2) planning and implementing a good teaching and

learning process, (3) evaluating student learning outcomes, and (4) helping students to recognize and develop potential and his own talent (Notoatmodjo, 2009).

B. Discussion

The discussion is an explanation of data analysis based on the research problem under study. Based on the research findings, the researcher found nine subsections, namely; What types of strategies are used by the English teacher and which are more dominant in the teaching and learning process in the classroom at SMK Bina Banua Banjarmasin. In this session, the research results are discussed in relation to the theories collected in Chapter Two. Through discussion, it can be seen how these theories meet reality, whether they can easily adapt to reality or vice versa. In their research findings, the researcher found what types of strategies were used by English teachers. As stated by the researcher, first, the type of strategy that is most widely used is literal translation. Literal Translation is very helpful for teachers in the teaching and learning process in the classroom to be more effective.

Furthermore, the second type of strategy is Mime. Mime's type of strategy makes a major contribution to students' speaking ability. Then, the type of Language Switch strategy has contributed to the direct influence of teachers in the teaching and learning process in the classroom. Then, the type of AA strategy is that it can be said that teachers can use more than one strategy to optimize their teaching performance. Then, the type of strategy C is that it can be said that the teacher has good skills in using the C strategy. Then, approximation this type of strategy can be concluded that the use of strategy A makes communication between teachers and students more effective because it only takes a little time for students to understand the explanation of the material from the teacher. Then Word Coinage this type of strategy suggests that the teacher makes up new words to communicate the desired concept to students. And then Topic Avoidance. This type of TA strategy is not only used to fit concepts

where the vocabulary or other meaning structures are unknown to the teacher, but also to control the atmosphere of classroom situations. The last type of strategy Message Abandonement, this type of strategy can be concluded that the use of MA strategy is not only if the teacher is unable to continue due to lack of meaning structure, but also to educate students psychologically.

So we can see above that the use of strategic competence can affect teacher pedagogical competence, shown by the ability of technical teachers to approach their students. Like talking about something that has nothing to do with English lessons, but happens in the classroom. The use of LT, LS, TA, MA, and AA strategies has a significant role in this situation. For example, this can be seen from the situation that occurred in Class X Akt 1. Observation time was carried out on the first day of school after students celebrated Indonesia's independence day. Teacher 1 invites students to talk about what competition they are participating in on Independence Day at school. He used English at the beginning of the conversation, but later he used Indonesian because the students could not grasp the meaning. The use of the right competency strategy shows that Teacher 1 understands the abilities of students who are still lacking mastery of English vocabulary. And then, the dominant types of strategies used by English teachers in the teaching and learning process in the classroom are the Literal Translation (LT), Mime (M) and Language Switch (LS).