

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into data findings. The findings and discussion will be discussed further in the following text.

A. Findings

To answer the first problem statement as stated in chapter I, the researcher conducted an observation and interview. Based on collecting data the researcher conducted obtained some information from the participants related to the research question.

1. The Strategies Used by Teachers to Maintain Activeness in English Courses During the Pandemic Era

No.	Type of Strategies	Total Number of Teachers	Participants
1.	Discussion	3	Teacher 1 (T1), Teacher 2 (T2), and Teacher 3 (T3)
2.	Problem Solving	1	Teacher 1 (T1)
3.	Debate	1	Teacher 3 (T3)
4.	Role Play	0	-
5.	Peer Teaching	1	Teacher 2 (T2)
6.	Jigsaw	1	Teacher 1 (T1)
7.	Case Study	1	Teacher 1 (T1)
8.	Information Research	0	-

The above of table that the researcher had classified the findings of strategies and its implementation collected from the result of having observation by online on class VII A, VII B, and VII C in MTs Negeri 1 Banjarmasin.

Discussion strategies are usually used for learning, with learning objectives, among others, to store data at the end of learning, be able to apply information in new contexts, and improve students' thinking skills. Based on the researcher's observations on February 21st, 2022, the researcher got information about how T1 implemented its strategy. Before entering class, T1 prepares for teaching materials and tools used in class. At 09.15 AM, T1 started the lesson with greetings. Then she started the core teaching activities. Furthermore, T1 uses media that is adapted to the material presented. T1 uses videos to attract students' interest in learning and understanding the material presented. T1 also provides equal opportunities for all students to ask questions about things they do not understand and respond to some light questions from T1. For example, this lesson discusses the time material for using AM and PM. After that, the students asked about the difference between AM and PM, the teacher answered. And finally, the teacher and students conclude the material presented.

In the observation on February 21st, 2022, T1 also used problem-solving strategies in the lessons presented. In this strategy T1 divides students into several groups so that they can work together with their friends. After that,

students participate in a Quizizz game where they have to answer a series of questions based on the subjects presented. For example, in learning here, after attracting students' attention by showing a video from YouTube regarding the use of AM and PM material, T1 also uses the Quizizz website platform to display the problems that the students in groups will solve. From there T1 can see how students can solve the problems given by the teacher. So, T1 uses discussion strategies to increase students' confidence so that they can express their opinions according to their thoughts and problem solving strategies to train students to be able to solve the problems they face in groups or individually.

Discussion strategies are also called learning strategies that confront students with a problem. So, based on the researcher's observations on February 21st, 2022, the researcher got information about how T2 implements its strategy. Before entering the class, T2 had prepared himself to teach. Furthermore, T2 explained a little about the material discussed during the lesson. After T2's explanation was finished, T2 invited and asked students about the topics discussed, to find out how students understood the material being explained. Students are also asked to provide their suggestions and knowledge about the topics studied. For example, when learning in this class, discussing material about singular and plural. After the teacher's explanation is finished, the teacher gives the opportunity for students to ask questions about the problem of using the singular and plural earlier. Then after finishing

the question and answer session the students and teachers can conclude the use of singular and plural.

Debate is a teaching strategy that encourages students to actively participate in the learning process in class. February 22nd, 2022. At 08.50 AM, T3 prepares teaching materials and tools that will be used in online classes. After that, T3 explained the material that had been prepared previously to the students. For example, in learning here the material is about littering. Students are asked to understand the material and are asked to prepare several arguments from the material and stories that have been prepared. Furthermore, students are asked to present their respective arguments and the teacher expects active participation to refute each other's opinions with well-founded arguments. After the debate occurs the teacher explains the true meaning of the topic being debated and appreciates students for their active participation in learning. T3 also uses a debate strategy to stimulate students actively speak and know the limits of students' understanding. After the debate ends, T3 also mediates the debate with a correct explanation of the content being debated. Finally, the teacher and students agreed to draw one conclusion from the many arguments given.

When there is learning material that can be divided or separated and the sections must be presented sequentially, the jigsaw is an interesting alternative strategy. Based on the researcher's observations on February 28th, 2022, the researcher got information about how T1 implemented the jigsaw strategy. T1

before the lesson starts, first distribute the material in the Google Classroom. Then, T1 directs students in the WhatsApp group to read the material that has been shared before class starts. After that, T1 started the lesson on Google Meet with greetings. Then, T1 divides students into groups consisting of 6 people per group of 30 students and the teacher distributes 6 sub-materials. Examples of the material are the descriptions of houses, schools, banks, hotels, malls, and offices. After the teacher divides the groups and materials, then T1 appoints group 1 as a sub-group of home materials to group 6 as a sub-group of office materials. After that, the students read again the description of the sub material for each group for 5 minutes and the teacher expected the students to be able to understand their reading based on their understanding. Then, T1 divided 6 groups of which these 6 groups had members from representatives of different sub-material groups. For example, group 1 consists of representatives from the sub-group of houses, schools, banks, malls and offices. T1 here makes a special WhatsApp group link for the group representatives and the teacher asks students to convey their sub-materials based on their respective understandings to other sub-material representatives in the group taking turns using voice notes and keeping the camera on Google Meet for 20 minutes. After that, T1 gave a little explanation about all the descriptions of the sub-materials.

Case study strategies focus on issues that emerged in a particular situation for example, actions to be taken, lessons learned, and solutions to

deal with or prevent similar situations in the future. Based on the teacher's observations on February 28th, 2022, in the next stage, T1 will provide problems that are in accordance with the 6 related sub-materials. For example, here T1 provides problems on how to maintain and care for homes, schools, banks, malls and offices to avoid unwanted things. Then, the students in groups were given a few minutes to complete the given case. Finally, each representative from the 6 groups conveyed their opinions and solutions on Google Meet.

Peer teaching strategies encourage students to rely on themselves rather than their teachers by interacting with their peers. Based on the researcher's observations on February 28th, 2022, it begins with greetings at Google Meet. T2 conveyed the material learned at today's meeting which had been distributed in the Google Classroom. an example of the material is about things around us. After T2's explanation was finished, T2 asked to choose students at random to re-explain the material that had been explained by T2 previously based on their students' understanding. T2 expects his students that everyone in the class is a teacher. Some students who paid attention to T2's explanation seemed to find it easy to re-explain the material presented, but there were some students who were unable to re-explain the material presented until the question and answer session. After the students' explanations ended, T2 also added and made sure all students understood the material presented

by their friends. So, T2 wants his students to always be ready to present something and pay attention to the teacher's explanation.

In implementing the discussion strategy by T3 based on the researcher's observations on March 1st, 2022. At 08.50 AM, T3 distributed materials in the Google Classroom before class started, then the teacher entered the classroom at Google Meet. Then T3 explained and presented the material that was distributed. Then T3 provides several questions that students will answer while explaining the answers that students have chosen through the screen that has been shared. After the discussion occurs, T3 will explain and justify the results of the discussions carried out by students in learning. An example of learning material in this class is the use of cardinal and ordinal numbers. The teacher explains the use of cardinal and ordinal numbers and then gives students the opportunity to ask questions according to the material explained on a regular basis. After that, students and teachers conclude that the material is appropriate and easy to use every day.

On March 1st, 2022 the researcher found in this observation that after T3 carried out a discussion strategy, to liven up an active class atmosphere, T3 also carried out a debate method to stimulate students to actively speak and know the limits of students' understanding. After discussing the cardinal and ordinal numbers, T3 provides topics to be debated. An example of the debate material in this lesson is about bullying. T3 invites students who want to be the pros and cons of responding to the problem of bullying and the teacher

urges that debates be held regularly, not fighting over voices. After the debate ends, T3 also mediates the debate with a correct explanation of the topic being debated.

2. The Most Appropriate Strategy Used by The Teachers to Maintain Activeness in English Courses During the Pandemic Era

To answer the second problem statement as stated in chapter I, the researcher conducted an interview. Based on collecting data the researcher conducted obtained some information from the participants related to the research question.

Table 1.2 The Most Appropriate Strategies Used by The Teacher

No.	Type of Strategies	Participants
1	Discussion	Teacher 1 (T1)
2	Peer Teaching	Teacher 2 (T2)
3	Debate	Teacher 3 (T3)

The above table indicates that teacher 1 (T1) revealed that the most appropriate strategy for online learning in class VII A is the discussion strategy. The reason T1 uses this discussion strategy because it is very easy to use and T1 expects the students to be more open or dare to give responses or questions if they still do not understand the material being discussed. T1 can also use other strategies. furthermore, T1 adjusts the condition of the students in the class who really like to discuss.

According to the interview result that teacher 2 (T2) conveys that the most appropriate strategy during online learning in class VII B is peer

teaching strategy. The reason why T2 often uses this strategy is that T2 focuses on students so that they can understand the material presented and then re-delivered with their understanding. T2 hopes that this strategy will train students' self-confidence so that they are always ready to face it in the future.

The teacher 3 (T3) expresses the most appropriate strategy when learning online in class VII C is the debate strategy. The reason why this debate strategy is very suitable for T3 is because, the teacher adjusts the conditions of students who want to learn by using a debate strategy system but in learning by not cornering others, looking for solutions to problems, and providing based on their own thoughts so that students can think critically and confidently.

From observations and interviews, the researchers found that T1, T2 and T3 often use discussion strategies in online learning because this strategy are very easy to implement, does not exceed the learning time limit and can keep students active. Therefore, the discussion strategy is the most appropriate strategy in online learning.

B. Discussion

The researcher interpreted the strategies used by English teachers in teaching English at MTs Negeri 1 Banjarmasin. The first strategy is discussion.

Based on the researchers get data that teachers use teacher centered, teachers provide corrections and feedback. It can be concluded that the teacher applies a teaching strategy which is the discussion strategy for teaching at online learning. In union with Bonwell and Eison (1991), discussion is commonly used for learning; the learning objectives are to retain facts at the conclusion of the learning, be able to apply information to new contexts, and strengthen students' reasoning ability, among other things. It also refers to educational activities in which students are made aware of the goals and sufficient time is set aside for instruction. wide content coverage of student performance is monitored, and feedback is academically oriented. This discussion strategy is very popular and widely used by the teachers, especially T1. T1 argues that the discussion strategy can increase student activity in learning and not corner other friends.

The second strategy is problem solving. The researcher concludes that learning and solving the problems is the focus. Teachers can identify what they need. The teacher always prepares material that is easy to be solved. The teacher also wants to know students' progress in problem solving strategy by presenting several suggestions by the student. So, T1 asks students to solve a problem so T1 can find out the development of students' reading skills. According to Bonwell and Eison (1991), learning through problem-solving approach causes students to try to solve difficulties until they are able to solve them, and they

are confident in what they have learned with the good concept. Belief that, given enough time, any students can accomplish realistic educational goals.

The third strategy is Jigsaw. After conducting observation and interview, T1 used Jigsaw. Jigsaw were able to enable students to learn from each other. They were able to improve human relations and understanding for each material in the classroom. It is continuity with Slavin (1995) stated that when learning information may be subdivided or separated and sections must be presented sequentially, jigsaw is an appealing alternative.

The fourth strategy is Case study. Based on observation and interview, T1 asked the students to solve some problems related to the topic based on real life. So, the learning was authentic, they were able to adapt in daily life. This supported by Bonney (2015) states that a case study focuses on the issues that arise in a situation or a specific example, the steps that should be done, the lessons learned, and how to handle or prevent such circumstances in the future.

The fifth strategy is peer teaching. After conducting observation and interview the peer teachings were able to enable students to learn from each other and they were able to improve human relations in the classroom. Furthermore, the students were held responsible for determining whether cooperative skills were practiced within the group. It is continuity with Bonwell and Eison (1991) stated that Peer teaching strategy allows students to rely on

themselves by interaction with their peers instead of relying on their teachers. T2 argues that peer teaching strategy can increase student activity and relationship in learning.

The sixth strategy is debate. T3 asked the students to some students to argue about the topic according to their understanding. So, this will provoke students to be active and critical in understanding something. This supported Bonwell and Eison (1991) states that debate is a classroom teaching strategy that promote active learning in which students participate actively in the learning process. T3 argues that peer debate strategy can increase student interest in learning so that it stimulates student understanding of the given topic.