

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter discuss the finding of teaching strategies to develop students' interest based on multiple theory, The author will display data from the results of the questionnaire regarding the strategies used by teaching staff during the teaching and learning process at UIN Antasari Banjarmasin.

No.	Statement	Answer			
		1	2	3	4
1	I use the inquiry learning strategy so that students' are interested in learning language	24,6%	47,7%	26,2%	1,5%
2	I use problem based-learning strategy so that students' sre interested in learning language	12,3%	46,2%	36,9%	4,6%
3	I use game based-learning strategy so that students' are interested in learning language	10,8%	0,8%	36,9%	1,5%
4	I use project based-learning strategy so that students' are interested in learning language	10,8%	36,9%	47,7%	4,6%
5	I use team based-learning strategy so that students' are interested in learning language	9,2%	46,2%	36,9%	7,7%

6	I use story-telling strategy so that students' are interested in learning language	4,6%	30,8%	40%	24,6%
Note: Option 1 = Always, 2 = Often, 3 = Occasionally, 4 = Never					

For further explanation on how to implement the strategy, the author conducted interviews with 8 teaching staff through messages and voice messages. After analyzing the results of interviews and questionnaires, the author learned that each teaching staff has their own teaching strategy or style in developing students' interests in the classroom. Some of these strategies are:

#### 1. Inquiry Based Learning

According to data from the results of the questionnaire on the google form, at least 47.7% of teachers often use this strategy. However, 24.6% of teachers answered always using this strategy, while 26.2% of UPB teachers answered occasionally and the remaining 1.5% answered never using this strategy. The data shows that many of UPB's faculty use this strategy.

Teaching staff who only use inquiry-learning and team-based learning strategies, but the teaching staff are able to make their students active in understanding or paying attention to the material. Here the author asks the question how to carry out the teaching staff's strategy, then the teaching staff gives a statement like this: "Pakai metode Flipped Classroom, belajar materi di EdPuzzle, di kelas tinggal praktik saja, praktiknya tanya jawab

dan speaking, saya tanya satu per satu” (WhatsApp Interview Sample, 09.44 AM Desember 13, 2021).

## 2. Problem Based Learning

According to data from the results of the questionnaire on the google form, at least 46.2% of teachers often use this strategy. However, 12.3% of teaching staff always use this strategy, while 36.9% of UPB teachers answer sometimes and the remaining 4.6% answer never use this strategy. The data above shows that many of UPB's teaching staff use this strategy.

Teaching staff who only use problem-based learning and game-based learning strategies, but the teaching staff are able to make their students interested in the learning process so that they can be active in the learning process. The teaching staff explained how to implement the strategies he used, such as: “Saya memberikan contoh /gambaran sebuah permasalahan riil dalam kehidupan sehari-hari kemudian meminta mereka untuk menyampaikan pendapatnya masing-masing” (WhatsApp interview sample, 04.54 PM January 04, 2022).

## 3. Game Based-Learning

According to data from the results of the questionnaire on the google form, there are at least 50.8% of teachers who often use this strategy. However, 10.8% of teaching staff always use this strategy, while 36.9% of UPB teachers answer sometimes and the remaining 1.5% answer never use

this strategy. The data above shows that many of UPB's teaching staff use this strategy.

“Selama pembelajaran online, saya beberapa kali mengisi pembelajaran dengan game dan hasilnya bisa meningkatkan minat mereka dalam belajar” (WhatsApp interview sample, 04.54 PM January 04, 2022).

“Biasanya setelah memberikan motivasi dalam belajar bahasa Inggris ada mahasiswa yang belajarnya lebih rajin dan lebih menunjukkan ketertarikan apalagi setelah bermain game saat pembelajaran (ketika belajar tatap muka)” (WhatsApp interview sample, 09.47 Desember 13, 2021).

#### 4. Project Based-Learning

According to data from the results of the questionnaire on the Google form, at least 36.9% of teachers often use this strategy. However, 10.8% of teaching staff always use this strategy, while 47.7% of UPB teachers answer sometimes and the remaining 4.6% answer never use this strategy. The data above shows that this strategy is very rarely used by some teachers.

The author followed the learning process in one of the UPB English classes in a WhatsApp group and got a sample conversation like this:

Teaching staff : Good Morning everyone, how are you?

Students' : Morning Miss, I'm fine Miss

Taching Staff : Alright, today We gonna learn grammar focus on pages 53, please open ur book

Students' : Done Miss

Teaching Staff : There is, There are. Kita gunakan kata tersebut untuk menanyakan atau menyatakan ada benda pada suatu tempat atau disana, bisa dipahami?

Students' : Bisa bu

After the introduction of the material, the teaching staff sent several short videos related to the material, then the teaching staff asked each student to watch the video and then answer the questions provided in the book used. After answering, the teaching staff gives time for students to run question and answer discussions or problem solving obtained from videos and questions until the students are very active in giving their respective opinions. (WhatsApp Group Sample, 6.43 AM Desember 2, 2021) .

##### 5. Team Based-Learning

After the introduction of the material, the teaching staff sent several short videos related to the material, then the teaching staff asked each student to watch the video and then answer the questions provided in the book used. After answering, the teaching staff gives time for students to run question and answer discussions or problem solving obtained from videos and questions until the students are very active in giving their respective opinions.

One of the faculty members explained how he implemented this strategy, such as: “Lebih berfokus pada keaktifan dan membangun kemandirian siswa. Seperti membagi siswa ke beberapa kelompok atau

berpasangan dengan memberikan situasi-situasi dialog tertentu” (WhatsApp interview sample, 01.16 AM Desember 17, 2021).

#### 6. Story-Telling Strategy

According to data from the results of questionnaires on google forms, at least 4.6% of teachers often use this strategy. However, 30.8% of teachers always use this strategy, while 40% of UPB teachers answer sometimes and the remaining 24.6% answer never use this strategy. The data above shows that this strategy is rarely used by some teachers.

Furthermore, the author will display the results of a questionnaire about the results of the implementation of the teaching staff's strategy in developing students' interest in learning in the classroom.

No.	Statement	Answer			
		1	2	3	4
1	Strategy that I implement can develop students' interest to be active in doing language assignment	24,6%	73,8%	1,6%	0%
2	Strategy that I implement can develop students' interest to be active in language discussion	20%	78,5%	1,5%	0%
3	Strategy that I implement can develop students' interest to be active in speaking the language	29,2%	67,7%	3,1%	0%
4	Strategy that I implement can develop students' interest to be active in providing solution to the problem given	7,7%	87,7%	4,6%	0%

5	Strategy that I implement can develop students' interest to be active in paying attention to language material	24,6%	73,8%	1,6%	0%
Note: Option 1 = Strongly Agree, 2 = Agree, 3 = Disagree, 4 = Strongly Disagree					

After obtaining questionnaire results from 65 teachers, the authors randomly interviewed 8 teachers to obtain additional data for comparison of questionnaire result data.

#### 1. Active In Doing Language Assignment

At least 24.6% of teachers strongly agree that the strategies they use are very effective and 73.8% of the teaching staff agree that they can make students active in doing assignments, while 1.6% of teachers disagree that their strategies can make students active in doing assignments. From the data above, it can be concluded that many of the teaching staff agree that their strategy can increase student interest in the classroom.

The author analyzes the learning process carried out in one of the online classes, the explanation is as follows :

First, after the teaching staff gave greetings and checked the student's attendance, the teaching staff explained about the material.

Second, the teaching staff asks whether the students understand the material described, if anyone does not understand then the teaching staff invites students to ask questions.

Third, if all students understand the material, the teaching staff gives an assignment in the form of 1 question written in the book and directly answered by the students through the group chat.

Then, after all the students answered, the teaching staff checked and discussed the question, an example of the conversation as follows: “knpa pkai ‘We’?, Karena pertanyaannya, do you??. You’ bisa di artikan kamu atau kalian..., Yg dibahas rumah kn. Rumah yg ditinggali othman. Rumah keluarganya. Mkanny othman jawabnya menggunakan ‘we do’”.

Finally, the teaching staff gave another assignment in the form of a few sentences that must be completed until the student fully understands the material being studied (WhatsApp Group Sample, 07.45 Desember 04, 2021).

## 2. Active in Language Discussion

At least 20% of teachers strongly agree that the strategies they use are very effective and 78.5% of the teaching staff agree that they can get students active in language discussions, while 1.5% of teachers disagree that their strategies can make students active in language discussions. From the data above, it can be concluded that many of the teaching staff agree that their strategy can increase student interest in the classroom.

“Ada beberapa mahasiswa yang sering bertanya, mengenai grammar misalnya atau cara pengucapan dalam bahasa inggris dan biasanya setelah memberikan motivasi dalam belajar bahasa inggris ada mahasiswa yang



belajarnya lebih rajin dan lebih menunjukkan ketertarikan apalagi setelah bermain game saat pembelajaran (ketika belajar tatap muka)” (WhatsApp interview sample, 09.47 Desember 13, 2021).

### 3. Active in Speaking

At least 29.2% of teachers strongly agree that the strategies they use are very effective and 67.7% of the faculty agree that they can make students active in speaking English, while 3.1% of teachers disagree that their strategies can make students active in speaking English. From the data above, it can be concluded that many of the teaching staff agree that their strategy can increase student interest in the classroom.

“Misalnya materi direction, sudah belajar di aplikasi, langsung saya tanyakan saja karena tentang speaking dan mengecek pemahamannya melalui skill speaking mereka” (WhatsApp interview sample, 10.01 AM Desember 13, 2021)

“Dalam pembelajaran offline maupun online, supaya mereka aktif, saya berikan mereka challenge. Misalnya ada tugas untuk membuat conversation, penampil terbaik akan mendapat sertifikat dari saya. Tentu mereka akan lebih semangat karenanya” (WhatsApp interview sample, 09.55 AM Desember 13, 2021).

### 4. Active in Providing Solution to The Problem Given

There are at least 7.7% of teaching staff who strongly agree that the strategies they use are very effective and 87.7% of the teaching staff agree

that they can make students active in providing solutions to the problems provided, while 4.6% of teaching staff disagree that their strategies can make students active in providing solutions to the problems provided. From the data above, it can be concluded that many of the teaching staff agree that their strategy can increase student interest in the classroom.

The author asks how teaching staff implement their strategies to develop students' interest in learning so that they can be active in solving problems (WhatsApp Interview Sample, 09.03 AM Desember 13, 2021), isi interviewnya sebagai berikut:

Author : Bagaimana cara menjalankan strategi yang ibu gunakan sehingga siswa dapat aktif dalam memecahkan masalah yang di berikan ?

Teacher : Dengan cara memberikan tugas “correct the sentences” sehingga mahasiswa tau kesalahan apa saja yang ada di dalam kalimat dan mahasiswa mampu membetulkan kalimat yang ada.

##### 5. Active in Paying Attention to Language Material

At least 24.6% of teachers strongly agree that the strategies they use are very effective and 73.8% of the teaching staff agree that they can make students active in paying attention to language materials, while 1.6% of teachers disagree that their strategies can make students active in paying attention to language materials. From the data above, it can be concluded

that many of the teaching staff agree that their strategy can increase student interest in the classroom.

Teaching staff who only use inquiry-learning and team-based learning strategies, but the teaching staff are able to make their students active in understanding or paying attention to the material. Here the author asks the question how to carry out the teaching staff's strategy, then the teaching staff gives a statement like this: "Pakai metode Flipped Classroom, belajar materi di EdPuzzel, di kelas tinggal praktik saja, praktiknya tanya jawab dan speaking, saya tanya satu per satu" ( WhatsApp Interview sample, 09.44 AM Desember 13, 2021).

## **B. Discussion**

The strategy most often used by the average teacher is Game-based Learning as much as 50% of the overall teaching strategy above, which is the strategy put forward by (Maulidina, Susilaningsih, & Abidin, 2018) in their journal entitled "Pengembangan Game Based Learning Berbasis Pendekatan Saintifik Pada Siswa Kelas IV Sekolah Dasar", they say this Game-based learning strategy is a strategy that can encourage task-level, work-based tasks, has a learning element of teaching so that it encourages behavior of student observation and dialogue with others, involving the realm (cognitive, affective, and psychomotor) in students in balance so that the result can be remembered by students, involving the students and investigate the choice of themselves that

lets them understand and explain the real-world phenomena and can build student optimism that the problem is something interesting to solve not a need to avoid.

They use this strategy to elementary school students and it really helps to improve the effectiveness of the process of giving material so that it makes the students enjoy the lesson like they are playing. As it turns out, this strategy is still very effective even though the students are already at a high level like college. Because, one of the advantages of this strategy is that it can reduce student drowsiness so that it makes them have to do something following the rules of the game provided by the teaching staff.

Meanwhile, in contrast to the Story-Telling strategy, only 30.8% of teaching staff often use this strategy. This strategy was put forward by (Cameron, 2001) and (Ellis & Brewster, 2002) which is a very effective strategy if implemented for young learners, because one of them can be motivating and fun and can help develop positive attitudes towards the foreign language.

Sure enough, many of the UPB teaching staff rarely use this strategy, and some even never use this strategy, due to the lack of effectiveness in the teaching and learning process, especially in developing student interest at the university level which can actually make students sleepy in the classroom and tend not to pay attention to the material. It is very different if this strategy is

implemented for young learners, because young learners prefer to hear stories and games compared to having to write, assignments, read, listen to material explanations and so on.