

CHAPTER IV

FINDINGS AND DISCUSSION

The compilation of research results is the most crucial stage in the research process, making the final task for the researcher the writing of the research report. The analysis results are used by the researcher to present the findings in this chapter. The research findings include an explanation of the information collected regarding how teachers implement constructive strategies and what the advantages of implementing these strategies are in senior high schools. The research results are described based on observations, interviews, and documentation, with data analysis conducted according to Miles and Huberman (2014).

A. Findings

This study presented findings related to the implementation and advantages experienced by English teachers when applying constructivist strategies. It explored how teachers implemented these strategies and the advantages they gained from implementing the strategy. The findings were based on direct observations and semi interviews with three teachers from three schools: SMAS PGRI 7 Banjarmasin, Madrasah Aliyah Darul Imad, and MAN 2 Banjarmasin. Using the analysis framework by Miles and Huberman (2014), the researcher categorized and identified data from the observations and interviews. The process included several steps from each model of Constructivism strategy that English teachers use in the class when they

taught English. Additionally, the study highlighted the advantages of implementing constructivist strategies in the classroom for teachers. The findings aimed to provide teachers with insights that could enhance their knowledge and help them develop better teaching strategies, particularly in English language teaching, to create a more active and interactive learning environment for students.

1. The Implementation of Constructivism Strategy in Teaching English by The English Teachers

This section of the findings covered the researcher's findings from field observations, specifically the use of constructivism learning models in English teaching by teachers A at SMAS PGRI 7 Banjarmasin, B at Madrasah Aliyah Darul Imad, and C at MAN 2 Banjarmasin. The study discovered that the teachers employ three different learning models based on the observations. Role-playing, problem-based learning, and task-based learning are the three.

a. Task-based Learning

Based on the observations, the researcher discovered that two English teachers employ this task-based learning approach. They are teachers B at Madrasah Aliyah Darul Imad and A at SMAS 7 PGRI Banjarmasin. Through the game 1 Truth 2 Lies, which is split into two meetings, teacher A employed task-based learning with the information about the simple past tense in class X. In the meantime, teacher B of Madrasah Aliyah Darul Imad school also employed this

strategy when teaching class XI A in English using narrative text-related materials. Teachers use the following procedures and exercises while using this paradigm in the classroom:

1) Pre-Task

a) The Teacher Presents The Subject.

Based on the findings of the observation, teacher A in meeting 1 used the LKS book, which is typically used for English language learning, to explain simple past material to the students in class. The teacher began by defining simple past, then went on to discuss patterns, when to use it, and examples of simple past in the book.

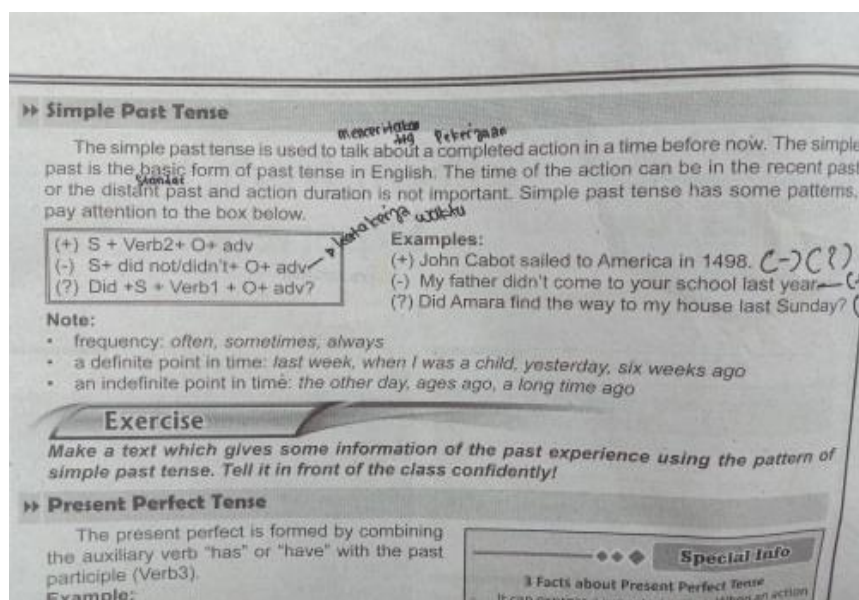


Figure 4.1 LKS Book

Next, in teacher B. When teaching English using narrative text, the teacher also used task-based learning in this step. Teacher B used a poster that was affixed to the chalkboard to describe the narrative text-related content. The poster included information on the definition of narrative text, its structure (orientation, complication, resolution, and re-orientation), and its various forms (fairy tales, folklore, fables, mysteries, and myths).



Figure 4.2 Teacher Describe The Narrative Text

In the aforementioned figure 4.2, the teacher uses posters created with teacher B's designs to explain the narrative text to the class, including its definition, structure, and types. These posters are then used as teaching tools to make the material more engaging

for the students. Figure 3.4 below shows an example of the posters that the teacher utilized.

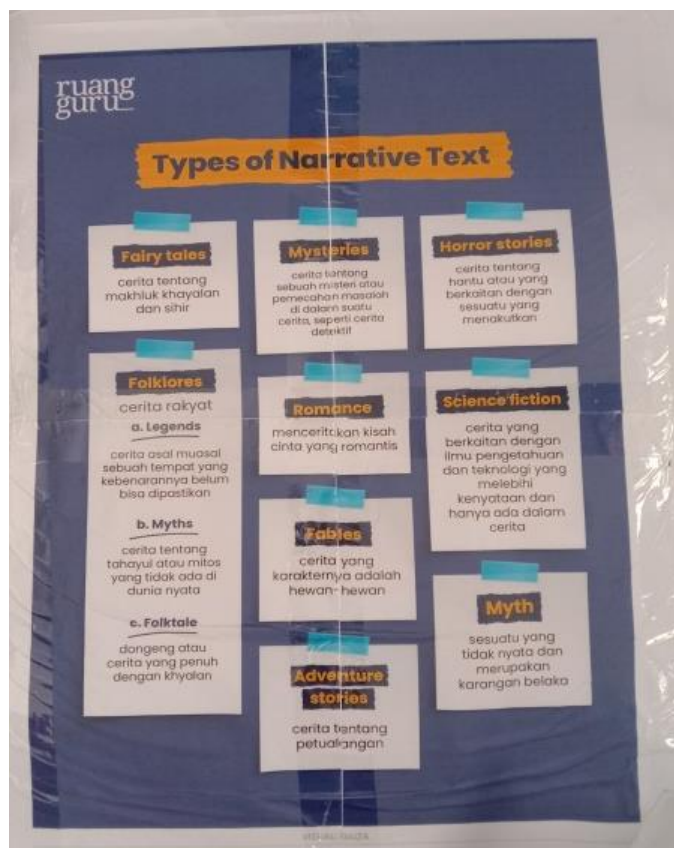


Figure 4.3 The Narrative Poster

b) The Teacher Talks with The Class About The Subjects and Highlights Key Terms

Based on observations, teacher A reviews the simple past tense with the students in this step after completing the explanation. Next, teacher A refreshes the students' memory of the essential simple past tense, including the use of verb 2 and

light-time adverbs like yesterday night, last week, last month, last year, one week ago, and one year ago.

Then, to teacher B. Following an initial explanation of the subject matter, the teacher moves on to this phase. After that, have another discussion with the students on the narrative material that was previously explained. Teacher B then uses images of the Borobudur temple, Malin Kundang, and other cultural stories to illustrate the main terms of narrative texts, including their types, structure, and instances.



Figure 4.4 Teacher Use Picture

- c) Students Can Also Provide Some Examples that Pertain to The Subject Matter.

Based on observations, teacher A asked students to come up and provide instances of simple past tenses in this phase. For instance, the student might say, "I played football yesterday." Additionally, the teacher used Indonesian, which the students translated into the simple past tense of English.

In this step, teacher B then asks the students to share some examples of narrative texts, such as Indonesian legends or cultural tales, along with information about their home regions. Examples of narrative texts that some students are familiar with include the tale of Malin Kundang and Borobudur Temple. Other examples include local folklore, such as the pamali sitting in front of the entrance.

2) Task Cycle

- a) The Teacher Assigns Assignments for The Class to Complete in Pairs or Small Groups.

Based on observation, teachers naturally assigns tasks for students to do in this step since task-based learning places a strong emphasis on teacher assigning assignments to students. This part, which emphasizes the assignment of tasks to students by teachers, also shows that the application of task-based learning by teachers when teaching English is part of the model

in the implementation of the constructivism strategy and at this step the teachers who groups students or in pairs shows that cooperation between students in the learning process is part of the constructivism strategy, because then students can work on their assignments by sharing opinions and exchanging ideas with each other.

The teacher A assigned this task during meeting two, which involved using the game "1 Truth 2 Lies" to create three basic past sentences. Students must use the simple past tense to create one truth sentence and two lie sentences for this game. Six students, or three pairs, are required to complete the activity in pairs during this step.

In this step, teacher B then gives the students the assignment and explains it to them. The assignment is to create a narrative text structure on a piece of paper that has a tale text on it, but the teacher has chosen the story's structure at random. Students are requested to form groups of three and organize the narrative text structure in accordance with the teacher's explanations. There are eight and nine members in each group. The representative of each group is then asked to step forward and present a paper with an alternative narrative that is structurally incorrect.

Then, in this step, teacher B also observed students working in a circle by moving around the classroom and observing how each student completes the group project. The teacher came over and enquired if there is something challenging if any students call for assistance.



Figure 4.6 Teacher Observes Students Working

The teacher went around to look at the students' work, as shown in figure 4.6 above. Students are tasked with organizing the narrative text's paragraph structure based on a story that each group has been given. Examine figure 4.7 below for an illustration of an assignment completed by students.

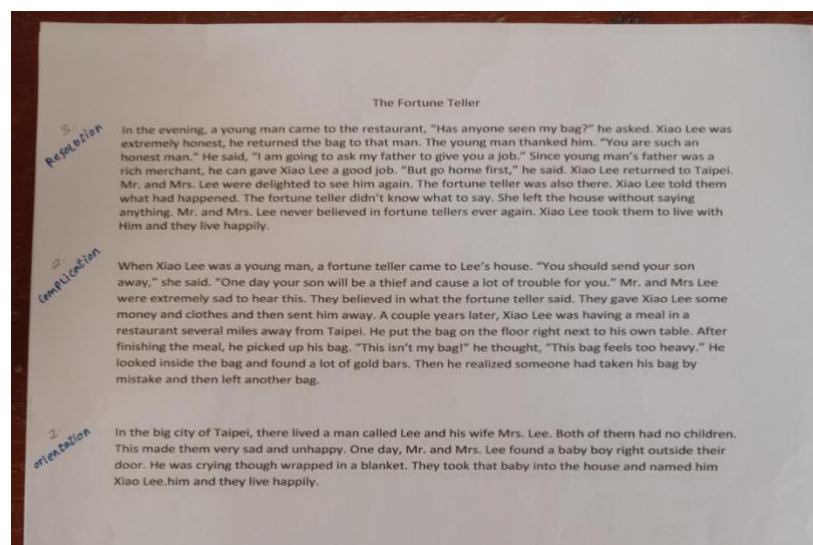


Figure 4.7 Student's Work of Narrative Structures

3) Post-Task

a) The Task is Present or Report by Students.

In this step, students present the results of their assignment work in front of the class which shows that students play a role as the center during learning, at the step of task presentation by students this also shows that part of the implementation of constructivism strategy. Teacher A asked student representatives from each pair to present the work they have done. Students will take turns presenting past tense sentences, and the other pair will have to judge whether one is factual or true. This is based on observation. Correct guessers received a score.



Figure 4.8 Students Presenting Task of Simple Past

In this step, teacher B then invited the students to have members from each group take turns presenting their work in front of the class. In order to complete their task, which included a narrative story about the fairy tale of The Fortune Teller, the first group first presented a narrative story about the Legend of Rawa Pening, followed by the second group's presentation of a narrative story about the Clever Crow and Thirsty Fox. The narrative text they received was read aloud by the three group representatives using the text structure they had jointly created.



Figure 4.9 Students Present Task of Narrative Text

b) After Listening The Teacher Offers Remarks

In this step, teacher A evaluated student assignments after listening to the students' presentations of simple past sentences. Based on observations, one pair of students made simple past sentences incorrectly, and the teacher then corrected them to make past tense sentences correctly.

Then for teacher B, after hearing the students' work and reviewing it, teacher B discovers that some groups are still using incorrect methods to put together the narrative text's structure. After that, the teacher gives them an assessment that is relevant to their assignment, which is to fix the story's

incorrect sentence structure and then fix the narrative text's correct structure.

According to the aforementioned study findings, when putting constructivism into practice, teachers A and B both employ the task-based learning model. While Teacher B used the task-based learning model to learn about narrative texts, teacher A used it to create simple past tense sentences through the game 1 Truth 2 Lies.

b. Role Play

Role play learning that applied by teacher B at Madrasah Aliyah Darul Imad school, the teacher applies the role play learning model in class XI A with the topic of material about Narrative Text. The steps and activities carried out by the teacher during learning using role-play are as follows:

1) Give Students An Explanation of The Role-Play's Technological Execution.

In this step, Teacher B explained the narrative text content; this time, the subject matter covered was the various kinds of narrative texts, including folklore, fairy tales, and legends. The teacher then uses images, such as Lake Tangkuban Parahu, Prambanan Temple, Bawang Merah, and Bawang Putih, to illustrate how each sort of text is described. The teacher asks the

class what they know about the picture and then explains how to role-play it.



Figure 4.10 Teacher Explain Role-Play

2) Grouping The Students

In this step, Teacher B instructed the class to form three groups, each consisting of 6 and 7 people. The other two groups are all women, whereas the first group is all men. Additionally, by assigning students to groups at this point, the teacher demonstrates that student cooperation in the learning process is a component of the constructivism strategy, as students can work on their tasks by exchanging ideas and viewpoints.

3) Tell The Class A Story or Scenario

In this step, Teacher B provided an example of a fairy tale about Bawang Merah & Bawang Putih, which is about a half-sister and half-brother relationship in which the half-brother, Bawang Merah, turns bad and constantly mistreats the half-brother, Bawang Putih.

4) Give Provide Vocabularies that Corresponds to The Scenario or Story.

Teacher B instructed each students representative to step forward and take one paper with a fairy tale or legend on it. For example, group one received a paper with a story about Snow White, group two received a paper with a story about Bawang Merah and Bawang Putih, and the third group of men received a paper with a story about Prambanan Temple. As a facilitator, the teacher facilitates students in learning, therefore the teacher who gave some vocabulary or described the situation is a part of the constructivism strategy.

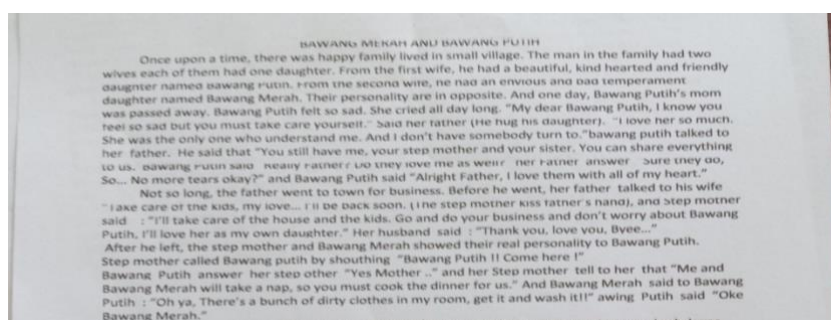


Figure 4.11 The Story of Bawang Merah& Bawang Putih

- 5) Allow Time for Students to Prepare The Dialogue for The Upcoming Role-Play.

In this step, teacher B allowed the students to work in groups to design or organise the dialogue based on the story's content on the paper they get. Before their next role-play, the teacher gives the class twenty minutes to write the story's dialogue.



Figure 4.12 Students Make The Dialogue

- 6) Allow Time for Each Group's Students to Perform Their Role-Play in Front of The Class.

In this step, teacher B assigns each group ten minutes to act out and role-play the dialogue they have created based on the information in the story they were given. Snow White, Bawang Merah & Bawang Putih, and the Legend of Prambanan Temple were the themes of the role-playing organization. Presenting their role-play discourse demonstrates that students are the focal point of the

class during learning, which is why student presentations are a component of constructivism strategies. Because students' participation as the center of the class allowed them to be more involved in the teaching process, which is part of the constructivism strategy's implementation.



Figure 4.13 Students Present The Role Play

7) Permit Every Student An Opportunity to Provide Feedback Among The Group

In this step, teacher B directly provided the students with comments and an assessment of each group's role-play performance. The teacher evaluated each group's performance, providing comments on things like voice loudness, pronunciation clarity, and confidence while stepping forward to act out their role-play.



Figure 4.14 Teacher Provide Feedback

According to the researcher's description of the above research findings, teacher B used the constructivism strategy in the role-play learning model for teaching English. The teacher used narrative texts as the learning model's material, and students use the teacher's narrative stories to create dialogue. The group then presents the dialogue in front of the class in turn.

c. Problem-based Learning

The teacher C at MAN 2 Banjarmasin used the problem-based learning model in class XI E. The lesson is divided into two meetings and covers

debate-related content. The following are the steps of the learning activities:

- 1) Orientation: During the orientation, the teacher presents a real-world issue to the class

During this orientation step in meeting 1, teacher C gave a presentation to the students on the following topics: "The effectiveness of Using AI for Students" and "The Using Maekup Towards Students." These topics are undoubtedly extremely recognisable to schoolchildren. The purpose of the topic's presentation was to help the students understand these two concerns from a wider angle. When the teacher presents two debate subjects to students, it demonstrates that the teacher facilitates the learning process. After the teacher presents the two topics, students sought out additional information about the larger conversation around the two debate topics in online literature. This demonstrates how the constructivism strategy incorporates the teacher as a facilitator and students who actively seek out new material as the center in the classroom.

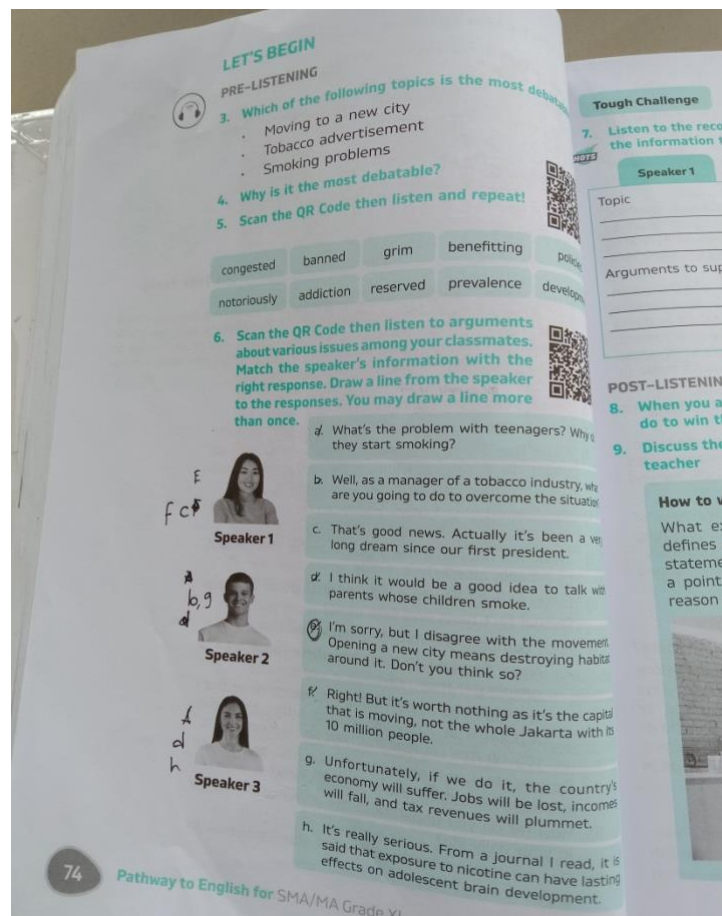


Figure 4.15 The Book About Debate Material

- 2) Formation of Groups: Students are split up into three to four-person groups so they may collaborate and talk through the topic.

In this step, the teacher encourages the students to form discussion groups to argue the two aforementioned concerns. The teacher selects the debate group by using the game "Catch A Word." In this game, the teacher provided some terminology in both Indonesian and English, and the students have to quickly respond to each other and translate the words on paper. One sheet of paper for four students arranged in a chair facing one another. A new group

for the debate formed by the student who can respond and translate the most words in each group formation. There were twelve students chosen for the debate group, which was split into two groups of two pro and two contra teams each, after the teacher instructed the class to gather the vocabulary-containing papers from the students' names. By grouping students to create debate groups, in this step the teacher has shown the implementation of the constructivism strategy, because this strategy emphasizes student interaction with each other so that they can more freely exchange ideas, thoughts, and opinions with each other.



Figure 4.16 Forming Group Debate

As seen in figure 4.16 above, the teacher divides the class into groups and assigns them to play a game called catch-a-word. In this game, student's English vocabulary is tested to see who can translate words written on a paper divided by four. The catch-a-word game paper is shown in picture 4.17 below.

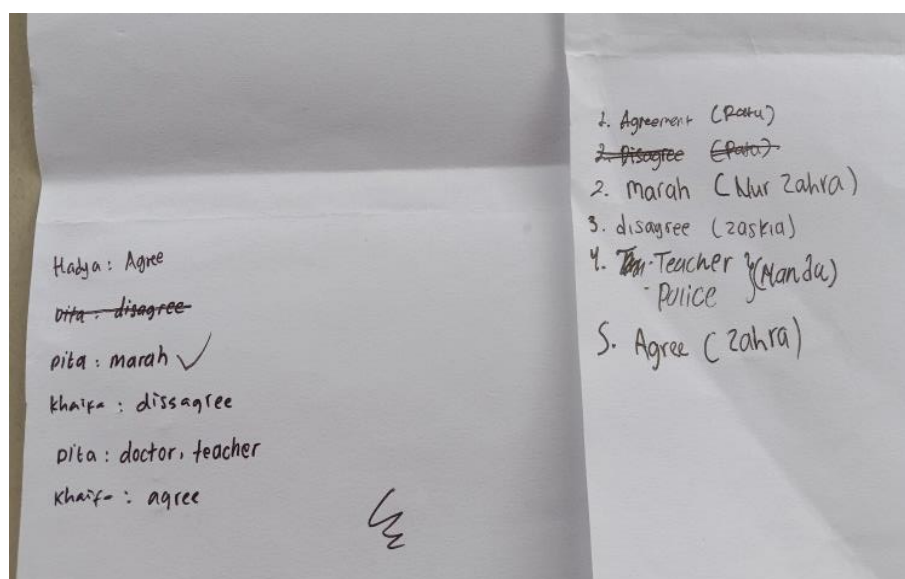


Figure 4.17 The Paper Catch A Word Game

- 3) Guiding the Discussion: The teacher assists the class in their discussion.

In this step, at meeting 2. Teacher C invited one student to facilitate the conversation. This student served as both a moderator and a debate timekeeper. Teacher C just served as a debate supervisor during the discussion. In this step, the teacher also acts as a facilitator as the implementation of the constructivism strategy, although there is

student who become moderators and time keepers. The teacher still plays a role in overseeing the debate process.



Figure 4.18 Student As The Moderator

- 4) **Presentation of Work:** Every group presents their work to the class. Peers are able to voice their opinions in this way.

This step involved Teacher C asking the first group, which included the pro and con teams, to present the problem or topic on "The Effectiveness of Using AI for Students." Each team had three members: the first speaker presented the main argument, followed by the second speaker who provided evidence, and the third speaker who came to a conclusion. After that, the second set of pro and con teams presented their issue on "The Using Makeup Towards Students" at the following

session. In this step students present the debate topic with their respective arguments. Students who play a role in presenting this debate topic act as a center in the class, as in the implementation of constructivism strategy which requires students to be more active in class.



Figure 4.19 Team Pro of The Effectiveness of Using AI for Students

Based on figure 4.19 above, students discuss the current problem about the effectiveness of using AI for students. The pro team talks first in the image above, followed by the contra team, who take turns speaking. In figure 4.20 below, the pro and contra team groups' presentation of the second issue or topic—the using makeup towards students—is displayed.



Figure 4.20 Team Cons of The Using Makeup Toward Students

- 5) Evaluation : The teacher assesses the outcomes of the talks and presentations, providing comments to help the students gain knowledge from the experience.

In this step, teacher C evaluated the students' debate performance after watching and observing the debate process from each team group. She stated that, first, some students continued to speak loudly when expressing debate arguments in a low tone, and second, some students could still pronounce English unclearly and had issues with self-confidence. The teacher also evaluated the pupils' performance in the discussion. The teacher evaluates students in the areas of argument, fluency, teamwork, and rebuttal.



Figure 4.21 Teacher Evaluated Students Performance

As shown in figure 4.21 above, following the student's debate performance. The teacher then assesses the students' speaking performance to give criticism. The teacher uses an assessment rubric that includes evaluations of argument, fluency, teamwork, and rebuttal as part of the assessment style. See below, figure 4.22.

4 - Pretty Good

Scoring Scale:

1 - Very Bad
2 - Bad
3 - Pretty Good
4 - Good
5 - Excellent

The using make up Toward students

Pro -> Clearly confidence about their opinions.
Cons -> more make sense about their opinions.
-> their thinks that make up really helps their looks in school.
-> Can imboost their apperence

| No | Student Name | Argument | Fluency | Teamwork | Rebuttal |
|----|----------------------|----------|---------|----------|----------|
| 1 | Ulya | 3 | 3 | 3 | 2 |
| 2 | Assyite Khaifa } Pro | 4,5 | 3 | 3 | 2 |
| 3 | fachrick | 4 | 3 | 3 | 2 |
| 4 | | | | | |
| 5 | Anisich } | 4,5 | 3 | 3 | 2 |
| 6 | Tasya } Cons | 4 | 2 | 3 | 2 |
| 7 | Vidya | 3 | 3 | 3 | 2 |

Figure 4.22 The Teacher's Assesment

According to teacher C's application of the problem-based learning model described above, which is split into two meetings—the first for delivering debate material and the second for playing a "catch a words game" to choose which students will be in debate groups—students who correctly identify a vocabulary word placed in the debate group. There are four debate groups—the pro and contra teams—each consisting of two pairs of groups.

Based on the findings of the aforementioned research, teacher C used the constructivism strategy in the context of teaching English through the problem-based learning model. The teacher used debate as the material for this learning model and gives two topics of discussion: the Effectiveness of Using AI for Students and The Using Makeup Towards Students. From these two topics, each pro and contra team

group will search literature sources for information, which they then present through their arguments in front of the class.

2) The Advantages for English Teachers when Implementing Constructivism Strategy in Teaching English

A number of respondents with extensive experience and awareness of the advantages of constructivism strategy in English instruction have engaged with the researcher during the data collection process. The purpose of these interviews was to acquire more in-depth knowledge and a range of viewpoints regarding the subject matter. The outcomes of an analysis of the data gathered are what will be shown below, and they should give a clear and thorough picture of the issue brought up. The background and context of the interviewers, as well as the connections between the data, will be taken into account while describing each finding. The findings from these interviews were taken from interviews with three teachers from three schools: Teacher A at SMAS PGRI 7 Banjarmasin, Teacher B at Madrasah Aliyah Darul Imad, and Teacher C at MAN 2 Banjarmasin.

a. Make Students Independent in Solving Problem.

Students' independence in problem-solving is shaped differently by constructivism strategies implemented in English language teaching across three high schools. Even though this approach places the students at the centre of the learning process,

each student's traits and confidence are crucial to its success. Teacher

A said:

“Yes, when there aren't many students present, I frequently ask them to work on assignments individually, even when they're in groups—at most, in pairs. They therefore have become accustomed to solving difficulties on their own while learning.”

According to the findings of teacher A's interview. With just seven students in class X, the focus of instruction is frequently on the individual rather than the group, allowing the students to tackle problems more autonomously while learning English. The results of the interviews demonstrate that using constructivism techniques in English lessons improves students' capacity for autonomous problem-solving. At SMAS PGRI 7 Banjarmasin, Teacher A stressed that when there aren't many pupils, she frequently assigns them to work alone, which helps them develop problem-solving habits.

Despite their freedom when working in groups, many students at Madrasah Aliyah Darul Imad were still hesitant to speak up. According to Teacher B, having classmates' support helps lessen this kind of fear. Additionally, student's fear of mispronouncing English terms frequently stops them from being independent while solving problems. Teacher B said:

"Yes, but in groups. When it comes to their independence in solving problems, they are indeed independent, but there are still some students who are afraid and not confident. For example, when asked about English, they are still nervous to answer for fear of being wrong. However, when asked to

solve problems in groups, they show a better level of independence, as they feel supported by their friends."

Teacher B explained that while students in her class are more independent when working through problems in groups because they feel more support from their peers, when working alone, they are still constrained by their fear of making a mistake. For example, when responding to the teacher's questions in English, they are afraid of mispronouncing the English words.

b. The Classroom Atmosphere More Comfortable.

A cosy classroom environment undoubtedly enhances the learning experience. Teachers' perspectives from different schools demonstrate that the classroom environment has a significant impact on learning efficacy when it comes to constructivist strategies. Teacher A said:

"Yes, the atmosphere is comfortable, especially if there are games. They are happy. So, the teacher must be clever in bringing the atmosphere of the class. If the atmosphere is comfortable, learning becomes easier for them to understand and remember."

According to Teacher A, a non-rigid and fun classroom atmosphere is very important, and teachers need to integrate the element of games in English learning.

In addition to games, a comfortable classroom atmosphere can also be created through ice-breaking activities, such as guessing or warming up at the beginning of learning. Teacher B said:

"Yes, for the classroom atmosphere, it should be free and comfortable. Although sometimes there are still students who are tense and nervous, the atmosphere can be loosened with ice breaking."

Therefore, the capacity of the teacher to establish a calm and comfortable learning environment is crucial to the success of this learning technique. All things considered, a cosy classroom environment greatly enhances learning outcomes by enabling students to be more attentive and engaged in the process.

c. Make Students More Active and Creative in Learning Activities in Class.

When it comes to studying English, constructivism techniques have been shown to boost students' creativity and engagement. Teachers claimed that students became more creative and participated more when they were actively involved in the learning process.

According to teacher A, students become really excited when playing games like English guessing. In addition to being enjoyable, these exercises help students develop their creative thinking skills by having them solve problems and compose phrases. Teacher A said:

"Yes, not bad. Because this strategy puts students at the center, they are asked to be more active in the learning process in class. For example, when playing guessing game, they are very enthusiastic. For creativity, it's pretty good; like when asked to make sentences in English, they can do it."

Teacher B also mentioned that students are more engaged and enthusiastic while working in groups, particularly when participating in role-playing exercises. Students feel more comfortable exchanging ideas and working together in this setting, which gives them more confidence. Teacher B said:

"Yes, with this strategy, I usually divide students into groups. They are more active in working together on the tasks given by the teacher, especially during role play, they are very excited. For creativity, I free them to answer during discussions with friends."

Thus, students' activity and involvement in the learning process are therefore significantly increased by the use of interactive approaches and allowing them to express their creativity.

d. Make Students More Critical in Thinking.

The ability of students to think critically is one benefit of using constructivism in English language instruction. Teacher B said that through group discussions, student's critical thinking abilities can be enhanced. The ability of students to express their thoughts and experiences enhances the conversation. Teacher B said:

"In my opinion, yes, because that I said to you, I often grouping students in learning, so their critical thinking is more developed because they discuss with each other to share opinions or experiences."

According to Teacher B, group interaction fosters the emergence of fresh concepts and opposing viewpoints, both of which are crucial for the development of critical thinking abilities. In the meantime, Teacher C saw that student's critical thinking skills had

improved, particularly when it came to speaking and reading exercises. Speaking in an argumentative debate, for instance, helps students strengthen their ability to study literature for debate material and pushes them to consider language use more carefully. This demonstrates how students' critical thinking abilities can be enhanced by using a variety of engaging techniques. Teacher C said:

"In my opinion, yes. For learning materials about skills such as reading and speaking for example. There are some students whose critical thinking has improved. For example, in their speaking skills during the debate yesterday, and also by being allowed to use cellphones, students become broader in thinking to find additional literature."

According to Teacher C, a range of interactive teaching strategies combined with technology tools that assist students can motivate students to engage in more critical thinking so they can comprehend the subject matter more fully while reading more literature.

e. Make Students Free when Expressing Their Ideas in The Learning Process.

Freedom of expression is crucial for establishing a welcoming and encouraging learning atmosphere while using constructivism strategy. Students can express their ideas, opinions, and thoughts without worrying about being judged when using this strategy, which promotes active participation in the learning process. As noted by teacher A, students feel more liberated to express

themselves when they are at the centre of the learning experience.

Teacher A said:

"Yes, because it's students as the center so they are more open to expressing their ideas."

As this was going on, teacher B observed that the way the kids expressed their thoughts in class was productive. Additionally, teacher B noted that students appeared more eager to share ideas when working in groups. They felt more at ease answering questions and voicing their ideas in a supportive setting that was established via peer discussions. Teacher B said:

"Yes, they feel free to express their ideas, especially when working in groups. In the group, they are very enthusiastic to share ideas with each other and answer questions asked by the teacher or when working on assignments."

The student-centered constructivism learning approach can function effectively when students feel free to voice their opinions in the group and have the freedom to participate more actively in the debate.

Teacher C also underlined how important it is to allow students to freely voice their opinions, provided that they remain pertinent to the subject matter being covered. Teacher C stated:

" Yes, I give students the freedom to express their ideas, so they are free to express whatever their ideas are as long as they are still related to the subject matter being discussed."

This method helps students feel heard and respected during the learning process, in addition to increasing their level of

participation. The confidence of students can be bolstered in this way. Overall, one of the main components of constructivism tactics that boosts student engagement, a sense of worth, and the growth of social and academic skills is freedom of expression.

f. Make The Learning Meaningful

Using constructivism techniques in the classroom aims to make learning more meaningful by emphasizing students' ability to relate to English as well as their mastery of material. Acquiring knowledge from real-world experiences in daily life is not what constitutes meaningful learning. Numerous ways in which this method might enhance relevance and meaning in the learning process were demonstrated by the teacher interviews.

Teacher B said:

"Yes, in my opinion, this approach encourages students to express themselves more actively and share their thoughts and experiences with their peers. Therefore, I believe that learning will be more applicable in real life and have greater value, such as when speaking during role-playing."

Although the student-centered approach makes the classroom more vibrant, Teacher C also stated that effective use of technology can enhance students' educational experiences. She noted that students may access more material and engage in more active learning when they have access to sufficient technological resources. Making greater use of technology can raise the standard of education. Teacher C explained:

"Yes, this student-centered approach does make the atmosphere more real and lively, because in MAN 2 the technology facilities are very adequate, and I sometimes allow students to use cellphones to access additional information. So, students actively interact, answer the teacher's questions, and share opinions. By utilizing technology effectively, students can be more engaged and get a deeper learning experience, so learning feels more meaningful."

Thus, even if educators have adopted an interactive method, students' learning can be further enhanced and given greater significance through better technological use.

B. Discussion

The researcher writes and analyses based on the findings that have been produced after the data has been presented in the preceding description. In this study, the researcher's two research questions are addressed. Following study and data analysis, the researcher wants to explain the results and discuss how they relate to preexisting theory. A explanation of the results is given below.

1. The Implementation of Constructivism strategy in Teaching English by The English Teachers

a. Task-Based Learning

This task-based learning paradigm, which incorporates constructivism into their teaching strategy, requires teachers to give students assignments related to narrative texts and basic past tense texts (Rakhmah et al., 2024). Constructivism emphasizes student-centered learning, in which the teacher facilitates learning. To

implement this strategy, the teacher divides the class into groups and pairs so that they can collaborate on their experiences and share knowledge. Saleem et al. (2021) claim that this is in line with constructivist theory developed by Vygotsky.

Furthermore, when implementing this task-based learning model in the classroom, the teachers follows three steps: the first is pre-tasking, in which the teachers introduces the material, talks with the class about it, and highlights important terms before providing multiple examples. The second is the task cycle, in which the teachers assigns assignments to small groups or pairs of students and then watches them as they do them. Third, students prepare to report the task's outcomes, present, and then the teachers provides feedback once they have had a chance to listen. These actions are consistent with the theory's conclusions (Nur, 2021). Teacher that use games as the foundation for task-based learning, like the 1 truth 2 truth game, nevertheless follow the stages and require pupils to do the work, according to the principle previously discussed.

b. Role-Play

The teacher's use of this approach, which is a component of constructivism, encourages pupils to actively use the target language when speaking or communicating. By giving roles to one or more group members, role play encourages students to take on an identity that differs from their own. This is consistent with the assertions made

by (Rakhmah, et al., 2024). Students serve as the focal point for role-playing in the classroom, which is another aspect of learning. Peers or groups are contacted in order to share ideas and create dialogue that will be presented as a role-play. This emphasizes student sharing and dialogue in this constructivism strategy. According to the theory put forth by Saleem et al. (2021).

The teacher carried out the following learning steps: First, explain the role-playing technique to the students. Grouping the students comes in second. Third, describe the scenario or story to the students. Fourth, give students words that are relevant to the narrative or circumstance. Fifth, provide students time to create the dialogue. Sixth, allow time for each group to introduce their dialogue. Seventh, let each student provide input for other groups. This teacher's actions align with the theory from earlier research by (Pinatih, 2021). In the seventh phase, however, the teacher provides direct feedback on each group's performance rather than the students.

c. Problem-Based Learning

This interactive approach to problem-based learning, which emphasizes problem-based learning model, is a component of constructivism and is used by teachers while teaching English. (Mishra, 2023). Students (Student Centre) are the subject of this approach model. In order to maximize students' abilities, teachers that

implement this approach employ debate-related materials that encourage students to be active, think critically, and be able to uncover facts and ideas on their own. The problem-based learning model emphasizes cooperative activities in small groups where all students can discuss, analyze, solve a problem, and come to a conclusion collectively. This promotes social interaction between students and improves socialization as well as academic performance.(Arum, 2023).

PBL includes several learning stages, including presenting a real-world problem to the class, conducting research, drawing from a variety of sources, collaborating, coming up with solutions, presenting the results, reflecting on what they have learnt, and evaluating the process.(Cosgun and Atay, 2021). Teacher follow these steps to develop problem-based learning: Orientation is the first step. The teacher poses a real-world problem to the class during this orientation. The second is the formation of groups. Students can work together and discuss the subject by being divided into groups of three or four. Third, facilitating the conversation. Here, the teacher leads the class discussion. The fourth is work presentations.

Peers have a chance to share their thoughts after the students show their work. The fifth step is assessment. The teacher assesses the results and offers remarks. That action taken by the teacher is consistent with the theory's steps (Arum, 2023). Similar to the

preceding steps, the teacher in this strategy divides the class into groups and utilizes the "catch a word" game to see which students can argue with more powerful words. The teacher only watches the conversation as one of the students takes the lead.

2. The Advantages for English Teachers when Implementing Constructivism Strategy in Teaching English

a. Make Students Independent in Solving Problem

Efgivia et al. (2021) stated that when teachers use constructivism approaches to teach English to their students, one advantage is that it increases students' independence in problem-solving. It is widely acknowledged that this method is student-centered, requiring students to work through challenges independently as they are learning.

Teachers claim that by employing this method, pupils become more self-reliant in their problem-solving and that the teacher views students' attempts to solve problems as a process of learning new information. The teacher, however, let their students work through issues in groups or have conversations with one another (Suparlan, 2019). Constructivism has the potential to enhance the educational process by providing possibilities for collaboration and discussion, which will benefit students' comprehension and intellectual development. (Tohari & Rahman, 2024).

b. The Learning Atmosphere More Comfortable

One advantages of applying constructivism strategy in English language instruction is the relaxed learning environment. (Efgivia et al., 2021). A more comfortable classroom environment will undoubtedly promote learning. Teachers that use this method to teach English contend that the learning process occurs in a more comfortable environment. Icebreakers and games can help create a relaxed classroom environment. Accordingly, teachers should be able to create a positive learning environment and motivate students to participate in class (Tohari & Rahman, 2024).

On the other hand, some educators contend that the mood of the students during class determines the classroom environment.

c. Make Students More Active and Creative

One advantages of using a constructivism strategy is that students become more active and creative (Efgivia et al., 2021). Students' active participation is undoubtedly one of the requirements of constructivism, which demands that students take center stage in the classroom. Students can combine new and current knowledge to produce new, creative, and inventive things when they are actively participating in class. Whether from knowledge gleaned from friends, the media, or personal experiences (Suparlan, 2019). To help pupils relate to their experiences, the teacher lets them be as creative as they

want with their work. In this manner, it might inspire student's creativity and inventiveness. (Tohari & Rahman, 2024).

d. Make Student More in Critical Thinking

One advantages of employing constructivism as a teaching strategy for English is that it fosters critical thinking in the students.(Efgivia et al., 2021). The teacher who employs this teaching strategy questions if students share or exchange ideas with others to improve their critical thinking skills. (Tohari & Rahman, 2024).

As a teacher employs argument to implement this strategy, discussion and experience might yield knowledge. Students can also access new information sources and incorporate them with what they already know by using cell phones as a tool. Therefore, during the learning process, the instructor just communicates knowledge; students must actively participate by practicing, asking questions, and so on. The teacher's only responsibility is to support the students and help them through the learning process. (Suparlan, 2019).

e. Students Free to Express Their Ideas

Students free to express their ideas is on of the advantages of use constructivism strategy in teaching English.(Efgivia, et al. 2021). When use this strategy students must be center the learning process. Teachers said that when students are in charge, they work in groups and are free to share their thoughts with one another in the classroom. This implies that students can build their expected thoughts by making

connections between the knowledge they acquire in the classroom and their surroundings (Suparlan, 2019). In addition, students have the chance to utilize their native tongue to clearly communicate their thoughts.(Tohari & Rahman, 2024).

f. Make Learning Meaningful

One advantage of teaching English with a constructivist strategy is that students can express their ideas freely.(Efgivia, et al., 2021). The students must be the center of attention during the learning process when using this approach. Students work in groups and are free to express their opinions to one another in the classroom when they are in charge, according to teachers. This suggests that students can develop their expected ideas by connecting what they learn in the classroom to their environment (Suparlan, 2019). Additionally, students are given the opportunity to express themselves clearly in their own language. (Tohari & Rahman, 2024).