



**AN ANALYSIS OF STRATEGIC COMPETENCE
OF ENGLISH JUNIOR HIGH SCHOOL TEACHERS**



a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English

by
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APPROVAL

This *final project* entitled An Analysis of Strategic Competence of English Junior High School Teachers has been approved by a board of examiners and officially verified by the Dean of the Faculty of Foreign Language and Culture on September 2016.

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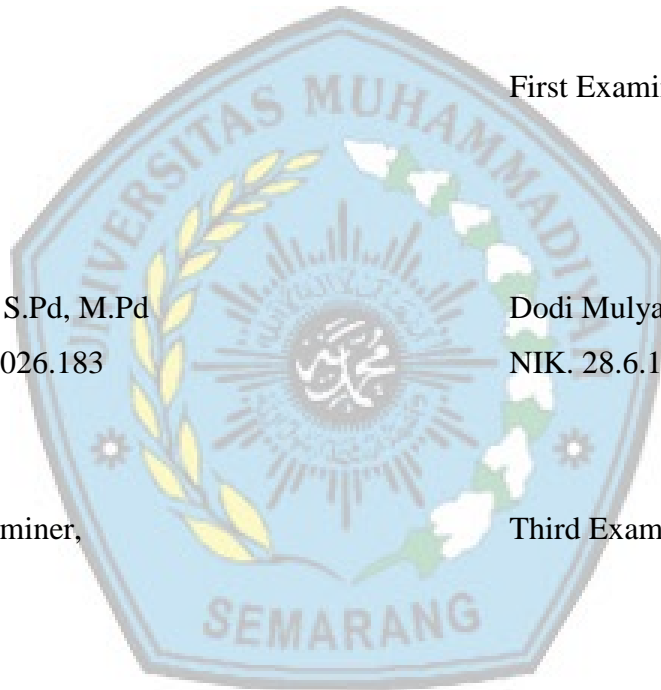
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STATEMENT OF ORIGINALITY

I Amelia Kartikawati hereby declare that this *final project* entitled An Analysis of Strategic Competence of English Junior High School Teachers is my own work and has not been submitted in any form for another degree or DIPLOMA AT ANY UNIVERSITY OR OTHER INSTITUTE OF TERTIARY EDUCATION. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, September 2016

Amelia Kartikawati



MOTTO

“Then which of the favors of your Lord will you deny?”

(QS. Ar-Rahman: 13)



DEDICATION



To my father, Yusuf S. Widodo, S.H

To my mother, Rusminah

To my brother, Pandhito Aji Kusumo, S.H

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ABSTRACT

Kartikawati, Amelia. 2016. *An Analysis of Strategic Competence of English Junior High School Teachers. Final Project*. English Education Department, Faculty of Foreign Language and Culture, University of Muhammadiyah Semarang. Advisor I: Siti Aimah, S.Pd, M.Pd; Advisor II: Muhimatul Ifadah, S.Pd, M.Pd.

Keywords: Strategic Competence Analysis, Classroom Situation Effectiveness, Teacher.

This study was conducted to find out the importance of developing teachers' strategic competence in a language teaching. It was the ability to use communication strategies which are; (1) approximation, (2) word coinage, (3) circumlocution, (4) literal translation, (5) language switch, (6) appeal for assistance, (7) mime, (8) topic avoidance, and (9) message abandonment. The researcher investigated the strategic competence used by the English teachers of seventh grade in SMP N 29 Semarang and how it gave impact to the classroom situation effectiveness. There were three English teachers and eight classrooms of seventh grade that became the concern of this study. The purpose of this study was to explore the teachers' abilities in using strategic competence during oral interaction in English as a foreign language class. A descriptive qualitative was chosen as the research design, while library research and field research were chosen as the research methodology. Classroom observation checklist, teachers' interview, students' questionnaire, and video documentation were used as the instruments of data collection. All the data were descriptively presented and counted into numeric form. The result of the study showed that Literal Translation (LT) and Mime (M) became the most strategies used by the English teachers in classrooms, both percentages were 22%. Topic Avoidance (TA), Message Abandonment (MA), Approximation (A), and Word Coinage (WC) became the least strategies used by the teachers with the percentage of 3%, and Language Switch (LS), Appeal for Assistance (AA), and Circumlocution (C) got the percentages of 19%, 17%, and 8%. By using Flanders' classroom situation effectiveness analysis, the study classified class VII A-VII E as the effective classrooms and class VII F-VII H as the very effective classrooms that both percentages were 80% for effective classrooms and 90% for the very effective ones. The more frequency of appropriate communication strategies used by the English teachers, the more effective the classrooms situation were. The reason was because students' characteristics also influenced the use of strategic competence by the English teachers. Therefore, by recognizing the students' characteristics, the teachers could also enhance their pedagogical competence for creating the very effective learning environment.

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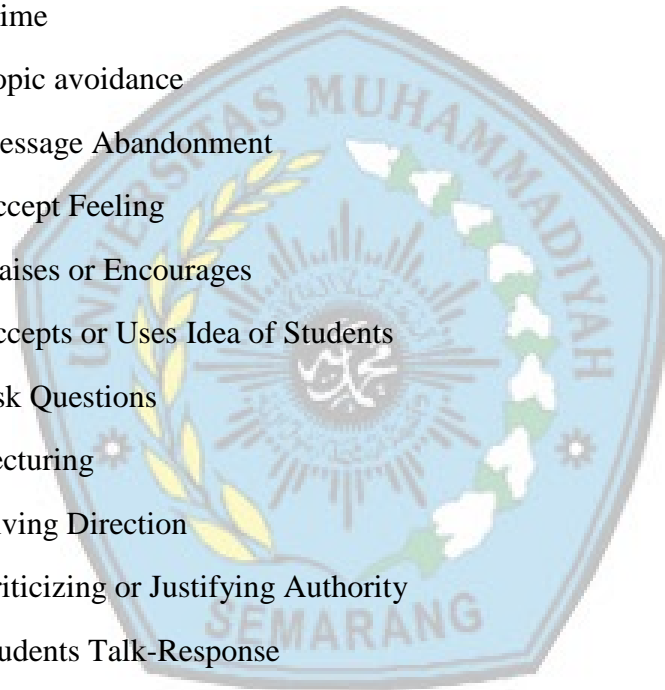
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LIST OF ABBREVIATIONS

A	=	Approximation
WC	=	Word Coinage
C	=	Circumlocution
LT	=	Literal Translation
LS	=	Language Switch
AA	=	Appeal for Assistance
M	=	Mime
TA	=	Topic avoidance
MA	=	Message Abandonment
A-F	=	Accept Feeling
P-E	=	Praises or Encourages
I-S	=	Accepts or Uses Idea of Students
A-Q	=	Ask Questions
L	=	Lecturing
G-D	=	Giving Direction
C-J	=	Criticizing or Justifying Authority
T-R	=	Students Talk-Response
T-I	=	Students Talk Initiation
S-C	=	Silence or Confusion



CHAPTER I

INTRODUCTION

1.1 Background of the Study

One of the goals in English language teaching is to develop learners' communicative competence. It is needed to help learners for creating a successful English communication in the real world. This successful language learning is determined by communicative competence which comprises developing grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Strategic competence is the ability to use communication strategies which are; (1) approximation, (2) word coinage, (3) circumlocution, (4) literal translation, (5) language switch, (6) appeal for assistance, (7) mime, (8) topic avoidance, and (9) message abandonment. Terrel in Richard (1983:11) cited in Musyanda (2005:1) stated that communication strategies are the essential part in language learning. It can be concluded that strategic competence is the most effective competence which should be developed and maintained by language learners.

In English language teaching, learning strategies have been worldwide issues (Mistar & Umamah, 2014:204). In Indonesia, English is an important subject at school because it is one of subjects assessed in National Examination (UN). Therefore, it is an essential part of English teachers in Indonesia to create a good English language teaching environment for students. Lewis (1997) had done a study concerning in teacher-student interaction at the secondary level in Indonesia (Suryati, 2015:248). The findings revealed that English subject were teacher-centred and textbook driven, it came to the serious environment which made the students feel English is difficult to be learned.

The statement above is reinforced by the result of pre-observation at the English class of seventh grade (VII C) in SMP N 29 Semarang in the academic year 2015/2016. Based on the pre-observation, the researcher found that almost all of the instruction given by the teacher was delivered in Indonesian language without giving the English ones before. It should not happen very often because it will harm the purpose of English class itself, which is to teach students on how to communicate in English successfully.

The result of pre-observation showed that although the teacher did not perform well in speaking English in front of the students, but the teacher could overcome this problem by using strategic competence namely transfer communication strategies. This communication strategy let the teacher used Indonesian language to convey the message in language teaching in order to make the students understood. It encouraged the students to be active by giving questions to the teacher for further information of the lesson. The situation would be different if the teacher kept trying on using English while the students do not have sufficient English capability, it will create misunderstandings between the teacher and the students which cause the failure of materials understanding. This failure will affect the students' result of learning, such as daily examination, mid semester examination, semester examination, or even National Examination (UN). Moreover, it will bring harm to the students psychologically. If the students get bad scores, they will think that they do not have talents in learning English. It will decrease their motivation in learning which causes an ineffective classroom situation. The indication of this situation is when there is no good interaction between the teacher and the students in the classroom, it can be called as teacher-centred.

From the phenomena above, it can be concluded that strategic competence gives significant roles for the effectiveness of classroom situation. In addition, it will also adjust the teachers' pedagogical competence. For example, if the teacher recognizes that she/he has lack of knowledge in some materials, the teacher should be wise in choosing topic avoidance communication strategies as the best choice to deliver the lesson to the students. This is the reason why the teachers need to know more about the other communication strategies of Tarone (1980) cited in Maleki (2010), they are (1) approximation, (2) word coinage, (3) circumlocution, (4) literal translation, (5) language switch, (6) appeal for assistance, (7) mime, (8) topic avoidance, and (9) message abandonment.

In this final project, the researcher conducted a study about an analysis of strategic competence at English Junior High School teachers, particularly the English teachers of seventh graders at SMP N 29 Semarang. The purpose of the study is to explore the teachers' abilities in using strategic competence during oral interaction in English as a foreign language class and how it gives impact to the classroom situation effectiveness.

1.2 Reasons for Choosing the Topic

In the study, the researcher chooses the topic “An Analysis of Strategic Competence of English Junior High School Teachers” because of the following reasons:

- 1) The greatest goal of English language teaching is to develop learners’ communicative competence which will help them to communicate successfully. The strategic competence is one of the communicative competences which should be developed by language learners, particularly for English teachers in Indonesia since most of them are not native speakers of English. That is why Indonesian English teachers are still categorized as English learners. Strategic competence can help a teacher to convey the messages to students during the lesson. In addition, teacher can improve the class performance by improving the strategic competence. It is because strategic competence enables both the teacher and students to help each other to solve the communication problems and to keep the communication going. Therefore, it is necessary to do strategic competence analysis.
- 2) The secondary school students belong to adolescent learners. They are about twelve up to nineteen years of age (Bastable & Dart, 2007:21). Adolescents are easily influenced by adult role models who can be trustworthy (“Characteristics of Adolescent Learner”, 2007:2). In this case, a teacher has big chance to be the one because students meet their teacher almost every day. There is much interaction which can be occurred between them. The younger the learners, they will be better in learning English (Gawi, 2012:127). That is the reason why it is important to analyze the strategic competence of the English teachers at seventh grade. Seventh grade is a transitional time when children are leaving childhood behind and looking ahead to high school. By using the communication strategies during teaching-learning process, it can help the teachers to create an effective learning environment for the students. The effective learning environment is an indication that the teachers have good pedagogical competency. Therefore, the strategic competence analysis will be done to the English teachers at seventh grade of SMP N 29 Semarang.

1.3 Statements of the Problem

The statements of the problems are put forward as follows:

- 1) What is the strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang?

- 2) How does the strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang give impact to the classroom situation effectiveness?

1.4 The Objectives of the Study

Based on the statements of the problems above, the researcher writes the objectives of study as follows:

- 1) To identify the strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang.
- 2) To analyze the classroom situation effectiveness of the strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang.

1.5 Significances of the Study

Based on the background of the topic above, the significances of the study can be useful for:

- 1) The Researcher

As a non-native speaker of English, the researcher will find out problems in a communication process of English. The result of this research can help the researcher to learn more about strategic competence which has big influence to enhance the researcher's ability in speaking English. It can help the researcher in how to handle the communication breakdowns.

- 2) The Teachers

The result of this research will help the English teachers at seventh grade to pay attention on the students' needs in the classroom. The teachers also will know that the successful language learning is not only a matter of developing grammatical competence, sociolinguistic competence, and discourse competence, but also strategic competence. By developing the strategic competence during the teaching activity, it can help the teachers to be good role models to the students in the ability of speaking English in front of the class.

3) The Readers

The result of this research will help the readers to know about the importance of strategic competence and how it is used in the communication process. Strategic competence plays a major role in a communication process, particularly for non-native speakers of English.

1.6 The Scope of the Study

The researcher only limits this analysis about strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang and how it gives impacts to the classroom situation effectiveness. Every classroom consists of 36 students and there are three English teachers at seventh grade of SMP N 29 Semarang. Teacher 1 teaches six classes of seventh grade (VII A-VII F), Teacher 2 teaches only one class of seventh grade (VII G), and Teacher 3 also teaches only one class (VII H). This study will give an important contribution to a better quality of classroom situation in secondary schools. In addition, the study is also expected to improve the teacher's performance during English teaching-learning process.

1.7 Outline of the Study

The final project consists of five chapters in which contain of:

Chapter I is introduction, which contains background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significances of the study, the scope of the study, and the outline of the study.

Chapter II is review of related literature. It consists of the concept of strategic competence, types of strategic competence, the role of strategic competence in language teaching, criteria of strategic competence in speaking English, the concept of adolescent learners, ideal classroom for adolescent learners, and ideal teachers for adolescent learners.

Chapter III is methodology of the research. It consists of research design, subject of the study, object of the study, method and instrument of data collection, data analysis, and research procedure.

Chapter IV presents the research findings of data analysis which will discuss strategic competence used by the English teachers in SMP N 29 Semarang and how it gives impact to the classroom situation effectiveness.

Chapter V closes the study by presenting conclusions and suggestions dealing with the discussion of the study.



CHAPTER 2

REVIEW OF THE RELATED LITERATURE

2.1 The Concept of Strategic Competence

2.1.1 The Definition of Strategic Competence

The aim of a communication is to transfer messages from one to another. Unfortunately, sometimes there are communication breakdowns which occur during the process of communication. Therefore, the ability to overcome communication breakdowns is very important to be developed. Based on the fact that language is a media of communication, a teacher should be more communicative in teaching a language in classroom. Strategic competence refers to a person's ability to keep communication going when a communication breakdown occurs in the conversation. Celce-Muria et al. (1995) cited in Celce-Muria (2007:43) proposed that strategic competence is a part of communicative competence. It connects to both L1 and L2 because if there are communication breakdowns, it has to be fought in the foreign language and the one's mother tongue too. Strategic competence is defined as the capability of individual to obtain, interpret and act toward information (Sparrow & Hodgkinson, 2007:5). Therefore, it could be concluded that a lack of strategic competence development may disturb the teaching-learning activity, even it will create misunderstandings between the teacher and the students.

2.1.2 The Types of Strategic Competence

Corder (1978) cited in Wei (2011:1) divided communication strategies in strategic competence into two which are reduction strategies and achievement strategies. Mariani (1994) cited in Musyanda (2005:3) explained about them which are put forward in Table 2.1 below.

Table 2.1
The Types of Strategic Competence

Reduction Strategies	Achievement Strategies
It can affect the following circumstances: 1) Content (topic avoidance, message	It will influence two areas respectively, namely:

<p>abandonment, meaning replacement)</p> <p>2) Modality (politeness makers)</p> <p>3) Speech act (communicative action)</p>	<p>1) Words/sentence level:</p> <p>a) Borrowing (code-switching);</p> <p>b) Foreignizing;</p> <p>c) Literal translation;</p> <p>d) Interlanguage-based (Generalization, Restructuring). Paraphrase,</p> <p>2) Discourse level:</p> <p>a) Opening and closing conversation;</p> <p>b) Keeping a conversation going;</p> <p>c) Expressing feeling and attitude;</p> <p>d) Managing interaction (handling a topic/discussion);</p> <p>e) Negotiating meaning and intention.</p>
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The statements above are not much different to the most common strategies of Tarone's (1980) cited in Maleki (2010:641). They are:

1) Paraphrase

Paraphrase includes three subcategories which are described below:

- a) **Approximation:** The use of a target language vocabulary item or structure, which the learner knows is not correct, but which shares semantic features with the desired item to satisfy the speakers (e. g. "pipe" for "water pipe")
- b) **Word coinage:** Making up a new word in order to communicate a desired concept (e. g. "airball" for "balloon")
- c) **Circumlocution:** Describing the characteristics or elements of an object or action instead of using the appropriate TL structure (e. g. "She is, uh, smoking something. I don't know what's its name. That's, uh, Persian, and we use in Turkey, a lot of")

2) Transfer

Transfer has two elements in it, they are:

- a) Literal translation: Translating word for word from the native language (e. g. “He invites him to drink” for “They toast one another”)
- b) Language switch: Using the NL (native language) term without bothering to translate (e. g. “balon” for “balloon”)

3) Appeal for Assistance

This refers to the learner’s asking for the correct term or structure (e. g. “What is this?”).

4) Mime

Mime refers to the using of non-verbal strategies in place of a meaning structure (e. g. clapping one’s hands to illustrate applause).

5) Avoidance

Avoidance consists of two subcategories described below:

- a) Topic avoidance: Passing concepts for which the vocabulary or other meaning structures are not known to them.
- b) Message abandonment: Beginning to talk about a concept but being unable to continue due to lack of meaning structure, and stopping in mid-utterance.

From the types above, it can be concluded that there will be at least nine strategies that should be analyzed in this study. The amount of the strategies might increase or even decrease, it depends on the situation in the teaching-learning activity of seventh grade in SMP N 29 Semarang.

2.1.3 The Role of Strategic Competence in Language Teaching

Most of the English teachers in Indonesia are not native speakers. They come from various backgrounds that have no English as the L1. They do need strategies to use the L2 communicatively in order to create material understanding among the students in classroom. Oxford (2001:362) cited in Celce-Murcia (2007:50) stated two behaviors that language learners use in improving their own L2 learning. They are: (1) learning strategies and (2) communication strategies. The use of communication strategies is significant which can help

teachers to improve the performance in teaching a language. These strategies include paraphrase, circumlocution, repetition, reluctance, avoidance of words, structures or themes, guessing, changes of register and style, and modification of messages (Bagarić, 2007). It can be concluded that if the teacher can use these strategies effectively, the L2 learning of students will be better and faster.

2.1.4 Criteria of Strategic Competence in Speaking English

Tereshchuk (2013:513) proposed four criteria of strategic competence in speaking English which are put forward as follows:

a.) Cognitive

The abilities should be developed are (1) ability to interpret oral speech utterances correctly, (2) ability to understand interlocutor's reaction, (3) ability to provide quick communicative reaction, (4) decision-making ability, (5) ability to construct images of action results, (6) ability to predict, (7) ability to program meaning, (8) ability to make deep critical analysis and synthesis, and (9) ability to evaluate and control one's actions and communicative situation in general.

b.) Communicative

The abilities should be developed are (1) free usage of broad repertoire of lexicogrammatical structures, linking phrases and clichés, (2) adequate pausing, articulatory and intonation framing of speech, (3) compliance with conventional norms of greeting and parting, (4) relative continuity of speech, (5) relative completion of utterances, (6) addressing the audience, (7) ability to clearly express one's own position/idea, (8) ability to provide logical and persuasive arguments, (9) adequateness of language tone and style of communication, (10) ability to present/discuss information on difficult topics linguistically and semantically smoothly, and (11) ability to quickly repair communicative bias or difficulties which are caused by specificity of a particular speech form.

c.) Goal-seeking

The abilities should be developed are (1) manifesting personal communicative intentions, (2) combining different tactics for maximally effective manifestation of strategies, (3) manifesting one's personal global aim, (4) realization of common global purpose of communicative process, and (5) flexible changing of strategies.

d.) Educational-compensatory

The abilities should be developed are (1) ability to adequately use non-verbal strategies, (2) ability to explain differently, (3) ability to ask for help, (4) operating big amounts of information for verbalizing communicative strategies, and (5) self-control and self-correction.

From the criteria above, it can be concluded that usually these criteria are used in a full English class. It means that all of the interaction between the teacher and students use English as the L1. While in Indonesia, English is still being learned as a foreign language. Therefore, the criteria above are only possible to assess an international English class.

2.2 The Concept of Adolescent Learners

2.2.1 The Characteristics of Adolescent Learners

Seventh graders are identical with adolescent learners. They are about twelve up to nineteen years of age (Bastable & Dart, 2007:21). Indeed, they have different characteristics from the students in higher level or lower level. Seventh graders are complicated somehow because it is a phase where they are in the middle between children and adult. Adolescent learners have some characteristics ("Characteristics of Adolescent Learner", 2007:1) which can be presented as follows:

a) Intellectual

The characteristics of young adolescent intellectual development include (1) moving from concrete to abstract thinking, (2) an intense curiosity and wide range of intellectual pursuit, few of which are sustained over the long term, (3) high achievement when challenged and engaged, (4) prefers active over passive learning experiences, (5) interest in interacting with peers during learning activities, (6) an ability to be self-reflective, (7)

demand the relevance in learning and what is being taught, and (8) developing the capacity to understand higher levels of humour, some of which may be misunderstood by adults to be sarcastic or even aggressive.

b) Social

Characteristics of young adolescent social development include (1) modeling behavior after that of older students, not necessarily that of parents and other adults, (2) experimenting with ways of talking and acting as part of searching for a social position with peers, (3) exploring questions of racial and ethnic identity and seeking peers who share the same background, (4) exploring questions of sexual identity in visible or invisible ways. (5) feeling intimidated or frightened by the initial middle school experience, (6) liking fads and being interested in popular culture, (7) overreacting to ridicule, embarrassment, and rejection, (8) seeking approval of peers and others with attention-getting behaviors, and (9) as interpersonal skills are being developed, fluctuates between a demand for independence and a desire for guidance and direction.

c) Physical

Characteristics of young adolescent physical development include (1) restlessness and fatigue due to hormonal changes, (2) a need for physical activity because of increased energy, (3) developing sexual awareness, and often touching and bumping into others, (4) concern with changes in body size and shape, (5) physical vulnerability resulting from poor health/dietary habits or engaging in risky behaviors, and (6) bodily changes that may cause awkward, uncoordinated movements.

d) Emotional and psychological

Characteristics of young adolescent emotional and psychological development include (1) mood swings marked by peaks of intensity and by unpredictability, (2) needing to release energy, with sudden outbursts of activity, (3) desire to become independent and to search for adult identity and acceptance, (4) self-consciousness and being sensitive to personal criticism, (5) concern about physical growth and maturity, and (6) a belief that their personal problems, feelings, and experiences are unique to themselves.

e) Moral

Characteristics of young adolescent moral development include (1) an understanding of the complexity of moral issues (question values, cultural expressions, and religious teachings), (2) being capable of and interested in participating in democracy, (3) impatience with the pace of change, and underestimating how difficult it is to make social changes, (4) needing and being influenced by adult role models who will listen and be trustworthy, (5) relying on parents and important adults for advice, but wanting to make their own decisions, (6) judging others quickly, but acknowledging one's own faults slowly, and (7) show compassion and are vocal for those who are downtrodden or suffering and have special concern for animals and environmental issues.

From the characteristics which have been mentioned above, it can be concluded that unlike the adult, adolescent learners do not really have a specific motivation to learn. Their attention is just fulfilled with curiosity of something new. That is why adolescents need parental supports to find out the real motivation to learn, so they will know how exactly the purpose of learning is.

2.2.2 Ideal Classroom Situation for Adolescent Learners

Dubin & Olshtain (1986) cited in Cahyani & Cahyono (2012:1) stated that teaching a language is not different with teaching other subject of study, it always relates to two main components: what to teach (content) and how to teach (techniques). As we know that adolescent learners have the unique characteristics, so teachers have to use interesting techniques to be communicative in order to attract their attention. Around adolescence, the natural ability to learn second language drops and it continues as they are getting older. It can be concluded that adolescents' natural abilities to get new languages are not as strong as children's. On the emotional and psychological side, adolescents have big desire to search for adult identity and acceptance ("Characteristics of Adolescent Learner", 2007). Teachers can use these characteristics to provoke students' curiosity in knowing something, particularly in learning activity.

Learning activity does not always occur in classroom, but it occurs anywhere (Dananjaya, 2012). That is why the success of students' learning is mainly decided by the students themselves. Even though it cannot deny that a good environment of teaching can create good

impacts for the improvement of classroom performance. Flanders (1970) cited in Nurmasitah (2010:43) developed a research tool, namely Flanders Interaction Analysis (FIA). It is a widely used system of classroom interaction analysis for analyzing and improving teaching skills. Flanders consists of ten categories which can be shown on the Table 2.2 below.

Table 2.2
Flanders Interaction Categories

Teacher Talk	Direct Influence	<p>1) ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a non-threatening manner. Feeling may be positive or negative. Predicting or recalling feeling is included.</p> <p>2) PRAISES OR ENCOURAGES: praises or encourage student actions or behavior. Jokes that release tension, not at expense of another individual, nodding head or saying “um hum?” or “go on” are included.</p> <p>3) ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As a teacher bring more of his own ideas into play, shift to category five.</p> <p>4) ASK QUESTIONS: asking a question about content or procedure with the intent that a student answers.</p>
	Indirect Influence	<p>5) LECTURING: giving facts or opinion about content or procedure with his own ideas, asking rhetorical question.</p> <p>6) GIVING DIRECTIONS: directions, commands, or orders to which a student is expected to comply.</p> <p>7) CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from non-acceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extremely self-reference.</p>
Student Talk		<p>8) STUDENTS TALK-RESPONSE: a student makes a predictable response to teacher. Teacher initiates the contact or solicits student statements and sets limits to what the student says.</p> <p>9) STUDENTS TALK INITIATION: talk by students which they initiate. Unpredictable statements in response to teacher. Shift from 8 to 9 as student introduced own ideas.</p>
		<p>10) SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</p>

Flanders system consists of ten categories of communication which include of all communication possibilities (Nurmasitah, 2010). Seven categories are used to categorize various aspects of teacher talk. Two categories are used to categorize student talk and the last category is used when there is silence or confusion in the class.

From the explanation above, it can be concluded that it is not easy for a teacher to create the effective teaching and learning environment if there is no any good collaboration between the teacher and the students. In this case, the teacher plays a major role by becoming more involved in the learning process. Thus, the indication of ideal classroom situation for adolescent learners can be identified by students' excitement and passion of learning in the classroom.

2.2.3 Ideal Teachers for Adolescent Learners

Teacher and student are two elements which cannot be separated in a learning process. They should have good collaboration in creating an effective teaching-learning activity. Gurney (2007:91) suggested the five key factors which provide a foundation for a good teaching. They are:

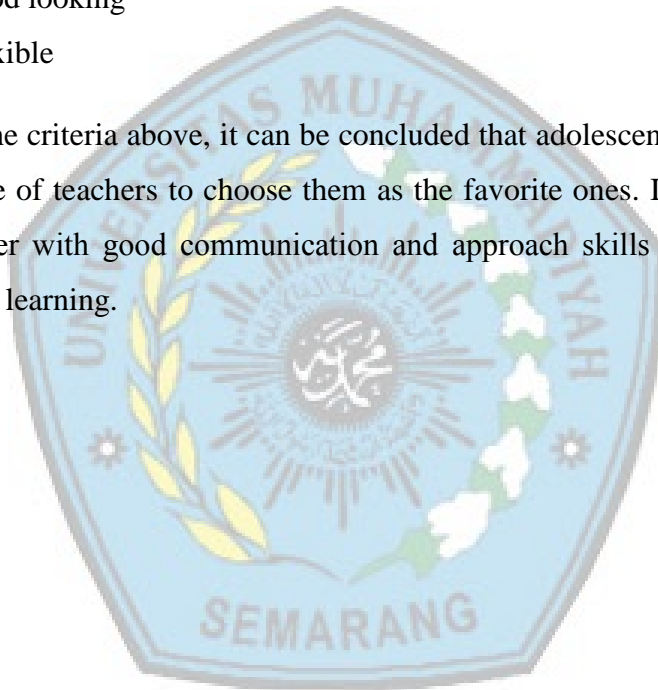
- a) Teacher knowledge, enthusiasm, and responsibility for learning.
- b) Classroom activities that encourage learning.
- c) Assessment activities that encourage learning through experience.
- d) Effective feedback that establishes the learning processes in the classroom.
- e) Effective interaction between the teacher and the students, creating an environment that respects, encourages and stimulates learning through experience.

Adolescents are influenced by adult role models who are trustworthy (“Characteristics of Adolescent Learner”, 2007). They identify the trustworthy as they look at the adults' behavior which can be role models for them. Montalvo (1998) cited in Williams & Williams (2011:6) stated that students show more motivational advantages from teachers they like over the teachers they dislike. That is why students need a teacher whose behaviors are their favorites. Kartikawati (2015:88) had done a research in knowing the ideal types of a teacher in secondary

school. The research showed ten words which represent the ideal types of a teacher according to the adolescent learners. They are:

- a) Humorist
- b) Friendly
- c) Love to smile
- d) Intelligent
- e) Patient
- f) Honest
- g) Caring
- h) Good looking
- i) Flexible

From the criteria above, it can be concluded that adolescent learners are more concerning in the attitude of teachers to choose them as the favorite ones. It is an indication that students need a teacher with good communication and approach skills in order to enhance students' motivation in learning.



CHAPTER 3

METHODOLOGY OF THE RESEARCH

3.1 Research Design

The research design of this research is a descriptive qualitative design because most of content of the research is explained by words. Ndae (2013:26) states that qualitative analysis can give more detail information about the phenomenon which is not easy to be analyzed by quantitative one. Sen (2012:1) characterized qualitative research as a verbal data which has a dependence on word-based data (interviews, observer notes, documents, etc). It is conveyed by description to search and develop the sense of phenomenon. But, the numerical data is permitted to use in qualitative research (Ardiyani, 2015). The thing which is not permitted is using statistical formula to collect and manipulate the data (Arikunto, 2006).

The researcher identified the strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang and analyzed the impacts of the strategic competence used by the teachers to the classroom situation. The strategic competence used by the teachers was identified by using Tarone's theory, while the classroom situation was analyzed by using Flanders' theory. The researcher also provided data to see the percentage and frequencies of strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang.

3.2 Subject of the Study

The subject of this study is the English teachers at seventh grade of SMP N 29 Semarang. There were three English teachers of seventh graders in SMP N 29 Semarang. Teacher 1 taught six classes of seventh grade (VII A-VII F), Teacher 2 taught only one class of seventh grade (VII G), and Teacher 3 also taught only one class (VII H), so there were eight classrooms of seventh grade in SMP N 29 Semarang. Marzuki (1997:43) cited in Nurmasitah (2010) stated that using sampling method could produce a better research because the research could be done more specific. The researcher used purposive random sampling since each individual had been chosen purposively. The English subject at seventh grade of SMP N 29 Semarang was taught every twice a week. The researcher will observe only one English subject in a week which contains 2 x 40 minutes per

meeting. So, there were eight of 2 x 40 minutes English subject meetings at the seventh grade and three English teachers which became the main concern of the data analysis.

3.3 Object of the Study

The object of this study is strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang during the teaching-learning process. Based on the literatures which had been mentioned, there were nine strategies which became the variables in this study. Variable is anything which is determined by the researcher for being learned to get the information about it, then it will be analyzed in order to have a conclusion (Sugiyono, 2010). In this study, the variable is the English teachers' abilities in using these strategies; (1) approximation, (2) word coinage, (3) circumlocution, (4) literal translation, (5) language switch, (6) appeal for assistance, (7) mime, (8) topic avoidance, (9) message abandonment during the teaching-learning activity. In addition, this study explored the impacts of strategic competence used by the English teachers to the classroom situation effectiveness based on Flanders' theory.

3.4 Method and Instrument Data Collection

3.4.1 Method of Collecting Data

a) Library Research

Library research refers to any activities of using library facility. Findlay (2007:20) stated that good sources of background and summary information can be found in books. The researcher used any books for searching information, data, and ideas which are related to strategic competence, the role of strategic competence in a language teaching, adolescent learners, ideal classroom situation for adolescent learners, and ideal teacher for adolescent learners. In addition, the researcher also collected data from journal articles and internet to get the up to date information.

b) Field Research

In qualitative, Bailey (2007:1) defined field research as the systematic study of ordinary activities in the certain areas. The purpose is to understand these activities and what they mean to those who engage in them. The researcher collected data by interacting with, listening to, and observing people during the activities, usually in some self-contained

setting. In this study, the researcher used the English teachers of seventh graders in SMP N 29 Semarang as the source of data. Firstly, the researcher asked for permission to do the research and planned the schedule of the research. In this field research, there were four techniques which are used for collecting data:

a. Interview

Interview is a flexible form of technique in collecting data because it can be used to gather information of greater depth (Phellas, Bloch, & Seale, 2011). Phellas, Bloch, & Seale (2011:183) divided two types of interview which are (1) face-to-face interviews and (2) telephone interviews. In this study, the researcher used face-to-face interview for collecting the data. This type of interview gave chance to researcher in asking open questions. It was because respondents did not have to write their answers and the interviewer could pick up on non-verbal clues that indicated what was relevant to the interviewees and how they were responding to the questions.

b. Classroom Observation

The observation is an activity using all of the five senses, which are vision, hearing, smell, taste, and touch (Arikunto, 2010). This classroom observation referred to the activity of paying attention at the way the teachers were teaching students in classroom. Williams (1989:85) cited in Zaare (2012:608) stated that classroom observation should be developmental than judgmental. It provided chances for teachers to improve their abilities in teaching. In this study, the researcher made a note systematically related to the steps of teaching-learning process. It revealed the strategic competence used by the teachers in the classroom. In addition, the researcher observed the classroom situation which focused on the students' activities during the lesson using Flanders' theory. The observation data were taken from the English class of seventh grade in SMP N 29 Semarang. The total students of each class were 36 students. The researcher put number on the back of each student. It was done to make the observation activity easier in observing students' responses in teaching-learning activity. In order to acquire the data, the following observation procedure was adopted:

1. In each class period of 80 minutes (2 x 40 minutes).
2. 80 minutes was divided into three time units.
3. In the first 10 minutes of the class observation period, the researcher took a look on the introductory steps of teaching-learning process.
4. In the next 60 minutes of the class observation period, the researcher observed the main activity of teaching-learning process. It included the strategic competence used by the teacher and classroom interaction during the lesson.
5. In the last 10 minutes of the class observation period, the researcher observed the closing activity. It revealed the students' responses after joining the lesson.
6. Total time for observation in a classroom comprised 80 minutes in each meeting.

The researcher was the active observer who will walk around in the classroom while the camera video was settled in the best position to record the classroom situation.

c. Questionnaire

Questionnaire is a popular and important element for collecting information on knowledge and perception (Bird, 2009:1307). There were two type questions which were used in questionnaire, they were open-ended questions and close-ended questions. In this study, the researcher used open-ended questions to help the students answer freely and make the data to be more valid. The use of open-ended questions can avoid the bias which might happen from the suggesting responses, because it lets the respondents to answer questions on their own words (Popping, 2015). The questionnaire revealed the students' opinion in the English teaching-learning process and their purposes of learning English at school.

d. Video Documentation

Video is a valuable element for creative documentation because it can be used to facilitate information gathering, reporting, dissemination and networking (Anderson, et al., 2013:1). In this study, the researcher recorded the English teaching-learning

activities at seventh grade of SMP N 29 Semarang. The video was analyzed by the researcher related to the teacher-students interaction during the lesson.

3.4.2 Instruments of Collecting Data

The instruments can indicate if the study is successful or vice versa. The main instruments of this study are interview sheet, questionnaire sheet, observation sheet, and video documentation. The instruments were put forward as follows:

a) Interview Sheet

The researcher collected the data through interview containing (1) personal data of the teachers, (2) what the education backgrounds of the teachers are, (3) the teachers' experiences in teaching secondary students, (4) the teachers' opinion about the learning development of their students from the beginning of academic year until now, and (5) the difficulties faced by the teachers during teaching activities. The results of the interview also revealed the ability of the teacher in avoiding or overcoming the communication breakdown in the classroom

b) Classroom Observation Sheet

The observation sheet contained two main observation area, they were the analysis of strategic competence used by the teachers and classroom situation effectiveness analysis. In addition, the researcher also used classroom observation checklists which contained (1) class structure (reviewing previous day's course content, giving overview of day's course content, summarizing course content covered, and directing student preparation for next class), (2) methods (providing well-designed materials, employing non-lecture learning activities, inviting class discussion, employing other tools/instructional aids, and delivering well-planned lecture), (3) teacher-student interaction (soliciting student input, involving a variety of students, and demonstrating awareness of individual student learning needs), and (4) content (appearing knowledgeable and well organize, explaining concepts clearly, relating concepts to students' experience, and selecting learning experiences appropriate to level of learning). The use of classroom observation checklists was to collect as much as information in the classroom for the data analysis later.

c) Questionnaire Sheet

There were two basic questions for the students which became the evaluation in this study. The questions revealed the students' opinion in the English teaching-learning process and their motivation in learning English. There were 36 students in each classroom. In the study, the researcher used an open questionnaire to help the students answer freely and to make the data to be more valid.

d) Video Documentation

The researcher settled camera video in the best position during teaching-learning process, while the researcher walked around the classroom to take notes on the teacher-students interaction which might not recorded in camera. It was done to make sure that there was no something missing to be analyzed. That was why the researcher put number to the back of each student, because it was easier for the researcher in analyzing the students' responses of teaching-learning activity. The use of documentation technique also revealed the teacher's performance in teaching and the classroom situation during the lesson.

3.5 Data Analysis

Most of the data analysis of this research was conveyed in non statistic analysis, but the researcher also provided data to see the percentage and frequencies for supporting the research. The procedure of data analysis was put forward as follows:

1) Data Reduction

It was the first component on analysis. Sugiyono (2008:247) cited in Ndae (2013:32) defined that reduction means only take a look on the main ideas of the data collection from interview, observation, questionnaire, and documentation. The researcher took the main ideas of interview, questionnaire, and classroom observation in order to be analyzed descriptively.

2) Data Display

It was the second component on analysis. The data display was presented in tables. In order to find out the results, there was several research instruments analysis used in this research. They were put forward as follows:

a) Strategic Competence Analysis

The researcher used Tarone's theory to identify the types of strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang. The analysis was presented in the Table 3.1 below.

Table 3.1
Table of Strategic Competence Analysis

No	English Teachers' Name	Class	Types of Strategies								
			A	WC	C	LT	LS	AA	M	TA	MA
1.	<i>Teacher 1</i>	VII A									
		VII B									
		VII C									
		VII D									
		VII E									
		VII F									
Frequency 1 (F1)											
2.	<i>Teacher 2</i>	VII G									
Frequency 2 (F2)											
3.	<i>Teacher 3</i>	VII H									
Frequency 3 (F3)											
Total Frequencies											

Explanation:

- A = Approximation
- WC = Word Coinage
- C = Circumlocution
- LT = Literal Translation
- LS = Language Switch
- AA = Appeal for Assistance
- M = Mime
- TA = Topic avoidance
- MA = Message Abandonment

The table was filled by (1) the name of English teachers at grade seven of SMP N 29 Semarang, (2) the classrooms which were handled by the teachers and (3) the strategic competence used by them during the teaching-learning activity in the classroom by giving

check (✓) marks, but it could be just omitted if there was no use of strategies. The data were converted in percentage to see the variety of strategic competence used by the English teachers at seventh grade in SMP N 29 Semarang. The formula of percentage was presented below.

$$P = \frac{F}{N} \times 100\%$$

(Arikunto, 2008:251)

Explanation:

P = Percentage

F = Frequency of strategies used

N = Total frequencies

After getting the data result of strategic competence used by the teachers, it was identified how often the strategies used in the classroom out of total eight meetings. Then they were converted into a diagram. From the result, the researcher took a look on the most used strategic competence of the teacher. It was descriptively analyzed in how it gave impacts to the classroom situation effectiveness in the English class of seventh graders in SMP N 29 Semarang.

b) Classroom Situation Effectiveness Analysis

The researcher analyzed the data by simply took a look on the classroom situation categories which based on the Flanders interaction categories. The analysis was presented in the Table 3.2 below.

Table 3.2
Table of Classroom Situation Effectiveness Analysis

No.			Total Classrooms: 8				Total Teachers: 3			
1.	Teachers									
	Class									
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P- E	I-S	A-Q	Indirect Influence	L	G-D	C-J
	Student Talk		T-R	T-I						
			S-C							
Notes										

Explanation:

A-F	= Accept Feeling
P-E	= Praises or Encourages
I-S	= Accepts or Uses Idea of Students
A-Q	= Ask Questions
L	= Lecturing
G-D	= Giving Direction
C-J	= Criticizing or Justifying Authority
T-R	= Students Talk-Response
T-I	= Students Talk Initiation
S-C	= Silence or Confusion

Score Interpretation Criteria :

0% - 20%	= Very Ineffective
21% - 40%	= Ineffective
41% - 60%	= Enough
61% - 80%	= Effective
81% - 100%	= Very Effective

(Nurmasitah, 2010)

The table was filled by (1) the name of English teachers at year seven of SMP N 29 Semarang, (2) the classrooms which were handled by the teachers and (3) the classroom interaction categories used by them during the teaching-learning activity by giving check (√) marks, but it could be just omitted if there was no use of strategies. The notes section was filled with some activities done in the classroom which belonged to Silence/Confusion (S-C) Category of Flanders' theory. The data was converted in percentage to see the variety of classroom interaction categories influenced by the English teachers' strategic competence in SMP N 29 Semarang. The formula of percentage was presented below.

$$P = \frac{F}{N} \times 100\%$$

(Arikunto, 2008:251)

Explanation:

P = Percentage

F = Frequency of classroom interaction categories used

N = Total categories

After getting the data result, it was converted into percentages and being interpreted by the score interpretation criteria. In addition, the notes section could be added as the additional data for the effectiveness of classroom situation analysis.

- c) Interview, Questionnaire, Classroom Observation Checklist, and Video Documentation Analysis

The interview, questionnaire, classroom observation checklist, and video documentation analysis were analyzed descriptively in nature. They were the additional data for supporting the classroom situation effectiveness analysis as the impacts of strategic competence used by the teachers.

3) Conclusion Drawing/Verification

It was the last step of analyzing data in qualitative way. Based on the result of classroom situation effectiveness analysis, the researcher concluded which types of strategic competence should be used by English teachers in order to create an effective learning environment for seventh graders. In this research, conclusion meant a new finding which could be a hypothesis, description, or theory.

3.6 Research Procedure

The research procedure in this research consisted of four steps which were put forward as follows:

1) Finding related theories

The first step was finding related review. Through literature review, the researcher got to know the information about topics which related to strategic competence, the role of strategic competence in a language teaching, adolescent learners, ideal classroom situation for adolescent learners, and ideal teacher for adolescent learners.

2) Collecting the data

The second step was collecting the data from interview, questionnaire, classroom observation checklist, and video documentation. The details were given in the previous sub-chapter.

3) Analyzing the data

The last step was analyzing all of the data. The researcher used three procedures of data analysis in this qualitative research; they were (1) data reduction, (2) data display, (3) and conclusion drawing/verification. The details were already given in the previous sub-chapter.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

In this phase, the researcher showed the analysis results clearly. Firstly, she provided the analysis result of strategic competence used by the English teachers of seventh grade and the classroom situation effectiveness in SMP N 29 Semarang. Secondly, she compared the data in form of percentage and description to show the importance of strategic competence use to the classroom situation effectiveness in the English class. Last but not least, the researcher provided data analysis of (1) teachers interview, (2) students questionnaire, (3) classroom observation, and (4) video documentation. They were analyzed descriptively in nature.

4.1.1 Analysis Data of Strategic Competence

In this section, the researcher showed the analysis data of strategic competence used by the English teachers at seventh grade of SMP N 29 Semarang during the teaching-learning process. All data of strategic competence used by the English teachers were presented in table 4.1 below.

Table 4.1
Data Result of Strategies Used by All English Teachers
of Seventh Grade at SMP N 29 Semarang

No.	Strategy	Frequency Used in 8 Meetings	Percentage
1.	Literal Translation (LT)	8	22%
2.	Mime (M)	8	22%
3.	Language Switch (LS)	7	19%
4.	Appeal for Assistance (AA)	6	17%
5.	Circumlocution (C)	3	8%

6.	Approximation (A)	1	3%
7.	Word Coinage (WC)	1	3%
8.	Topic Avoidance (TA)	1	3%
9.	Message Abandonment (MA)	1	3%
Total Frequencies		36	

The result of the research showed that Language Translation (LT) and Mime (M) became the most strategies used by the English teachers in classrooms during eight meetings of observation, both percentages were 22%. The reason was because LT and M were the easiest strategies to be applied in all students' characteristics. Topic Avoidance (TA), Message Abandonment (MA), Approximation (A), and Word Coinage (WC) became the least strategies used by the teachers with the percentage of 3%. It happened because the use of those strategies should be followed by the active students which involved teacher-students talk much. But the fact that not all of students in a classroom were confident for speaking up their ideas. The other results were Language Switch (LS), Appeal for Assistance (AA), and Circumlocution (C) with the percentages of 19%, 17%, and 8%. The reason why those strategies were less used than LT and M was because it had not given much contribution to the classroom interaction. They could be used together with LT and M strategies, so it can be said that they could not work optimize if the teachers used them alone. From total percentage during eight meetings (VII A-VII H), each teacher was responsible in using strategies as follows:

1) Teacher 1

Teacher 1 had six classrooms (VII A-VII F) for being taught which five of them classified as the Effective Classrooms (VII A-VII E) and the rest was classified as the Very Effective Classroom (VII F). The classroom situation effectiveness was measured by Flanders' Classroom Interaction Category which influenced by the teacher strategic competence used. The researcher presented the frequency of strategic competence used by Teacher 1 as follows:

Table 4.2
Data Result of Strategies Used by Teacher 1

No.	Strategy	Frequency Used in 6 Classrooms (VII A-VII F)	Percentage
1.	Literal Translation (LT)	6	25%
2.	Mime (M)	6	25%
3.	Language Switch (LS)	5	21%
4.	Appeal for Assistance (AA)	4	17%
5.	Circumlocution (C)	1	4%
6.	Approximation (A)	0	0%
7.	Word Coinage (WC)	0	0%
8.	Topic Avoidance (TA)	1	4%
9.	Message Abandonment (MA)	1	4%
Total Frequencies		24	

From the table above, it could be concluded that Teacher 1 had 24 of strategic competence frequency in total 36 frequencies used. The frequency was converted into percentage by using Arikunto's formula as follows:

$$\begin{aligned}
 \text{Teacher 1 Percentage} &= \frac{F}{N} \times 100\% \\
 &= \frac{24}{36} \times 100\% \\
 &= 67\%
 \end{aligned}$$

Finally, it could be concluded that Teacher 1 had contributed 67% of strategic competence used during the research. The main reason was because Teacher 1 had six

classrooms to be taught by her. In addition, the researcher had five research findings related to the strategic competence used by Teacher 1 in class VII A until VII F. They were:

- a) Teacher 1 used LT and M strategies in all of her classrooms.
- b) Teacher 1 used LS strategy in only five of her classrooms. It could be said that there was one classroom that she did not use LS strategy as part her strategies in teaching.
- c) Teacher 1 used AA strategy in only four of her classrooms. It could be said that there were two classrooms that she did not use AA strategy as part her strategies in teaching.
- d) Teacher 1 used TA, MA, and C strategies in only one of her classrooms.
- e) Teacher 1 did not use WC and A strategies in her teaching process at all of her classrooms.

The result showed that Teacher 1 used LT and M strategies in teaching the students at all of her classrooms, both percentages was 25%. The reason why LT and M became the most used strategy was LT and M gave the biggest positive impacts to the classroom situation. They helped Teacher 1 and her students in overcoming communication breakdowns, such as lack of vocabulary mastery of seventh graders and encouraging students' attention in joining English class. Then, Teacher 1 also used LS and AA strategies with the percentages of 21% and 17%. The researcher concluded the reasons were not much different to the reason of using LT and M strategies above.

The other result was TA, MA and C categories which got only 4% of used in total six classrooms. It was because they included in Paraphrase Category of strategic competence, which could be optimal if being used together with LT, LS, AA, and M strategies. The result also showed that Teacher 1 did not use A and WC strategies in her teaching which was 0% of percentage. Through the classroom observation and video documentation analysis, the researcher found out the primary reason why A and WC strategies became the strategies whom Teacher 1 did not use in her teaching. The reason was because the students of Teacher 1's classrooms would like to stay in the comfort zone of learning process. They seemed to be afraid of making mistakes so that it was the main reason they did not really active in giving questions to their teacher. The situation made Teacher 1 just let the teaching-learning process ran smoothly without much interaction which should her to use A and WC categories.

2) Teacher 2

Comparing to Teacher 1, Teacher 2 taught English subject only in one classroom (VII G) which classified as the Very Effective Classroom. The classroom situation effectiveness was measured by Flanders' Classroom Interaction Category which influenced by the teacher strategic competence used. The researcher presented the frequency of strategic competence used by Teacher 2 as follows:

Table 4.3
Data Result of Strategies Used by Teacher 2

No.	Strategy	Frequency Used in 1 Classroom (VII G)	Percentage
1.	Literal Translation (LT)	1	20%
2.	Mime (M)	1	20%
3.	Language Switch (LS)	1	20%
4.	Appeal for Assistance (AA)	1	20%
5.	Circumlocution (C)	1	20%
6.	Approximation (A)	0	0%
7.	Word Coinage (WC)	0	0%
8.	Topic Avoidance (TA)	0	0%
9.	Message Abandonment (MA)	0	0%
Total Frequencies		5	

From the table above, it could be concluded that Teacher 2 had 5 of strategic competence frequency in total 36 frequencies used. The frequency was converted into percentage by using Arikunto's formula as follows:

$$\begin{aligned}
 \text{Teacher 2 Percentage} &= \frac{F}{N} \times 100\% \\
 &= \frac{5}{36} \times 100\% \\
 &= 14\%
 \end{aligned}$$

Finally, it could be concluded that Teacher 2 had contributed 14% of strategic competence used during the research. She used five communication strategies in teaching class VII G, they were LT, LS, AA, C, and M strategies. The result showed that Teacher 2 used LT, LS, AA, C, and M strategies in her teaching at class VII G, their percentages were 20%. It was because they gave significant positive impacts to the teacher-students interaction in classrooms. Through the interview to Teacher 2 and the result of students' questionnaire, the use of Indonesian Language and English (LT, LS, AA, and C strategies) balancely in teaching-learning process could help the students to understand the English materials better. In addition, Teacher 2 used M strategy as the additional way in optimizing the use of LT, LS, AA, and C strategies on her teaching.

The other result was Teacher 2 did not use TA, MA, WC, and A categories in the teaching-learning process of her classroom. It was because she recognized that it was quite sufficient by just only using LT, LS, AA, C, and M strategies in order to make her classroom situation was classified as Very Effective. It could be concluded that Teacher 2 had awareness about students' needs in the teaching-learning process, that was why she was confident in choosing the best strategic competence for herself and her students.

3) Teacher 3

Teacher 3 also taught English subject only in one classroom (VII H) which classified as the Very Effective Classroom. The classroom situation effectiveness was measured by Flanders' Classroom Interaction Category which influenced by the teacher strategic competence used. The researcher presented the frequency of strategic competence used by Teacher 2 as follows:

Table 4.4
Data Result of Strategies Used by Teacher 3

No.	Strategy	Frequency Used in 1 Classroom (VII H)	Percentage
1.	Literal Translation (LT)	1	15%
2.	Mime (M)	1	15%
3.	Language Switch (LS)	1	14%
4.	Appeal for Assistance (AA)	1	14%
5.	Circumlocution (C)	1	14%
6.	Approximation (A)	1	14%
7.	Word Coinage (WC)	1	14%
8.	Topic Avoidance (TA)	0	0%
9.	Message Abandonment (MA)	0	0%
Total Frequencies		7	

From the table above, it could be concluded that Teacher 3 had 7 of strategic competence frequency in total 36 frequencies used. The frequency was converted into percentage by using Arikunto's formula as follows:

$$\begin{aligned}
 \text{Teacher 3 Percentage} &= \frac{F}{N} \times 100\% \\
 &= \frac{7}{36} \times 100\% \\
 &= 19\%
 \end{aligned}$$

Finally, it could be said that Teacher 3 had contributed 19% in the use of strategic competence during the research. He used seven communication strategies of strategic competence at class VII H, they were LT, LS, AA, WC, A, C, and M strategies. It could be

said that Teacher 3 used seven strategies in teaching seventh graders of his classroom, they are LT, LS, AA, WC, A, C, and M strategies with the percentages of 14%. In collaboration between data result of teacher's interview and video documentation analysis, the use of those seven strategies really helped Teacher 3 in making the class classified as very effective classroom. It could be seen through the positive students responses, both for Student-Talk Response (T-R) and Student-Talk Initiation (T-I) category. In addition, Teacher 3 was considered as a humourist teacher. Therefore, it made his students got more excited in learning English at his classroom.

The other result was TA and MA strategies got 0%. It could be said that Teacher 3 did not use those strategies in his teaching process. It was because TA and MA strategies were classified as Avoidance Category in Tarone's strategic competence theory. On the other hand, based on the statement of Teacher 3 in the teacher's interview analysis, he declared that he did not have any significant difficulties in teaching seventh graders. The conclusion is comparing to Teacher 2 whose classroom were also Very Effective, Teacher 3 was more confident in choosing the best strategic competence for himself and his students at VII H.

From the explanation above it could be concluded that Teacher 1, Teacher 2, and, Teacher 3 used the types of communication strategies in their teaching-learning process based on the students they were teaching. The students influenced the way of teachers' teaching. It was because the strategic competence used by the English teachers gave impacts to the classroom situation effectiveness. Therefore, it could be concluded the English teachers could also adjust their pedagogical competence in using strategic competence in the teaching process.

4.1.2 Analysis Data of Classroom Situation Effectiveness

In this section, the researcher showed the analysis data of classroom situation effectiveness at seventh grade in SMP N 29 Semarang. All data result of classroom situation effectiveness was collected in Table 4.5 below.

Table 4.5
Data Result of Flanders' Category Used

No.	Category	Frequency Used in 8 Classrooms	Percentage
1.	A-F	5	8%
2.	P-E	6	9%
3.	I-S	7	11%
4.	A-Q	8	12%
5.	L	6	9%
6.	G-D	8	12%
7.	C-J	2	3%
8.	T-R	8	12%
9.	T-I	8	12%
10.	S-C	8	12%
Total Frequencies		66	

Explanation:

A-F = Accept Feeling
 P-E = Praises or Encourages
 I-S = Accepts or Uses Idea of Students
 A-Q = Ask Questions
 L = Lecturing
 G-D = Giving Direction
 C-J = Criticizing or Justifying Authority
 T-R = Students Talk-Response
 T-I = Students Talk Initiation
 S-C = Silence or Confusion

There were five categories which were always found in all classroom interaction (VII A-VII H), they were A-Q, G-D, T-R, T-I, and S-C with the percentages of 12%. They were

the most category appeared in the classrooms. It happened because the use of A-Q, G-D, T-R, T-I, and S-C could not be separated one another. In addition, those categories were very common to be used at the teaching-learning process. The examples of those categories appeared in the classroom interaction could be explained as follows:

- 1) One of the appearances of Ask Questions (A-Q) category could be seen at class VII H when Teacher 3 wrote a question about preposition on the whiteboard and asked to his students: *“Who can answer this question?”*.
- 2) The example appearance of Giving Direction (G-D) category was shown at class VII C when Teacher 1 asked to her students: *“Please open your book, now.”*.
- 3) Student Talk-Response (T-R) category was classified as a student-talk which could be shown in class VII E when the students responded *“Good morning too, Mam.”* after Teacher 1 said: *“Good Morning, Students.”*
- 4) Student Talk-Initiation (T-I) category was also the part of student-talk, one of the situation was shown in class VII G when student number 14 asked to Teacher 2: *“Bu, bahasa Inggris-nya sapu itu apa?”*. At that moment, the teacher asked her students to make five Simple Present Tense sentences.
- 5) There were four activities which defined as Silence/Confusion (S-C) category containing teachers’ activity and students’ activity. The researcher presented the analysis data in the Table 4.6 below.

Table 4.6
Table of Silence/Confusion (S-C) Activity in Classrooms

No.	Silence/Confusion		Duration
	Students’ Activity	Teacher’s Activity	
1.	Doing the task in the text book	Checking the students’ works by walking around the classroom	15 minutes
2.	Doing what teachers ask to do (e.g. making sentences)	Checking the students’ works by walking around the classroom	10 minutes

3.	Reading the materials in the text book	Sitting on the chair and waiting patiently	5 minutes
4.	Writing down the materials written by the teacher on the whiteboard	Paying attention if all of students write the materials on the whiteboard or not	5 minutes

From the table above, it could be concluded that the teachers gave time to the students for thinking and comprehending the materials by themselves in around five to fifteen minutes. It could be said that Silence/Confusion (S-C) situation happened because it was considered as one of the teachers' method in teaching.

The other categories that would be analyzed were Praises/Encourages (P-E) and Lecturing (L) categories with 9% of percentage. The reason why P-E and L categories less appeared than A-Q, G-D, T-R, T-I, and S-C was because some teachers considered the students' characteristics in using teacher-talk direct influence (P-E) or indirect influence (L). The analysis was put forward as follows:

- 1) The example of P-E category could be seen in class VII C when Teacher 1 asked a question, then student number 26 answered it right. The teacher said: *"Yes, you are great!"*. Through the use of P-E, it encouraged students' motivation in answering more questions by the teacher.
- 2) L category happened in almost all classrooms, except class VII G. The reason was Teacher 2 always used the real example of students when explained the materials to her students. She considered the characteristics of her student that would be sleepy if she just lectured the material without involving her students. L category use could be shown at class VII B when Teacher 1 explained about greetings by reading the text book while the students just listened to her.

The next category which appeared in some classrooms was Accept/Uses Idea of Students (I-S) with 11% of percentage. It could be shown in class VII B when Teacher 1 stood at the front and she was ready for writing something on the whiteboard. She said: *"Let's make a Past Continuous Tense sentence, berdasarkan apa yang kalian lihat di kelas ini."*, then some students started to arrange a sentence word by word as Teacher 1 wrote them on

the whiteboard. The use of the category could develop the students' ideas and could practiced students' confident.

The last category which appeared was Criticizing/Justifying Authority (C-J) with only 3% of percentage. It was the least category appeared in the classrooms. The only teacher who used the category was Teacher 3 at class VII H. One of the examples was when he asked a question which was not really difficult, but no one who raised hands because they were shy, Teacher 3 said: "*Kenapa nggak ada yang bisa? Saya sudah pernah jelaskan lho, kalian itu nggak pernah belajar, ya. Saya....*" as he stood up. Although the teacher had not finished his sentence yet, some of students raised their hands. It could be concluded that sometimes a teacher should criticized their students for encouraging their confidence in speaking up their ideas. The researcher concluded the reason why the category became the least used was Teacher 1 and Teacher 2 thought if they were too strict to their students, it would hurt their students. By using Nurmasitah's score interpretation criteria (page 27), the researcher presented the percentages of classroom situation effectiveness of each class and the effectiveness of each classroom in the table below.

Table 4.7
Data Result of Classroom Effectiveness Analysis

No.	Class	Teacher	Percentage	Classification
1.	VII A	Teacher 1	80%	Effective
2.	VII B	Teacher 1	80%	Effective
3.	VII C	Teacher 1	80%	Effective
4.	VII D	Teacher 1	80%	Effective
5.	VII E	Teacher 1	80%	Effective
6.	VII F	Teacher 1	90%	Very Effective

7.	VII G	Teacher 2	90%	Very Effective
8.	VII H	Teacher 3	90%	Very Effective

The results of the classroom situation effectiveness showed that there were five classrooms which were classified as effective classrooms; they were class VII A until VII E. While class VII F, VII G, and VII H were classified as the very effective classrooms. The data analysis of each classroom classification was put forward as follows:

1) Effective Classrooms (VII A-VII E)

Nurmasitah (2010) stated that the score interpretation criteria of an Effective Classroom were 61%-80%. Table 4.7 had shown that class VII A until VII E got 80% of scores. It could be concluded that those classrooms got maximum scores for effective classroom classification. The result was influenced by the appearance of Flanders' Interaction Category in the Effective Classrooms. It could be presented as follows:

Table 4.8
Data Result of Flanders' Category Used in
the Effective Classrooms

No.	Category	Frequency Used	Percentage
1.	A-F	2	5%
2.	P-E	4	10%
3.	I-S	4	10%
4.	A-Q	5	13%
5.	L	4	10%
6.	G-D	5	13%
7.	C-J	0	0%

8.	T-R	5	13%
9.	T-I	5	13%
10.	S-C	5	13%
Total Frequencies		39	

From the table above, it could be concluded that effective classrooms had 39 of Flanders' Interaction Category frequency in total 66 frequencies used. The frequency was converted into percentage by using Arikunto's formula as follows:

$$\begin{aligned}
 \text{Effective Classrooms Percentage} &= \frac{F}{N} \times 100\% \\
 &= \frac{39}{66} \times 100\% \\
 &= 59\%
 \end{aligned}$$

Finally, it could be said that effective classrooms had contributed 59% of the appearance of Flanders' Category during English lessons in eight classrooms. Most of the categories appeared were Teacher-Talk Category (A-Q and G-D), Student-Talk Category (T-R and T-I), and Silence/Confusion Category.

2) Very Effective Classroom (VII F-VII H)

The score interpretation criteria of a very effective classroom were 81%-100% (Nurmasitah, 2010). Table 4.7 had shown that class VII F until VII H got 90% of scores. The result was influenced by the appearance of Flanders' Interaction Category in those classrooms. It could be presented as follows:

Table 4.9
Data Result of Flanders' Category Used in
the Very Effective Classrooms

No.	Category	Frequency Used	Percentage
1.	A-F	3	11%
2.	P-E	2	8%

3.	I-S	3	11%
4.	A-Q	3	11%
5.	L	2	8%
6.	G-D	3	11%
7.	C-J	2	7%
8.	T-R	3	11%
9.	T-I	3	11%
10.	S-C	3	11%
Total Frequencies		27	

From the table above, it could be concluded that effective classrooms had 27 of Flanders' Interaction Category frequency in total 66 frequencies used. The frequency was converted into percentage by using Arikunto's formula as follows:

$$\begin{aligned}
 \text{Very Effective Classrooms Percentage} &= \frac{F}{N} \times 100\% \\
 &= \frac{27}{66} \times 100\% \\
 &= 41\%
 \end{aligned}$$

Finally, it could be said that very effective classrooms had contributed 41% of the appearance of Flanders' Category during English lessons in eight classrooms. Most of the categories appeared were Teacher-Talk Category (A-F, I-S, A-Q and G-D), Student-Talk Category (T-R and T-I), and Silence/Confusion Category.

From the explanation above, it could be concluded that effective classrooms (59%) had given more contribution in the appearance of Flanders' Interaction Category result than the very effective classrooms (41%). But, the very effective classrooms had more variety of Teacher-Talk Category than the effective classrooms. It could be said that the more Flanders' Interaction Category appeared, the more effective the classrooms would be.

4.1.3 Analysis Data of Teachers' Interview

There were three English teachers of seventh grade in SMP N 29 Semarang who became the interviewees in this research. Two of them were female teachers whom the researcher gave codes as Teacher 1 and Teacher 2, and the rest was a male teacher whose code was Teacher 3. Teacher 1 taught six classes of seventh grade (VII A-VII F), Teacher 2 and Teacher 3 taught only one class, they were VII G and VII H. The interviews took in around ten minutes for every teacher. The results of the interview showed similar information of the teachers' study backgrounds. All the English teachers of seventh grade at SMP N 29 Semarang were graduated in the same university, but in the different years of graduation. Their experiences in teaching seventh graders were in around ten years of experiences.

Teacher 1 and Teacher 2 had similar difficulties in teaching seventh graders which were related to the students' English vocabulary mastery. It was considered as a difficulty because it influenced the process of communication between the teachers and the students. The students' lack of English vocabulary made the teachers should use Indonesian language too often in that English class. On the other hand, Teacher 3 declared that he had no any significant difficulties in teaching seventh graders for these years. He appreciated the students' responses (questioning, talking to friends, and joking) as the indication of paying attention to his teaching materials. The materials of English teachers at seventh grade in SMP N 29 Semarang were (1) books, (2) pictures, (3) cards, (4) videos, (5) 3D things, and (6) internet for the latest information. The various learning sources were used in order to fulfill students' needs in the teaching-learning process.

In the teaching-learning process, every teacher had main goals to their students. The goals of their English teaching were various; (1) Teacher 1's goal in her English teaching was for making the students feel interested to English subject, (2) The English teaching goal of Teacher 2 was for encouraging her students to speak up in English confidently without being afraid of making mistakes, and (3) Teacher 3's English teaching goal was for making his students understand to the English materials, so they would pass the examination. These goals influenced the methods they used in teaching their students, for instance Teacher 1 loved to invite her students to sing a song before the lesson began, Teacher 2 loved to make dialogues with her students in order to enhance their speaking skills while Teacher 3 loved to make a quiz frequently for checking the students' understanding about English materials. In addition,

giving homework was also one of the best methods they used in English teaching. Teacher 1 had *Buku Tiket* for every student in her classrooms. The students were asked for writing English vocabulary and the Indonesian meanings in that *Buku Tiket* whom the students did at home, and then it was submitted in the next meeting. Teacher 2 gave homework to her students in every twice meeting, while Teacher 3 was quite often to give homework for his students.

From the analysis of interview above, it could be concluded that a good teacher should be wise in preparing themselves in order to have good performance in front of their students. The reason was because every teacher had their own goals of teaching for their students which should be achieved in the future.

4.1.4 Analysis Data of Classroom Observation Checklist

The result of this classroom observation checklist was used as the additional data in this research. The researcher used classroom observation checklists which contained four main parts. They were analyzed descriptively as follows:

1) Class structure

Basically, the class structure of all English teachers at seventh grade in SMP N 29 Semarang was the same. Three of them always did reviewing previous day's course content, giving overview of day's course content, summarizing course content covered, and directing student preparation for the next class.

2) Methods

The English teachers' methods in teaching their students were various, especially in the employing non-lecture learning activities and other tools/instructional aids. It was related to the use of small group discussion, student-led activities, technology, computer, and video. The various methods used by the teachers lead to well-designed materials, class discussion, and well-planned lecture. The teachers used teacher-centred learning and students-centred learning balancelly depended on the classroom situation.

3) Teacher-student interaction

The researcher noticed good teacher-student interaction in all classrooms which had been observed. The English teachers of seventh grade at SMP N 29 Semarang always solicited students' input, involved a variety of students, and demonstrated awareness of individual student learning needs.

4) Content

Teachers appeared knowledgeable by delivering materials confidently in front of the class. They were also well-organized in arranging the steps of learning to students. At first, the teachers gave lecturing, and then involved students to the discussion related to the lessons. It could be used for checking students' understandings about the materials given by the teachers. Kartikawati (2015:88) classified humourist as one of teachers' characteristics which are loved by seventh graders. In this research, the teachers used jokes as the intermezzo during the lesson. Through jokes, they could explain the concepts clearly by relating to the students' experiences. In addition, the teachers lead students by relating the lesson to their daily life. It was what Teacher 2 did when the material of the lesson was about saying sorry. She asked to her students: *"If you did something wrong like this (Teacher 2 acted as if she dropped her student's pen accidentally), you should say?"*. Then, the students responded: *"Sorry."* It indicated that the teachers selected learning experiences which was appropriate to the level of students' learning.

4.1.5 Analysis Data of Students' Questionnaire

In this research, the researcher used an open-ended questionnaire for seventh graders at SMP N 29 Semarang. There were ten questions which became the main concerns related to students' opinion in the English teaching-learning process and their purposes of learning English at school. The data result was classified into two which were put forward as follows:

1) Students' Interests in English Subject

The questionnaire revealed that most of the seventh graders admitted that they were interested in learning English. They mentioned what were their favorite materials which had already given by their English teachers, such as greetings and vocabulary. It indicated that they had good attention to the lessons.

Motivation was needed in the process of students' learning. Having a goal of learning was one of the best ways for students in order to be motivated in learning something. Through the questionnaire, the students mentioned their hopes after learning English at school. They answered with various answers, their hopes after learning English at school were to (1) communicate successfully in English and (2) get the good scores in examination.

It could be concluded that there was correlation between the goals of students' learning and the goals of teachers' teaching as mentioned in the analysis data of teachers' interview. A good cooperation between them was needed in order to reach the goals. The questionnaire revealed students' efforts in achieving their goals of English learning. Most of them answered (1) learning at home and (2) always attending English class as their best efforts. Even most of them admitted that they would be sad if their English teachers could not come to the class because they would miss the materials.

2) Students' Opinion of the English Teachers' Teachings

The questionnaire revealed there were five criteria of English teachers' teaching which became the students' favorites. They were:

- a. The teachers had loud voices;
- b. The teachers had good handwritings;
- c. The teachers always gave students the opportunity for asking;
- d. The teachers always used English and Indonesian language balancely in delivering the lessons.
- e. The teachers were humourists

It could be concluded that the ways of teaching really gave impacts to students' motivation in learning. If the students liked the teachers, they would be more motivated in learning. If they disliked their teachers, they would be less motivated in learning at classroom. Therefore, the teachers should find the attractive ways of teaching in order to be liked by the students.

4.1.6 Analysis Data of Video Documentation

In this research, video documentation was the additional data for the researcher. It was used for ensuring that there was no observed-missing in the classroom interaction section. The video duration of each classroom was 80 minutes which contained 10 minutes of introductory, 60 minutes of main activities, and 10 minutes for closing activities in classrooms. The data result was analyzed into three classifications which were put forward as follows:

1) Introductory

Each English teacher had their own ways in opening the lesson, but it was not much different one another. First, they opened the class by greeting and inviting the students for praying together. After that, Teacher 1 and Teacher 2 used singing English songs method for encouraging students' attention at the beginning. They clapped their hands and invited students to sing along. While Teacher 3 used technology for the ice breakings, for example he played the video containing an English song about months, numbers, or years in English. From above, it could be concluded that all of introductory used by the teachers lead to the English material which would be learned later by students.

2) Main Activity

The teachers used two text books as the main source of giving English materials to their students at seventh grade. The text books entitled "*Bahasa Inggris: When English rings a bell*" by *Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2014* and "*Bright: An English Course for English Junior High School Students*" by Nur Zaida. The materials which had given during the observation were about greetings, months, and preposition. Besides using text books, the teachers also used internet as the learning sources for their students. During the main activities, all teachers gave lecturing and made conversation with the students. They also encouraged students to raise their hands for answering any questions related to the materials gave in those lessons. Through the video documentation, the researcher concluded that students who sat at the front of classrooms paid attention more to the lesson than students sat at the middle or the back of classrooms.

3) Closing Activity

Last but not least, the closing activity of a teaching-learning process was as important as the introductory. The video documentation revealed the teachers could handle the classroom situation which became noisy at the end of learning process. They drew students' attention by giving homework and reminded to read the next chapter of students' books to prepare for the next meetings.

From the analysis above, it could be concluded that the English teachers of seventh graders at SMP N 29 Semarang had a good time management in teaching their students. They used their time effectively in the English process of teaching-learning in classrooms.

4.2 Discussion

After collecting the data result and finding out several important information, the researcher would like to discuss it thoroughly one by one. Based on the data of previous analysis, there were several points which should be discussed.

4.2.1 Strategic Competence Used by the English Teachers at Seventh Grade of SMP N 29 Semarang

The data result of strategic competence was taken in eight meetings of seventh graders' English lesson in SMP N 29 Semarang. The complete percentages of strategies used by the teachers were put forward in the Table 4.10 below.

Table 4.10
Percentages of Strategic Competence Used

No.	Types of Strategies Used	Percentage
1.	Literal Translation (LT)	22%
2.	Mime (M)	22%
3.	Language Switch (LS)	19%

4.	Appeal for Assistance (AA)	17%
5.	Circumlocution (C)	8%
6.	Approximation (A)	3%
7.	Word Coinage (WC)	3%
8.	Topic Avoidance (TA)	3%
9.	Message Abandonment (MA)	3%

Through the table, it could be shown that Literal Translation (LT) and Mime (M) were the most strategy used by the English teachers in delivering their lessons. The strategies were descriptively analyzed one by one began from the most used strategy to the less used strategy which was put forward as follows:

1) Literal Translation (LT)

This type of strategy was the most used by the English teachers with 22% of percentage. The use of LT gave many advantages in the teaching-learning process, for both the teachers and the students. Through LT strategy, the teachers could deliver a very comprehended-lecturing. It really helped the seventh graders because based on the teachers' interview, the seventh graders' vocabulary mastery of English was still low. The use of LT could be shown in the class VII D, when the Teacher 1 asked: *"What will we learn today?"*, but her students did not respond, then she added: *"Kita akan belajar apa?"* which made the students gave responses. The other LT strategy use was also done by Teacher 2 in class VII G. She asked: *"Who's absent today?"*, while only some students answered slowly. Then Teacher 2 repeated: *"Who's absent today? Siapa yang tidak masuk hari ini?"*, which made all of the students answered loudly: *"Masuk semua, Bu."* The situation was not much different to what Teacher 3 did on his classroom at VII H. He said: *"Please turn on the LCD."* as he sat on his chair. Knowing that there were no responses from his students, he stressed: *"Tolong nyalakan LCD-nya."* From the examples above, it could be concluded that LT strategy gave

much contribution in the student talk-responses. The complete list of the LT strategy used by the teachers could be found in Appendix 7.

2) Mime (M)

Besides LT strategy, this type of strategy was also the most used strategy with 22% of percentage. The use of M strategy could be shown at class VII H when Teacher 3 asked his students to answer what the best preposition should be used in a sentence. He said: *“Raise your hand if your answer is ‘on’.*” as he raised his hand himself. Other similar situation was also shown at class VII D when Teacher 1 asked her students to raise their hands for answering her questions about Present Continuous Tense. By using M strategy, the students provoked for raising their hands in order to answer Teacher 3’s question. Another situation of the M strategy use was at class VII G when Teacher 2 opened her lesson by inviting students to sing a song entitled *“Good Morning”*. She clapped her hands while sang the song, the students followed her without being asked. From the analysis above, it could be concluded that the use of M strategy gave much contribution in the student talk-initiation. The complete list of the M strategy used by the teachers could be found in Appendix 7.

3) Language Switch (LS)

The use of LS strategy in the teaching-learning process had 19% of percentage. The implementation of the strategy could be seen in class VII B when Teacher 1 asked her students: *“You can open page empat belas.”* It was not much different in class VII G when Teacher 2 warned her students who sat on the back of classroom: *“Hei, kalian yang duduk di pojok, what are you doing?”*. They were being warned because they did not pay attention to the lesson. While other example of the LLS strategy use was in class VII H, it happened when Teacher 3 gave quiz and then said: *“If you are wrong in answering the questions,”* as he joked so that made his students laughed. The use of *“empat belas”*, *“kalian yang duduk di pojok”*, and *“kamu termasuk orang-orang yang tersesat”* indicated that the teachers used their Native Language (NL) without bothering to translate at all. It could be concluded that the use of LS strategy had given contribution in the teacher’s direct influence in the teaching-learning process. The complete list of the LS strategy used by the teachers could be found in Appendix 7.

4) Appeal for Assistance (AA)

The use of AA strategy had 17% of percentage which was on the fourth position in the most used strategic competence by the English teachers. This strategy gave significant contribution in developing students' critical thinking. Teacher 2 gave explanation about *"taking leave"*, she knew her students were curious about the meaning in Indonesian. Then, she appeared as if she was curious too about the meaning by asking: *"Ini artinya apa, ya?"*. For several minutes, the students seemed to think and guess the meaning for finally answering the questions. The process of thinking and guessing could be stated as one of the ways to practice the students' critical thinking. The similar situation also happened in class VII A and VII H. Teacher 1 asked: *"What is the past tense of help?"* and Teacher 3 asked his students: *"Do you have homework?"*. Actually, the use of AA strategy was also influenced by the use of LS strategy. It was because Teacher 2 asked the question in Indonesian language without bothering to translate into English. It could be said that the teachers could use more than one strategy to optimize their teaching performance. The complete list of the AA strategy used by the teachers could be found in Appendix 7.

5) Circumlocution (C)

The use of C strategy was on the fifth position with 8% of percentage. Usually, the teachers used the strategy to practice students' understanding of material at the previous meeting. Such as what Teacher 1 did at class VII B, she said: *"Yesterday, hmm I asked you to do observation outside the classroom. Uh, you have to make sentences in, uh, what tenses? Something we are doing now."*. The students responded: *"Present Continuous Tense."*. The other situation was shown in class VII G when Teacher 2 said: *"Students, what kind of situation when you, hmm, had breakfast? Hmmm, this is a song title also we usually sing together."* One of the student sat on the front of classroom responded: *"Good Morning, ya, Bu?"*. While the use of C strategy happened in class VII H when he asked: *"Hmm, what is another preposition besides 'on' and hmmm, and 'in'?"*. From the analysis, it could be concluded that the use of C strategy could optimize because the teachers also used pause fillers like *"hmm and uh"* in their sentences. It could be said that the teachers had good ability in using C strategy.

6) Approximation (A)

The A strategy was on the least strategy in strategic competence used by the English teachers with 3% of percentage. It could be said that the use of that strategy was only once during the eight meeting observation. It was used by Teacher 3 in class VII H when the teacher explained about years to his students: *“There is a month that is called as Kabisat Year. It has twenty-nine days every four years, it is called February.”* The use of “*kabisat*” word was not correct in English, it shared semantic feature with the desired item to satisfy the teacher. The correct word for saying “*Kabisat Year*” was “*Leap Year*”. It could be concluded that the use of A strategy made the communication between the teacher and the students more effective because it took little time for students to catch the teacher’s material explanation.

7) Word Coinage (WC)

The WC category was also the least strategy used by English teacher during the English class at seventh graders. The percentage was not different which was 3%. Teacher 2 used WC strategy in class VII G when she said “*blackboard*” for “*whiteboard*”. The use of “*blackboard*” word was not appropriate because the board used in that class was white. It indicated that the teacher made a new word in order to communicate a desired concept for her students.

8) Topic Avoidance (TA)

The other strategy which had 3% of percentage was TA strategy. The use of that strategy could be seen in class VII F when Teacher 1 asked one of her students to come in front of the class. The material was about adjective word when she said: *“Tell about him (the student).”* The students shouted cheerfully: *“Fat!”* and *“Ugly!”* as they laughed at him. Immediately, Teacher 1 stopped the crowds in classrooms by saying: *“Jangan seperti itu. We should learn the good words of adjective, especially for talking about someone.”* as she asked the student to sit down back to his seat. TA strategy was not only used to pass concept for which the vocabulary or other meaning structure was not known to the teacher, but also for controlling the atmosphere of the classroom situation.

9) Message Abandonment (MA)

It was the last strategy of least used by the English teachers which percentage was 3% too. The use of MA strategy could be seen in class VII F when Teacher 1 asked: *“Did you win any competition during Independence Day celebration yesterday?”*, then one of students answered: *“No, Mam.”*. Hearing of that answer, the teacher did not continue the topic about winning competition in Independence Day. She stopped in mid-utterance by saying: *“It is not important to become a winner, the most important is do the best.”*. It could be concluded that the use of MA strategy was not only if the teacher unable to continue due to lack of meaning structure, but also to take care of the students psychologically.

From the explanation above, the researcher concluded that the use of strategic competence by the English teachers gave much contribution to the effectiveness of teaching-learning process in the English as foreign language classrooms. The effective teaching-learning process was the indication that the teachers had good pedagogical competence. The pedagogical competence was teacher competence in managing the students' learning which comprised (1) the understanding to students, (2) planning and performing a good teaching-learning process, (3) evaluating the students' result of learning, and (4) helping students to recognize and develop their own potentials and talents (Notoatmodjo, 2009).

One of the implementation on how strategic competence use could influence the teachers' pedagogical competence was shown by the English teachers' ability in approaching their students. Such as talking about something that did not relate to the English lesson, but it happened in the classrooms. The use of LT, LS, TA, MA, and AA strategies gave significant roles in that situation. For example, it could be seen on the situation which occurred at class VII F. The observation time was at the first day of school after the students celebrated the Indonesian Independence Day. Teacher 1 invited students to talk about what competition they joined in the Independence Day at the school. She used English at the first beginning of conversation, but then she used Indonesian language because the students could not catch her meanings. The right use of strategic competence indicated that Teacher 1 understood the capability of her students who still had lack of English vocabulary mastery.

In addition, the further discussion would be correlated to the criteria of strategic competence in speaking English. The criteria were cognitive, communicative, goal-seeking,

and educational-compensatory (Tereshchuk, 2013:513). Those criteria were found in the teachers' speaking English at seventh grade classrooms of SMP N 29 Semarang. Communicative gave the biggest contribution in the use of other criteria. For example, when Teacher 1 said: "*Jangan lupa Buku Tiket-nya dikerjakan, pertemuan selanjutnya dikumpulkan.*" Teacher 1 said it with smooth intonation which made the students answered: "*Yes, Bu.*" without feeling judged by the teacher. It could be said that Teacher 1 had ability in using the appropriate intonation speech to communicate with her students. The use of communicative criteria influenced the other criteria such as cognitive, especially in the teacher's decision making. It also influenced the criteria of goal-seeking because the teacher had ability in combining different tactics for maximally effective manifestation of strategies. Thus, it gave contribution in the educational-compensatory criteria by having a good self-control for warning the students in order to do their homeworks. Therefore, it could be concluded that the use of strategic competence of the teacher had fulfilled the Tereshchuk's theory of strategic competence in speaking English.

4.2.2 Applying Strategic Competence in Classroom Situation of Seventh Graders

In this research, there were two classroom effectiveness classifications which were (1) effective and (2) very effective. The effectiveness of those classrooms was influenced by strategic competence used by the English teacher. The complete analysis data were put forward as follows:

1) Strategic Competence of the Effective Classroom

There were five classrooms were classified as effective classrooms which were class (1) VII A, (2) VII B, (3) VII C, (4) VII D, and (5) VII E. The researcher compared the effectiveness of each classroom to what the strategic competence used by the teachers as presented in the Table 4.11 below.

Table 4.11
Table of the Strategic Competence
of Effective Classrooms

Class	Teacher	Strategies Used Percentage								
		A	W C	C	LT	LS	AA	M	TA	MA
VII A-VII E	1	0%	0%	5%	27%	21%	21%	26%	0%	0%

It was shown that Teacher 1 used five strategies (C, LT, LS, AA, M, TA, and MA) in her classrooms which were classified as effective. Those effective classrooms were more influenced in the use LT and M strategies because the teacher used those strategies in all of classrooms with 27% and 26% of percentages. Basically, the use of LT and M strategies could not be separated one another. M strategy helped a lot the use of LT strategy in the teachers' speaking. For example, Teacher 1 would like to invite her students for clapping hands if there were students who could answer the questions she had given. It was concluded that M strategy referred to the using of non-verbal strategies in place of a meaning structure.

2) Strategic Competence of the Very Effective Classroom

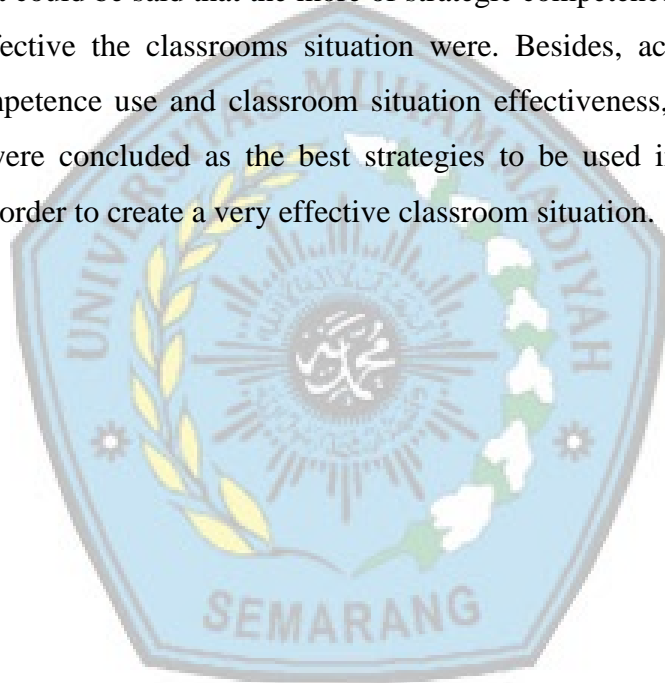
There were three classrooms which were classified as very effective, they were class VII F, VII G, and, VII H. The researcher compared the effectiveness of each classroom to what the strategic competence used by the teachers as follows:

Table 4.12
Table of the Strategic Competence
of Very Effective Classrooms

Class	Teacher	Strategies Used Percentage								
		A	W C	C	LT	LS	AA	M	TA	MA
VII F-VII H	1,2,3	6%	6%	12%	18%	17%	12%	17%	6%	6%

It could be shown that there were nine uses of strategic competence in classrooms which were classified as very effective. It could be said that Teacher 1, Teacher 2, and Teacher 3 used all of communication strategies in strategic competence theory of Tarone in the classrooms. Those classrooms were taught by different English teachers using strategic competence types based on the students they were teaching. It indicated that every teacher had good pedagogical competence through the analysis ability of their students' characteristics.

From the data analysis between effective and very effective classrooms, it could be concluded that the very effective classrooms had more strategies used than the effective classrooms. It could be said that the more of strategic competence used by the English teachers, the more effective the classrooms situation were. Besides, according to the data result of strategic competence use and classroom situation effectiveness, Literal Translation (LT) and Mime (M) were concluded as the best strategies to be used in an English seventh graders classroom in order to create a very effective classroom situation.



CHAPTER V

CONCLUSION AND SUGGESTION

4.1 Conclusions

The analysis of strategic competence used by the English teachers of seventh grade in SMP N 29 Semarang had been conducted by the researcher, therefore it could be concluded that:

- a. Literal Translation (LT) and Mime (M) became the most strategies used by the English teachers in classrooms, both percentages were 22%. Topic Avoidance (TA), Message Abandonment (MA), Approximation (A), and Word Coinage (WC) became the least strategies used by the teachers with the percentage of 3%, and Language Switch (LS), Appeal for Assistance (AA), and Circumlocution (C) got the percentages of 19%, 17%, and 8%.
- b. Class VII A-VII E were classified as the effective classrooms and class VII F-VII H as the very effective classrooms, both percentage were 80% for effective classrooms and 90% for the very effective ones.
- c. Every strategy used by the English teacher was correlated one another in the process of teaching-learning. It could be said that the teachers allowed using more than one strategic competence in the same classroom situation.
- d. The strategies used by the English teachers had fulfilled the criteria of cognitive, communicative, goal-seeking, and educational-compensatory.
- e. The more appropriate communication strategies used by the English teachers, the more effective the classrooms situation were.
- f. The students' characteristics influenced the use of strategic competence by the English teachers.
- g. The English teachers could adjust their pedagogical competence in using strategic competence.

4.3 Suggestions

The researcher had analyzed the strategic competence of the English teachers at seventh graders in SMP N 29 Semarang, and there were some suggestions which could be useful for:

1) The Readers

The use of strategic competence was not only gave contribution to the communication in the teaching-learning process, but also very useful for the communication in general. For those who had English as the foreign language, it would be better to read this final project and practice their speaking skill through the use of strategies in the real life communication. In addition, this paper could have a role as the guidance book in learning more on how to use strategic competence for overcoming breakdowns communication in speaking English.

2) The English Teacher

Before the teachers learned more on how to optimize their speaking performance in the classroom through strategic competence used, the teachers should know the students' characteristics first. It was to help the teacher in deciding the best strategies should be used for their students.

3) The Other Researcher

For further study of strategic competence analysis, the other researchers should analyze the English teachers at different grade of school in a country which did not have English as their first language. It was because the students' characteristics influenced the strategic competence used by the teachers.

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Appendix 1

Letter from School



PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 29 SEMARANG
Jl. Kedungmundu ,Telp/Fax. (024) 6719112 Semarang

SURAT KETERANGAN

Nomor : 420 / 345 /2016

Yang bertanda tangan dibawah ini :

Nama : **Drs. Al Bektu Wisnu Tomo, MM**
NIP : 19610517 198603 1 011
Pangkat/Gol. Ruang : Pembina, IV/a
Jabatan : Kepala SMP Negeri 29 Semarang

Menerangkan bahwa :

Nama : **AMELIA KARTIKAWATI**
NIM : F2B012002
Fak./ Program Studi : S1 / Pendidikan Bahasa Inggris
Perguruan Tinggi : UNIMUS SEMARANG

Yang bersangkutan telah melaksanakan penelitian di SMP Negeri 29 Semarang.

Dengan Judul "*An Analysis of Strategic Competence of English Junior High School Teachers*" dari tanggal 11 s.d 22 Agustus 2016.

Demikian surat keterangan ini kami buat dan kepada yang berkepentingan mohon untuk dapat dipergunakan sebagaimana mestinya.

Semarang, 3 September 2016

Kepala Sekolah,



Drs. Al Bektu Wisnu Tomo, MM
NIP 19610517 198603 1 011

Appendix 2

Strategic Competence Analysis Sheet

No.	English Teachers' Name	Class	Types of Strategies								
			A	WC	C	LT	LS	AA	M	TA	MA
1.	<i>Teacher 1</i>	VII A									
		VII B									
		VII C									
		VII D									
		VII E									
		VII F									
Frequency 1 (F1)											
2.	<i>Teacher 2</i>	VII G									
Frequency 2 (F2)											
3.	<i>Teacher 3</i>	VII H									
Frequency 3 (F3)											
Total Frequencies											

Explanation:

- A = Approximation
- WC = Word Coinage
- C = Circumlocution
- LT = Literal Translation
- LS = Language Switch
- AA = Appeal for Assistance
- M = Mime
- TA = Topic avoidance
- MA = Message Abandonment

Appendix 3

Classroom Situation Effectiveness Analysis Sheet

No.			Total Classrooms: 8				Total Teachers: 3			
	Teachers									
	Class									
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J
	Student Talk		T-R	T-I						
			S-C							
Notes										

Explanation:

- A-F = Accept Feeling
- P-E = Praises or Encourages
- I-S = Accepts or Uses Idea of Students
- A-Q = Ask Questions
- L = Lecturing
- G-D = Giving Direction
- C-J = Criticizing or Justifying Authority
- T-R = Students Talk-Response
- T-I = Students Talk Initiation
- S-C = Silence or Confusion

Appendix 4

Classroom Observation Checklist

Name : **Date** :
Class : **Observed Time** :
Observer : **Department** :

	Yes	No
Class Structure		
Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>

Notes

Methods

Provides well-designed materials	<input type="checkbox"/>	<input type="checkbox"/>
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	<input type="checkbox"/>	<input type="checkbox"/>
Invites class discussion	<input type="checkbox"/>	<input type="checkbox"/>
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)	<input type="checkbox"/>	<input type="checkbox"/>
Delivers well-planned lecture	<input type="checkbox"/>	<input type="checkbox"/>

Notes

Teacher-Student Interaction

Solicits student input	<input type="checkbox"/>	<input type="checkbox"/>
Involves a variety of students	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>

Notes

Content

Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input type="checkbox"/>
Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>
Relates concepts to students' experience	<input type="checkbox"/>	<input type="checkbox"/>
Selects learning experiences appropriate to level of learning	<input type="checkbox"/>	<input type="checkbox"/>

Notes

(Adopted from www.austincc.edu)

Appendix 5

Teachers' Interview Sheet

Full Name : NIP : Place and Date of Birth : Academic Title/Year : Faculty, Institution :	
No.	List of Questions
1.	How long have you been teaching English to the seventh graders of SMP N 29 Semarang?
2.	In Strategic Competence, there are 9 (nine) communication strategies (approximation, word coinage, circumlocution, literal translation, language switch, appeal for assistance, mime, topic avoidance, message abandonment). Which strategy do you use very often while teaching English to the seventh graders?
3.	In your opinion, how is the students' interest in the English subject at classroom?
4.	In your opinion, how is the English ability of the students until now?
5.	How often do you give homework for the students?
6.	What difficulties do you face in teaching English for seventh graders?
7.	How do you overcome the difficulties?
8.	What sources do you use in delivering the English learning material to the seventh graders?
9.	What are your goals for the students after they join your English class?
10.	How do you measure that a student is defined as the student who has reached your goal?

Appendix 6

Students' Questionnaire Sheet

No.	Questions
1.	<p>Are you interested to the English learning material whom your teacher has given to you?</p> <p>a. If Yes, what is your most favorite English learning material which has given by your teacher? <u>Answer:</u></p> <p>b. If No, why do not you like the English learning material which has given by your teacher? <u>Answer:</u></p>
2.	<p>Do you understand the English learning material that is your teacher teaching in the classroom?</p> <p>a. If Yes, how does your teacher teach? Does she/he always use (1) only Indonesian or (2) only in English or (3) English and Indonesian balancelly? Please choose one of them and explain. <u>Answer:</u></p> <p>b. If No, will you ask a question to your teacher if there is an explanation you cannot understand? <u>Answer:</u></p>
3.	<p>How often does the English teacher give a homework? What kind of homework did she give? Please explain. <u>Answer:</u></p>
4.	<p>Did you always do the homework given by your English teacher? Please explain the reasons. <u>Answer:</u></p>
5.	<p>Will the teacher give punishment for the students if they do not do the homework? Please explain the example of punishment. <u>Answer:</u></p>
6.	<p>What kind of activity whom the teacher usually used in the English class? (e.g: discussion, work groups, language laboratory, technology, lecturing, etc). Please explain. <u>Answer:</u></p>
7.	<p>In the future, what are your goals after joining the English class? <u>Answer:</u></p>
8.	<p>What are your efforts in reaching the goals? <u>Answer:</u></p>
9.	<p>What is your most favorite teaching way of your English teacher? (e.g: loud voice, good handwriting, giving chance for the students to ask, intelligent, etc) <u>Answer:</u></p>
10.	<p>Do you feel sad when your English teacher cannot come to the class? Please explain the reasons. <u>Answer:</u></p>

The Questionnaire Sheet for Students

No.	Pertanyaan
1.	<p>Apakah kamu tertarik dengan materi pembelajaran bahasa Inggris yang diberikan oleh guru?</p> <p>a. Jika Ya, apa yang kamu suka dari materi bahasa Inggris yang diberikan oleh guru? Jawab: materi yang saya suka adalah tentang salam dan menyapa</p> <p>b. Jika Tidak, mengapa kamu tidak suka dengan materi bahasa Inggris yang diberikan guru? Jawab:</p>
2.	<p>Apakah penjelasan dari guru bisa kamu mengerti dengan baik?</p> <p>a. Jika Ya, bagaimana cara guru menjelaskan materi? Apakah menggunakan (1) bahasa Indonesia saja atau (2) bahasa Inggris saja atau (3) bahasa Inggris dan bahasa Indonesia secara seimbang? Pilih satu dan jelaskan. Jawab: c. 3) karena murid bisa mengerti yang di jelaskan dan tidak bingung</p> <p>b. Jika Tidak, apakah kamu mengajukan pertanyaan pada guru ketika ada penjelasan yang tidak kamu mengerti? Jawab:</p>
3.	<p>Apakah guru sering memberikan tugas rumah pada siswa? Jelaskan contoh tugasnya. Jawab: ya, seperti bagaimana cara nya mengapa yg benar dll</p>
4.	<p>Apakah kamu selalu mengerjakan tugas rumah yang diberikan oleh guru? Jelaskan alasannya. Jawab: ya, karena Pt itu dapat menambah phtoran kita dan daya ingat kita</p>
5.	<p>Apakah guru akan memberi hukuman ketika siswa melakukan kesalahan? Jelaskan contoh hukumannya. Jawab: tidak, jika siswa melakukan kesalahan maka guru akan mengingatkan</p>
6.	<p>Aktivitas belajar apa saja yang guru gunakan dalam proses pembelajaran bahasa Inggris di kelas kamu? (contoh: diskusi, kerja kelompok, laboratorium bahasa, teknologi, ceramah, dll) Jelaskan. Jawab: diskusi dan kerja kelompok karena dengan bekerja seperti itu kita bisa belajar berkelompok dan menguraikan pertanyaan / ucapan / Perilaku</p>
7.	<p>Apa harapan kamu setelah mengikuti pelajaran bahasa Inggris di kelas? Jawab: Agar nilai bahasa Inggris pd saat ulangan bagus</p>
8.	<p>Bagaimana usaha kamu untuk mencapai harapan-harapan tersebut? Jawab: belajar</p>
9.	<p>Apa yang paling kamu suka dari cara mengajar guru bahasa Inggrismu? (contoh: suaranya keras, tulisannya bagus, memberi kesempatan siswa untuk bertanya, cerdas, dll) Jawab: suaranya keras, tulisannya bagus, cerdas, dan memberi kesempatan untuk bertanya</p>
10.	<p>Apakah kamu merasa sedih ketika guru tidak datang? Jelaskan alasannya. Jawab: ya, karena kelas mengajar tidak terkendali dan ramai</p>

The Questionnaire Sheet for Students

No.	Pertanyaan
1.	Apakah kamu tertarik dengan materi pembelajaran bahasa Inggris yang diberikan oleh guru? a. Jika Ya, apa yang kamu suka dari materi bahasa Inggris yang diberikan oleh guru? Jawab: <u>Karena kalau guru Bhs Inggris itu mengajarnya dgn tenang dan ceria jadi siswa yg mendengarkannya jadi konsentrasi</u> b. Jika Tidak, mengapa kamu tidak suka dengan materi bahasa Inggris yang diberikan guru? Jawab:
2.	Apakah penjelasan dari guru bisa kamu mengerti dengan baik? a. Jika Ya, bagaimana cara guru menjelaskan materi? Apakah menggunakan (1) bahasa Indonesia saja atau (2) bahasa Inggris saja atau (3) bahasa Inggris dan bahasa Indonesia secara seimbang? Pilih satu dan jelaskan. Jawab: <u>nomor 3, karena guru Bhs Inggris sering menggunakan Bahasa Indonesia ketika menjelaskan</u> b. Jika Tidak, apakah kamu mengajukan pertanyaan pada guru ketika ada penjelasan yang tidak kamu mengerti? Jawab:
3.	Apakah guru sering memberikan tugas rumah pada siswa? Jelaskan contoh tugasnya. Jawab: <u>Ya, tugasnya adalah setiap ada pelajaran Bhs Inggris selalu mengerjakan buku ticket</u>
4.	Apakah kamu selalu mengerjakan tugas rumah yang diberikan oleh guru? Jelaskan alasannya. Jawab: <u>Ya, karena itu adalah tugas rumah yg harus dilakukan</u>
5.	Apakah guru akan memberi hukuman ketika siswa melakukan kesalahan? Jelaskan contoh hukumannya. Jawab: <u>Tidak, dia cuman membilangkan saja tetapi tidak dimarahin/ memberi hukuman</u>
6.	Aktivitas belajar apa saja yang guru gunakan dalam proses pembelajaran bahasa Inggris di kelas kamu? (contoh: diskusi, kerja kelompok, laboratorium bahasa, teknologi, ceramah, dll) Jelaskan. Jawab: <u>teknologi ceramah, karena guru Bhs Inggris sering menerangkan</u>
7.	Apa harapan kamu setelah mengikuti pelajaran bahasa Inggris di kelas? Jawab: <u>Ingin nya tuh kalau ujian bisa mengerjakan nya bahasa Inggris, tuh harapan saya</u>
8.	Bagaimana usaha kamu untuk mencapai harapan-harapan tersebut? Jawab: <u>Belajar yg rajin supaya mendapat nilai yg baik</u>
9.	Apa yang paling kamu suka dari cara mengajar guru bahasa Inggrismu? (contoh: suaranya keras, tulisannya bagus, memberi kesempatan siswa untuk bertanya, cerdas, dll) Jawab: <u>tulisannya bagus, dan memberi kesempatan siswa untuk bertanya dan juga cerdas</u>
10.	Apakah kamu merasa sedih ketika guru tidak datang? Jelaskan alasannya. Jawab: <u>Ya, karena itu guru bahasa Inggris itu baik dan ceria</u>

Appendix 7

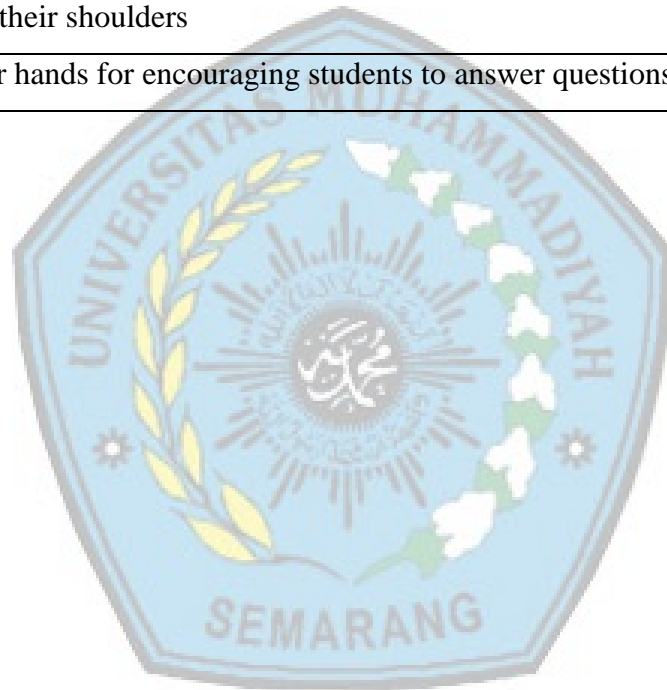
LIST OF STRATEGY APPLICATION IN CLASSROOM

1. Literal Translation (LT) Strategy

No.	Teachers' Application in Classroom
1.	Do you have a homework? <i>Apa ada PR?</i>
2.	Who is absent today? <i>Siapa yang tidak masuk?</i>
3.	Please, open the door. <i>Buka pintunya.</i>
4.	Who can answer the question? <i>Siapa yang bisa jawab.</i>
5.	Open your book on page dua belas. <i>Buka bukumu halaman dua belas.</i>
6.	What are you doing there? <i>Kamu lagi ngapain di sana?</i>
7.	Please describe your friend in an adjective word. <i>Coba deskripsikan temanmu dalam satu kata sifat.</i>
8.	Good morning. <i>Selamat pagi.</i>
9.	Don't forget to submit your Buku Tiket tomorrow. <i>Jangan lupa Buku Tiket-nya dikumpulkan besok.</i>
10.	Please make a group of four students. <i>Buat grup bersama teman, masing-masing grup isinya empat orang.</i>
11.	What will we learn? <i>Kita akan belajar apa?</i>
12.	Anyone knows who is this? <i>Ada yang tahu?</i>
13.	Why this answer is wrong? <i>Kenapa ini salah?</i>
14.	Do you know the answer? <i>Ada yang tahu jawabannya apa?</i>
15.	How many students did not come today? <i>Berapa orang yang tidak masuk hari ini?</i>

2. Mime (M) Strategy

No.	Teachers' Application in Classroom
1.	Gave applauses for students
2.	Pointed the students for answering their questions
3.	Applauded when sang the song
4.	Nodded their heads
5.	Shrugged their shoulders
6.	Raise their hands for encouraging students to answer questions



3. Language Switch (LS) Strategy

No.	Teachers' Application in Classroom
1.	Please make a sentence consists of <i>kata sifat</i> .
2.	<i>Kalau ada yang bingung</i> , you can ask me.
3.	You want more videos <i>yang seperti tadi</i> ?
4.	Please read your book on page <i>seven</i> .
5.	How do you feel after joining the competition? <i>Kamu senang nggak?</i>
6.	Let's sing <i>sambil tepuk tangan</i> .
7.	<i>Ayo</i> , shake your heads.
8.	<i>Tolong ambilkan charger saya di meja guru</i> .
9.	<i>Bahasa Indonesia-nya cute itu apa, ya?</i>
10.	How many students did not come today?

4. Appeal for Assistance (AA) Strategy

No.	Teachers' Application in Classroom
1.	Could you please close the door?
2.	Help me to complete these sentences.
3.	Please turn on the LCD.
4.	<i>Tolong ambulkan charger saya di meja guru.</i>
5.	<i>Bahasa Indonesia-nya cute itu apa, ya?</i>
6.	Who is absent today?
7.	Who can help me to answer the question?
8.	<i>Sebelum pelajaran dimulai, semua sampah harap dibuang ke tempatnya dulu.</i>
9.	<i>Kapan kita meminta maaf pada orang lain?</i>
10.	Please submit your paper in front of the class.

Appendix 8

Data Result of Strategies Used by the Teachers

No.	English Teachers' Name	Class	Types of Strategies								
			A	WC	C	LT	LS	AA	M	TA	MA
1.	Teacher 1	VII A				√		√	√		
		VII B			√	√	√		√		
		VII C				√	√	√	√		
		VII D				√		√	√		
		VII E				√	√	√	√		
		VII F				√	√		√	√	√
Frequency 1 (F1)			0	0	1	6	4	4	6	1	1
2.	Teacher 2	VII G			√	√	√	√	√		
Frequency 2 (F2)			0	0	1	1	1	1	1	0	0
3.	Teacher 3	VII H	√	√	√	√	√	√	√		
Frequency 3 (F3)			1	1	1	1	1	1	1	0	0
Total Frequencies		36	1	1	3	8	7	6	8	1	1

Appendix 9

Data Result of Flanders' Category Used

No.			Total Classrooms: 8				Total Teachers: 3			
1.	Teacher 1	Widayati, S.Pd								
	Class	VII A								
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J
				√		√		√	√	
	Student Talk		T-R	T-I						
			√	√						
		S-C								
		√								
Notes	The students were reading the materials on the text book while the teacher was walking around the classroom.									
No.			Total Classrooms: 8				Total Teachers: 3			
2.	Teacher 1	Widayati, S.Pd								
	Class	VII B								
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J
			√		√	√		√	√	
	Student Talk		T-R	T-I						
			√	√						
		S-C								
		√								
Notes	The students were asked to read the materials in the text book before the lesson began.									
No.			Total Classrooms: 8				Total Teachers: 3			
3.	Teacher 1	Widayati, S.Pd								
	Class	VII C								
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J
				√	√	√		√	√	
	Student Talk		T-R	T-I						
			√	√						
		S-C								
		√								
Notes	The students were asked to read the materials on the text book, some of them opened dictionary without being asked by the teacher.									
No.			Total Classrooms: 8				Total Teachers: 3			
4.	Teacher 1	Widayati, S.Pd								
	Class	VII D								
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J
			√	√	√	√			√	
	Student Talk		T-R	T-I						
			√	√						
		S-C								
		√								
Notes										

	When the students wrote sentences on the whiteboard one by one, the teacher checked quietly.										
No.						Total Classrooms: 8			Total Teachers: 3		
5.	Teacher 1	Widayati, S.Pd									
	Class	VII E									
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J	
				√	√	√		√	√		
	Student Talk		T-R	T-I							
			√	√							
		S-C									
		√									
Notes	The students wrote down the materials which the teacher wrote on the whiteboard.										
No.						Total Classrooms: 8			Total Teachers: 3		
6.	Teacher 1	Widayati, S.Pd									
	Class	VII F									
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J	
			√	√	√	√		√	√		
	Student Talk		T-R	T-I							
			√	√							
		S-C									
		√									
Notes	The students did the tasks in a small group consist of 4 students each group, while the teacher was walking around for checking their works.										
No.						Total Classrooms: 8			Total Teachers: 3		
7.	Teacher 2	Dwi Astuti, S.Pd									
	Class	VII G									
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J	
			√	√	√	√			√	√	
	Student Talk		T-R	T-I							
			√	√							
		S-C									
		√									
Notes	The teacher gave time students to read the material on the text book and interact to friends. Let the class be relax, but directed well by the teacher.										
No.						Total Classrooms: 8			Total Teachers: 3		
8.	Teacher 3	Sutrisno, S.Pd									
	Class	VII H									
Flanders Interaction Categories	Teacher Talk	Direct Influence	A-F	P-E	I-S	A-Q	Indirect Influence	L	G-D	C-J	
			√		√	√		√	√	√	
	Student Talk		T-R	T-I							
			√	√							
		S-C									
		√									
Notes	The students were doing quiz from the teacher, watching English video about months, years and numbers, and writing down the materials on the whiteboard.										

Appendix 10

DOCUMENTATION








Appendix 11

AUTOBIOGRAPHY

PERSONAL DATA		
	Full Name	Amelia Kartikawati
	Place, Date of Birth	Semarang, 16th July 1993
	Gender	Female
	Religion	Moslem
	Nationality	Indonesian
	Address	Bawu RT. 025/RW. 005. Batealit, Jepara, Central Java-Indonesia
	E-mail	amelia_kartikawati@yahoo.com
	Hobbies	Writing, reading, observing

FORMAL EDUCATION					
Year		Name of Institution	Location	Faculty/Majoring	Result
In	Out				
2012	2016	University of Muhammadiyah Semarang (UNIMUS)	Semarang	Foreign Language and Culture/English Education	Graduated
2008	2011	SMA N 1 Tahunan	Jepara	Natural Sciences	Graduated
2005	2008	SMP N 2 Jepara	Jepara	-	Graduated
1999	2005	SD N Panggang 04	Jepara	-	Graduated
ACHIEVEMENTS					
Year	Achievement				
2016	Delegated as N1 Adjudicator to NUDC (National University Debating Championship) for <i>Kopertis</i> Region VI Central Java				
2016	The first winner of Poem Writing Competition in <i>Pekan Seni Mahasiswa UNIMUS</i>				
2015	The second winner of MAWAPRES (<i>Mahasiswa Berprestasi</i>) in UNIMUS				

2015	The first winner of UEDC (UNIMUS English Debating Championship)
2015	Delegated as N1 Adjudicator to NUDC (National University Debating Championship) for <i>Kopertis</i> Region VI Central Java
2014	The second winner of MAWAPRES (<i>Mahasiswa Berprestasi</i>) in UNIMUS
2014	The first winner of UEDC (UNIMUS English Debating Championship)
2014	Delegated as Poet to PEKSIMIDA (<i>Pekan Seni Mahasiswa Daerah</i>) Central Java
2013	The first winner of UEDC (UNIMUS English Debating Championship)
2013	Delegated as Debater to NUDC (National University Debating Championship) for <i>Kopertis</i> Region VI Central Java
2009	The third winner of English Debate Competition for Senior High School in Jepara, Central Java

BOOKS

Year	Title	Publisher
2015	Sapphirium, I'm in Love	Grasindo, Jakarta
2014	Love Splash	Noura Books, Jakarta
2014	Cat Me If You Can	Noura Books, Jakarta
2013	Promise You	Noura Books, Jakarta
2012	My Everlasting Actor	Diva Press, Yogyakarta
2012	A Real Chef Is A Real Hard Worker	Diva Press, Yogyakarta

RESEARCH OUTLINE

2015	Kartikawati, Amelia. 2015. Teacher's Strategic Competence Use in Vocabulary Teaching through English Jokes at Seven Graders. 4th ELTLT (English Language Teaching, Literature, and Translation) International Conference 2015. ISBN 978-602-73769-1-5.
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