

**AN ANALYSIS OF STUDENTS' KNOWLEDGE-BASED
CONSTRUCTIVISM IN USING ENGLISH EXPRESSION AT
SMAN 1 SOPPENG**

THESIS



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ABSTRACT

Suci Ramadani, 2024. An Analysis of Students' Knowledge Based Constructivism in Using English Expression At SMAN 1 Soppeng, under the thesis of English Education Department Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nunung Anugrawati and Ardiana.

This research aimed to describe the English expressions committed by the students in classroom interaction at SMAN 1 Soppeng. The method used in this research was basic qualitative research. The data were collected through observation field note and interview. The subjects were the students of XI.1 class at SMAN 1 Soppeng. The objectives of this research were to find out the types of English expressions produced by students interaction and the strategies used by students in learning the English expression.

The findings revealed that both of the teacher and the students express some types of the English expression. The most frequently used or the dominant type was expression of thanks. Helping others and closing the presentation made students express their gratitude. The second and third most frequently used were expression of greeting and expression of asking and offering. Greeting teachers and friends was commonly prevalent in the class. In addition, most of students were learning the English expressions by watching movies, watching videos, interacting with people through social media, playing games, practicing with family and practicing with classmates and teachers.

Keywords: Knowledge-Based Constructivism, English Expressions, Students' Activeness

ABSTRAK

Suci Ramadani, 2024. Analisis Konstruktivisme Berbasis Pengetahuan Siswa dalam Menggunakan Ekspresi Bahasa Inggris Di SMAN 1 Soppeng, skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Nunung Anugrawati dan Ardiana.

Penelitian ini bertujuan untuk mendeskripsikan ekspresi bahasa Inggris yang diungkapkan oleh siswa dalam berinteraksi didalam kelas di SMAN 1 Soppeng. Metode yang digunakan dalam penelitian ini adalah penelitian kualitatif dasar. Pengumpulan data dilakukan melalui observasi dan wawancara. Subyek penelitian ini adalah siswa kelas XI.1 SMAN 1 Soppeng. Tujuan dari penelitian ini adalah untuk mengetahui jenis ekspresi bahasa Inggris yang sering diucapkan oleh siswa dalam berinteraksi dan strategi yang digunakan siswa dalam mempelajari ekspresi bahasa Inggris.

Berdasarkan hasil temuan peneliti mengungkapkan bahwa baik guru maupun siswa mengekspresikan beberapa jenis ekspresi bahasa Inggris. Ekspresi yang paling sering digunakan atau dominan adalah ungkapan terima kasih. Membantu orang lain dan menutup presentasi membuat siswa mengungkapkan rasa terima kasihnya. Ekspresi kedua dan ketiga yang paling banyak digunakan adalah ekspresi salam dan ekspresi meminta dan menawarkan. Ucapan salam kepada guru dan teman merupakan hal yang lumrah di kelas. Selain itu, sebagian besar siswa mempelajari ekspresi bahasa Inggris dengan menonton film, menonton video, berinteraksi dengan orang-orang melalui media sosial, bermain game, berlatih bersama keluarga, dan berlatih bersama teman sekelas dan guru.

Kata Kunci: Konstruktivisme Berbasis Pengetahuan, Ekspresi Bahasa Inggris, Keaktifan Siswa

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CHAPTER I

INTRODUCTION

A. Background of the Research

In this modern educational era, there have been many methods or strategies in learning language especially English language. Some of them either use in play ground, elementary, junior high school, senior high school, also in college students. Students knowledge-based constructivism is the method that emphasize the students to create and use their critical thinking for improving their ability because the students asked to be more active in the class. Not only from teacher to students, but also from students to the teacher or lecturer and from students to students. Constructivism is how the students construct the new knowledge based on their ideas or from their personal experiences.

In recent years, constructivism has emerged as the dominant paradigm in education and has made a major intellectual impact on pedagogical development in Indonesia. (Suhendi, Purwarno and Chairani, 2021). Similar to Demirkol (2021) students are the centre of constructivist learning theory. Within the years of adopting and interiorising the theory, teachers has needed to formulate new teaching ways suitable to constructivism mode and eligible for the teachers have needed to formulate new teaching ways suitable to constructivism mode and eligible for the 21st century (Orak and Al-Khresheh, 2021).

Constructivism can be defined as a style of teaching that prioritizes the student as an agent of knowledge acquisition and understanding (Mohammed, Husam and Kinyo, 2020).

The theory that interoret about constructivism and some researcher use it is from Vygotsky's theory. In Vygotsky's constructivist theory of learning, learners actively construct their own understanding of the world through their interactions with others. This social interaction is essential to cognitive development, as it allows learners to internalize new ideas and concepts (Lane, 2022).

From the researchers personal experiences from interviewing the students, it is found that the students have abilities to constractive the studies. The students created the new concept which was not explained by the teacher. The researcher will conduct this research in SMAN 1 SOPPENG especially in XI.1 class because that class has applied the criteria of constructivist classroom during the learning process. It is found when the researcher did an interview the English teacher of that class and did pra observation.

In addition, most of material that the students discharge was English expression, therefor the researcher want to investigate the students knowledge based constructivism in using English expression. According to Supardi (2019), constructivim learning is a material or solution that is compiled from within a person (Gusmania and Amelia, 2019). Adyna (2019) added that constructivism is an approach to teaching and learning based on the premise that cognition (learning) is the result of "mental construction". In other words,

students learn by fitting new information together with what they already know (Anastasha and Movitaria, 2019). According to Muslikh (2022), constructivism is a learning theory about knowledge that outcomes from human construction (Fatimah, 2022). In other words, constructivism has concept which builds the understanding of new information. It suggests that individuals construct knowledge based on their experiences and existing mental frameworks rather than passively receiving it.

English expression with constructivism theory is the subject that the researcher interested to research because when the researcher did teaching training program, the researcher often listened the students express the daily expression incorrectly. For example expression of thanksgiving, student said “thanks you so much”. And also expression of apologize, student said I am so sorry”. Those are expression that the students convey by themselves.

English expression is a phrase or a group of words that express the particular meaning. In everyday discourse, ideal language users use various linguistic forms, phrases, and expressions according to their levels (beginner, intermediate, advanced) and the situation in which they build their discourse. In their speaking style or skill, language users give distinct attempts to sound like native (Barjes and Ghanim, 2022).

According to Wayan (2021), there are ten kinds of English expression, those are English expression for greeting, English expression for apologizing, English expression for giving information, English expression for requesting, English expression for offering things, English expression for giving

suggestion, English expression for inviting, English expression for giving price, English expression for saying goodbye, and English expression for thanking (Tours and Staff, 2022).

Based on the above explanation, the researcher intends to conduct a research about students knowledge based constructivism in using English expressions.

B. Problem Statement

There are various ways to formulate the issues that the researcher encountered in light of the background information provided above. In this work, the problem is thus formulated as follows:

1. What kind of English expression do the students frequently use in their classroom interaction?
2. What strategies do the students use in learning English expression based on their knowledge-based constructivism?

C. Objective of the Research

The answers to the questions raised in the aforementioned problem statements are what this research's aims are:

1. To find out the English expression that the students frequently use in their classroom interaction.
2. To know the strategies of the students in learning English expressions based on constructivism theory.

D. Significance of the Research

From the result of this study, the researcher expects to provide benefits as follow:

1. For academic and educational institution, it is expected that the findings of this research can provide information about knowledge-based constructivism, especially about English expression interaction between the teacher and the students.
2. For researchers, it is expected that the findings of this research can provide the knowledge when using this topic. The researcher hopes that this research will give a proof and support the next study that discussed about students knowledge-based constructivism.
3. For lecturers, it is expected that the findings of this research can help the lecturers to reflect their communication in class so that they will have more meaningful conversation with the students. It can also give a knowledge to them about expression in English in the classroom interaction.
4. For students, it is expected that the findings of this study will help them in developing their knowledge about English expression, especially in teacher-students interaction.

E. Scope of the Research

To avoid ambiguity and over expansive examination, the researcher will limit the focus on few points of discussion. In this research, the researcher focuses on investigating the constructivism theory in learning English expression. This research focuses on finding the types of English expression is constructed by the students interaction.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

There are some studies about constructivism and English expression, the first is from Chaerani (2021) who conducted a research about constructivism-based teaching and learning in Indonesian education. In this study, the researcher found that education with a constructivism approach enables students to reach their full potential, because students gain hands-on experience in learning, so that cognitive development can be built by directly involving students to build their own knowledge and understanding from their experiences. In general, the concept of constructivism is divided into two, namely individual cognitive constructivist and sociocultural constructivist, these two aspects are both studying individual learning process that are based on the processor individual cognitive formation it self and also cognitive formation that is influenced by the social environment (Purwarno and Chairani, 2021).

Gao (2021) conducted a research about vocabulary teaching mode based on the theory of constructivism". In this study, the researcher found that on the one hand, this model makes teachers and students notice the existence of parameter factors. In the construction of vocabulary semantics, learners can rely on multiple parameter factors to distinguish unknown word and complete the process of vocabulary learning. On the other hand, the establishment of schemas connects the same category

with related word in English. When students see a word, they can think of a series of characters, which not only enlarges the vocabulary, but also makes it difficult to forget. This teaching mode can make the teaching and learning of English vocabulary not monotonous and arduous. In addition to using schemas to construct semantic maps of vocabulary, teachers can also instruct students to use this strategy for English listening, oral teaching, etc (Gao, 2021).

The next is about English expressions. Muzayyanah (2023) has conducted a research about implementation students' speaking skill on daily expression. After analysing the data from the result of observation and the interview with the English teacher and students at the second year of *PK* class MA Miftahul Huda, Rawalo, Banyumas. The result is the students used English expressions in their daily. The students also sent a message to the teacher use the English language. However, sometimes the students still used mix language when they felt confused to found the vocabulary. The drawback of students' speaking skills in daily expressions included linguistic problems and psychological problems. For the linguistic problem, the students' problem in speaking was their pronunciation. The students used the wrong pronunciation when speak English. Because of this problem, the students got an impact on their psychological that was felt not too confident and felt hard to express their ideas, because worried to make mistakes and got bad comments (Wahidmurni, 2017).

The next previous related studies is from Jusnidar (2021) who conducted a researched about using outdoor learning technique in increasing students' English expression skill. The result of this study is the students in experimental class of the research showed that the students' English expression skill was still low. It was approved by the result of the pre-test that there were none got excellent classified in English expression (Naro and Tekeng, 2021).

The last is from Wayan (2021) who did a research about English expression used in handling complains email in Baliku tours and travel staff in Bali, and the result is there were some English expression was used by the staff. Those were expression for greeting, expression for apologizing, expression for giving information, expression for requesting, expression for offering things, expression for giving suggestion, expression for inviting, expression for giving price, expression for saying goodbye, and expression for thanking (Tours and Staff, 2022).

After analysing the previous related study above, the researcher seems the similarity from this research is how the constructivism theory enhance the students improvement in learning English, while the gap from this research is how the corelation between constructivism and English expression in students daily life. Also most of the researcher before did their research about idiomatic expressions but in this study the researcher will research about students daily expressions.

B. Concept of Constructivism

Constructivism learning, according to Supardi (2019), is information or a solution assembled from within an individual (Lumbanturian, 2021). According to Ridwan in (Siti Fatimah, 2022), there are five learning models are used to apply constructivism as a learning theory to students:

- a) Group Study
- b) Inquiry Training
- c) Reasoning and Problem-Solving
- d) Conceptual Learning
- e) Problem-Based Instruction

Based on the statements above, it can conclude that constructivism learning approach students facilities to build their new knowledge.

1. Definition of Constructivism

Brau, (2020) stated that constructivism is a learning theory which affirms that knowledge is best gained through a process of action, reflection and construction. The constructivist framework relies on the learners to be in control of their own acquisition of knowledge and encourages the instructor to serve as a facilitator.

Constructivism is a learning theory that emphasizes the active role of learners in building their understanding of new information. It suggests that individuals construct knowledge based on their experiences and existing mental frameworks rather than passively receiving it.

In a constructivist approach to education, students actively engage in the learning process by constructing knowledge through personal experiences, interactions, and reflection. Instead of simply receiving information, students are encouraged to explore, question, and connect new ideas with their existing understanding. This approach promotes critical thinking, problem-solving skills, and a deeper understanding of the subject matter. It empowers student to take ownership of their learning and fosters a more meaningful and enduring grasp of concepts.

Constructivism is the theory that says learners construct knowledge rather than just passively take in information. As people experience the world and reflect upon those experiences, they build their own representations and incorporate new information into their pre-existing knowledge.

2. Constructivist Learning Design

According to Kumar (2019), constructivism is a paradigm that hypothesizes learning as an active, contextualized, or constructive process. Constructivism is a reaction to teaching approaches such as behaviorism and programmed instruction. The learner acts as an information constructor. Learners construct knowledge based on their personal experiences and hypotheses of the environment. Learners actively construct or create their own subjective or objective reality (Shah, 2019).

3. Consequence of Constructivism

Consequences of constructivist theory are those:

- a. Students learn best when engaged in learning experiences rather passively receiving information.
 - b. Learning is inherently a social process because it is embedded within a social context as students and teachers work together to build knowledge.
 - c. Because knowledge cannot be directly imparted to students, the goal of teaching is to provide experiences that facilitate the construction of knowledge.
 - d. Worth repeating. A traditional approach to teaching focuses on delivering information to students, yet constructivism argues that you cannot directly impart this information. Only an experience can facilitate students to construct their own knowledge. Therefore, the goal of teaching is to design these experiences (Buffalo, 2023).
4. The Differences between Traditional Classroom and Constructivist Classroom

Traditional Classroom	Constructivist Classroom
Curriculum begins with the parts of the whole. Emphasizes basic skills.	Curriculum emphasizes big concepts, beginning with the whole and expanding to include the parts.
Strict adherence to fixed curriculum is highly valued.	Pursuit of student questions and interests is valued.
Materials are primarily textbooks and workbooks.	Materials include primary sources of material and manipulative

	materials.
Learning is based on repetition.	Learning is interactive, building on what the student already knows.
Teachers disseminate information to students. Students are recipients of knowledge.	Teachers have a dialogue with students, helping students construct their own knowledge.
Teacher's role is directive, rooted in authority.	Teacher's role is interactive, rooted in negotiation.
Assessment is through testing and correct answers.	Assessment includes student works, observations and points of view, as well as tests. Process is as important as product.
Knowledge is seen as inert.	Knowledge is seen as dynamic, ever changing with our experiences.
Students work primarily alone.	Students work primarily in groups.

5. Knowledge-Based Constructivism

Knowledge-Based Constructivism emphasizes the importance of students constructing their own knowledge through active involvement in the teaching and learning process. (Aqib, 2019).

a. Characteristic of constructivism:

Construct their own understanding of new experiences based on prior knowledge.

- b. Learning must be packaged into a process of "constructing" rather than receiving knowledge.

Constructivism is a learning theory that suggests learners construct their understanding and knowledge of the world through experiences and reflections on those experiences. In the context of students, it means they actively build their understanding rather than passively receiving information. It emphasizes hands-on experiences, problem-solving, and collaboration to promote deeper learning.

In the context of students, knowledge-based constructivism refers to the idea that students actively construct their understanding of concepts and information by engaging in meaningful experiences, interactions, and reflections. This process involves students making sense of new information by connecting it to their existing knowledge and experiences, rather than simply memorizing facts or receiving information passively.

C. English Expression

1. Definition of English Expression

English expressions are phrases or groups of words that communicate a specific meaning when employed in a specific way (Turito, 2022). An "English expression" typically refers to a phrase, idiom, saying, or a combination of words that conveys a particular meaning in the

English language. Expressions can range from everyday colloquialisms to more formal language. Understanding and using expressions is crucial for effective communication in English, as it adds nuance and richness to language. While expression is the process of making known one's thoughts or feelings.

2. Kinds of English expression

a. Expression of Introduction

This expression is used to convey introductions to new people.

Example:

Let me introduce my self, my name is Suci Ramadani.

Allow me introduce my mom to you.

I'd like to introduce myself

b. Expression of Greeting

This expression is used to convey introductions to new people.

Example:

Let me introduce my self, my name is Suci Ramadani.

Allow me introduce my mom to you.

I'd like to introduce myself Expression of Gratitude

c. Expression of gratitude

Expression of gratitude is an expression used to show appreciation.

Example:

Congratulation for your graduation.

Happy birthday Dona!

Have a nice day honey

d. Expression of Apology

The expression apology is used to show an expression of forgiveness.

Example:

I am sorry for my attitude

Please, forgive me

I hope she forgive me

e. Expression of Ability and Disability

Example:

Yes, I can come to your house.

No, I can not move here.

Yes, I can.

f. Expression of Certainty and Uncertainty

Used to express certainty and uncertainty.

Example:

I am sure I can do that.

I doubt you.

She doesn't know about that story.

g. Expression of Agreement and Disagreement

Example:

I don't think so.

You are right.

I absolutely agree about your reason.

h. Expression of Like and Dislike

Example:

I Like this song.

She doesn't like this food.

They like me.

i. Expression of Opinion

Example:

I think she is beautiful.

Let's talk about this story.

Please give me suggestion.

j. Expression of Asking and Offering

Example:

May I borrow your handphone?

Will you call me?

No smoking in this room!

k. Expression of Warning

Example:

Be careful with this animal.

Watch out!

l. Expression of Preference

Example:

Used to express likes and dislikes in English.

Example:

I like thos music better than that music.

I prefer drinking a cup of coffee to a cup of a tea.

m. Expression of Giving Information

Example:

Can/could you tell me.....?

I am pleased to inform you.....

Do you know about.....?

I wish to provide you with.....

n. Expression of Requesting

Example:

Could you please turn off the lamp?

Would it be possible for you to take notes?

I'd appreciate it if you could answer the question.

Could you be quiet, please?

o. Expression of Giving suggestion

Example:

Do you have any suggestions?

What do you think I should do?

Can you give me any suggestions?

What is your advice?

Please tell me what to do

p. Expression of Inviting

Example:

Would you like to come with me?

Why don't we go together?

Wanna grab some coffee with me?

I'll be so happy if you come with me to my village

q. Expression of Giving Price

Example:

How much is? / What's the price of this.....?

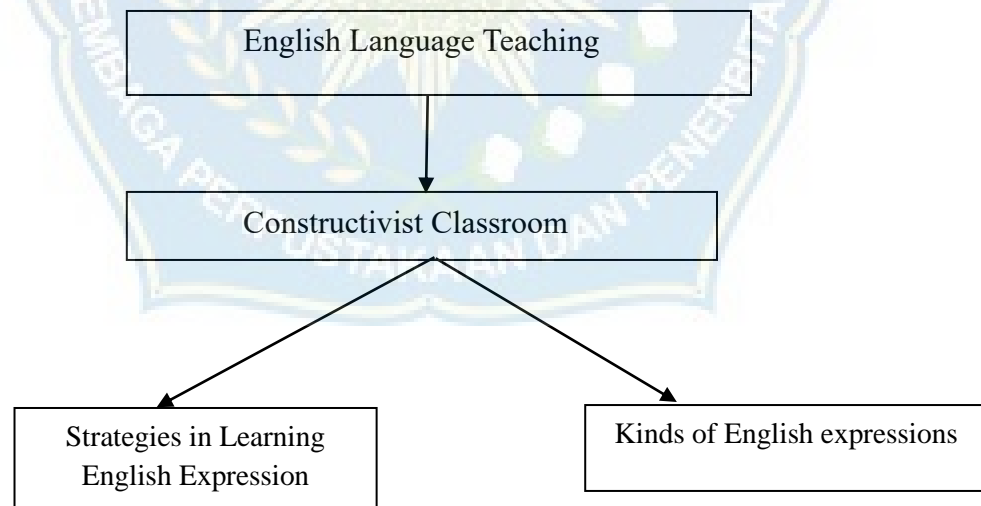
This T-shirt is so pricey!

Is that your final / best offer?

Can you give me a better price on this?

Great, I'll take it.

D. Conceptual Framework



In this research, researcher wants to know the kinds of English expression that the students often use in their daily life. Researcher uses classroom interaction with observe and interview the students by asking about the

English expression in constructivist classroom. Constructivist classrooms focus on student questions and interests, they build on what students already know, they focus on interactive learning and student-centered, teachers have a dialogue with students to help them construct their own knowledge.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study was conducted at SMAN 1 Soppeng. To carry out this study, the researcher used qualitative research with basic qualitative designs. Words included into enlarged text are used in qualitative analysis, according to Miles and Huberman. The goal of qualitative research is to understand a unique and intriguing phenomenon through the gathering, analysis, and interpretation of data (Suhendi, 2021). In this research, the researcher wanted to know the English expressions that the students frequently use in their classroom interactions and the strategies that the students use in learning English expressions based on students knowledge-based constructivism.

B. Research Subject

The subject of the research was XI.1 class of SMAN 1 Soppeng. The researcher choose XI.1 class because that class had applied the criteria of constructivist classroom during the learning process.

C. Research Instrument

In collecting data, the researcher used several instruments, namely observation field notes and interview. A research instrument, according to Sugiyono (2020), is a device used to quantify observed social and natural phenomena. The following tools were employed by the researcher in this study:

1. Observation

Observation is the way to gather data by watching people, events, or noting physical characteristics in their natural setting. In this research, the researcher used observation field note to gather the data. The purpose of this observation was to find out the students' proficiency in express the English expression while they are in the class.

2. Interview

Interview is a structured conversation where one participant asks questions, and the other provides answers. In this research, the researcher prepared ten questions to gather the data. The purpose of this interview is to engage participants in conversation and obtain the data about a students strategies in learning English expression based on constructivism theory.

D. Procedure of Data Collection

Researcher used observation field notes and interview to get more concrete data about students' knowledge-based constructivism method and whether there was an effect on their using English expression.

According to Merriam and Grenier (2019) state that the research question and the data sources that offer the greatest amount of information to address the question dictate the data collection methods. Thus, the researcher gathered information by carrying out the subsequent actions:

1. The researcher came to the school and asked permission to the principal and the English teacher.
2. The researcher explained to the students why the researcher come to that class.
3. The researcher observed the students during learning process in one class while filling out the observation field notes.
4. After the learning process was done, the researcher interviewed the students about the English expression and the strategies based on constructivism theory.
5. Researcher recorded and noted every interactions expressed by students during the interview section.
6. Researcher entered to the class for 3 times.

E. Data Analysis

Researchers used qualitative data based on Miles and Huberman's (2019) theory, which consists of three stages: data reduction, data display, and drawing conclusions/verification, in order to analyze the data from classroom observation and interview.

1. Data Reduction

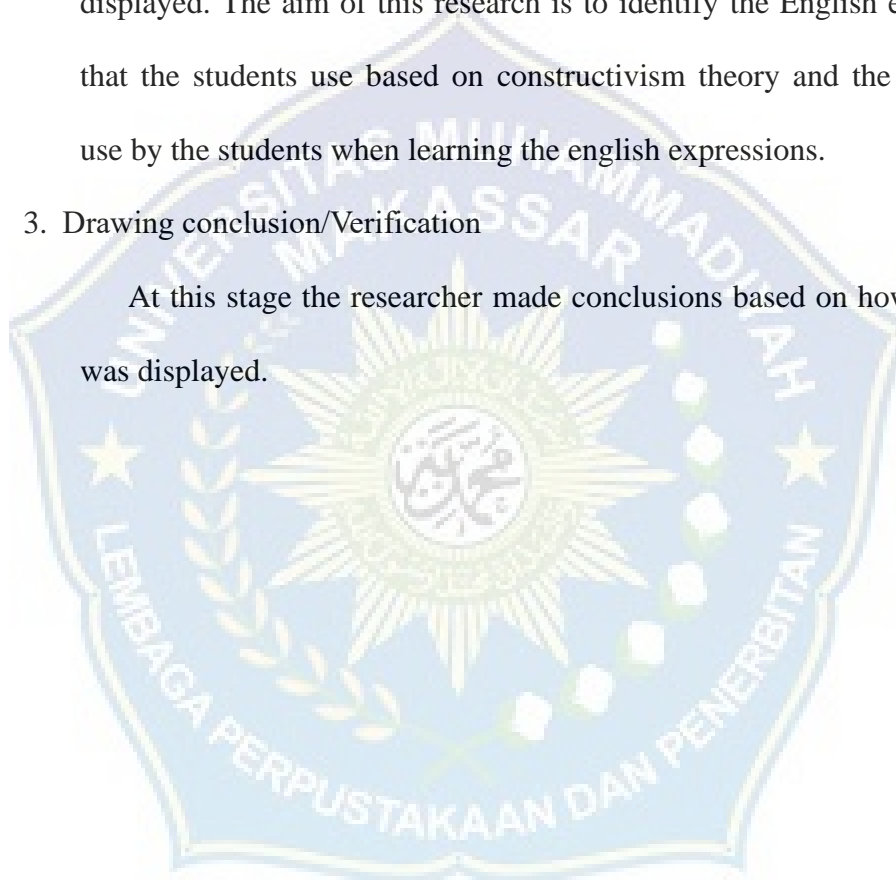
The process of selecting, centralizing, simplifying abstraction, and collecting raw data from observation field notes. After collecting the data, researcher marked the students answer by interview questions and all English expression which express by students, after that researcher reduced the data which is not needed in this research.

2. Data Display

The researcher sketched the data in the data display after completing data reduction. The focus of the research determined how the data is displayed. The aim of this research is to identify the English expression that the students use based on constructivism theory and the strategies use by the students when learning the english expressions.

3. Drawing conclusion/Verification

At this stage the researcher made conclusions based on how the data was displayed.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In findings, there are several types of English expressions produced by the teacher and students' interactions in XI.1 class of SMAN 1 Soppeng. To heighten the data, the researcher also discusses some utterances of kinds of English expression and the strategies used by students for learning an English expressions. Then, in the discussion part, it explains about the findings in a more depth way.

1. Types of English Expressions

Based on the result of observations, there are several types of English expressions, those are:

a. Expression of greeting

Expressions of greeting is a word that can be used to greet, reprimand, mention a second person or anyone you want to talk with.

Extract 1

T : Assalamualaikum warahmatullahi wabarakatuh,
S : Waalaikumussalam mam,
T : Helloo, Hi !
S : Hello Mam!

In the dialogue above, the teacher (T) started the class by greeting the students (S) first, and the students gave the feedback by answering the teacher. Greetings used by the teachers and the students are common. The first type of greetings was saying salam. In Islamic religion saying salam is required things to do before starting the lesson or presentation. The next is expressing non formal greeting that was

saying hi and hello. That was one of the kinds of informal greeting and students express it wherever they go. After the time was up, the teacher also closed the class by saying salam but not all of the students answered it, some of them were talking with their friends or didn't pay attention to the teacher.

Extract 2

S : Hello every one, my name is *Salsabila*.

That expression used when the students wanted to start to present the presentation from her group. Every students who came forward always introduced their name.

b. Expression of asking permission

Expression of asking permission is an expression of asking permission for someone to do or doing something. When the researcher did the observations in that class, the researcher found the students asked permission to went to the toilet or buying water for drink.

Extract 3

S : Excuse me, mam. May I go to the toilet?

T : Yes, please, but just 2 minutes.

In the dialogue above, two males students were asking permission to go to the toilet, after that there were two females students asked permission again to go to the toilet, so that the teacher said that you may go but you have only two minutes, if more than two minutes you

would be absent for today. It means that the teacher allowed the students go, but she gave them limited time.

Extract 4

S : Excuse me, mam, I want to go buy water
T : Ok, please

Some students always ask permission every meeting because in the schedule English lesson started at noon, the students feel sleepy and thirsty.

c. Expression for asking and offering

Extract 5

S : May I come first?
T : Yes, you may

In the dialogue above, the students asked to the teacher for coming first in front of the class to read what he had discussed with his friends in one group. That day they were studying about hortatory text, the teacher divided into five groups and each group has given a topic and discuss about a thesis, argumentation, and recommendation. Every group had to present in front of the class what they had discussed and the other groups might ask question and gave suggestion after presentation was done.

Extract 6

S : Do you have any questions? / No questions?

That was the expression always the students used after delivered their presentation.

Extract 7

S : Can I speak Bahasa?

That expression has used when the other group wanted to give some comments and delivered what she understand from group 1, because the teacher asked to each group for give some comments after presentation is done.

d. Expression of Apology

That expression was used to show an expression of forgiveness incase during presentation they did some mistakes.

Extract 8

S : Sorry for the mistakes

In this case, they were not sure whether they made a mistake. However, they still said that just to be alert if they made a mistake unintentionally during their presentation. This is quite normal to be done in Indonesian students context.

e. Expression of thanking

In this expression, there are some ways to say thanks used by the students

Extract 9

S : Thank you
 Thank you for your attention
 Thank you for the chance given to me
 Thank you so much for the opportunity
 Thank you for this opportunity
 Thank you so much
 Thank you for the chance
 Thank you for the time given to me

Thank you very much

Those are the expressions of thanks that the researcher found when the researcher did the observation. It was used when the students wanted to start to give some speech or some comments when the presentation was done and it was also used when the students wanted to open the presentation. This is a thank you given to the audience for paying attention to the presented.

2. Strategies in Learning English Expression

Based on the result of interview, there are various strategies the students (S) used in learning English expression, those are:

a. Watching movies

Watching movies generally refers to the activity of viewing films for entertainment, education, or relaxation purposes. It involves observing visual and auditory content typically presented in a sequential narrative format, often accompanied by soundtracks and dialogue. When the researcher interviewed them, some students said that they learned from movies.

Extract 10

Emm, I learn that expression while watching movies and You Tube videos. (S1)

It is also relevant with what S2 said as shown in the following extract

Extract 11

I always record my self-speaking them and listening back to them so I fix how to pronounce it and I always watch youtubers saying the words, maybe English youtubers in the

English accent and I watch many films that are using English. (S2)

This statement is agreed by other students as said by S3 below:

Extract 12

Like I can go play some games or watching videos or movies, just like that. (S3)

b. Watching videos

Watching You Tube videos is an experience where you can access various video content from all over the world through the YouTube platform. You can watch music videos, vlogs, tutorials, short films, TV shows, news and much more.

Extract 13

I basically just absorbed the media that I watch everyday (games, youtube videos, and movie). (S1)

It is in accordance with the answer of S5 who said that:

Extract 14

When I learn new expression I usually just watch from youtuber and using in my daily life. (S5)

It is also relevant with what S6 said as shown in the following extract

Extract 15

I usually learn a new expression from You Tube short at some of a few picture on youtube. (S6)

c. Interacting with people through social media

The social media that the students used were Instagram and X application. They liked giving some comment on someone post on Instagram by using an English expression.

Extract 16

That from online platform like such us youtube, Instagram, tutors, but they change name they called ex from me. I usually use the English expression when I give opinion in the online platform like twitter, like I usually given opinion to the anonimous person, like I usually argue in the platform so I use the English expression. (S3)

Different from S3, S4 in the following extract used the English expressions for talking with strangers:

Extract 17

I always talk to strangers in other platform in my computer such us ome tv, omega, something like that, I can talk with stranger. (S4)

Extract 18

Most of the time I know the expression is from online platform like X and Instagram or moreeven You Tube. (S5)

The above statement is similar with S3's opinion who answered that:

Extract 19

Always in twitter or online platform, like I always use English expression when I comment someone posted I always use English expression. (S3)

d. Playing games

Gaming refers to the activity of playing video games on various platforms, including personal computers (PCs), gaming consoles (such as PlayStation, Xbox, and Nintendo), and mobile devices.

Gaming can encompass a wide range of genres and styles, from action-packed shooters and complex strategy games to immersive role-playing games (RPGs) and casual puzzle games. The most gaming the students used were mobile gaming. Gaming is a diverse and rapidly evolving field that offers a wide range of experiences and opportunities for players. Whether for entertainment, competition, or social interaction, gaming has become a significant part of modern culture.

Extract 20

I basicly just absorbed the media that I watch everyday (games, youtube videos, and movie). (S1)

It is in accordance with the answer of S6 who said that:

Extract 21

When I am doing some games in game field with my friends. (S6)

e. Practicing with family

Talking with family in their home and practice with their friends made the students practice and increasing their English expression.

Extract 22

I usually use that expression when I am expressing gratitude to my friends that they may have helped me for something really hard. (S1)

It is also relevant with what S2 said as shown in the following extract

Extract 23

I always use them maybe like example we want to say something before we go to sleep like good night, good morning, with my mother. (S2)

It is also relevant with what S3 & S6 said as shown in the following extract:

Extract 24

I usually use it when talk to friend around the world. (S3)

Extract 25

Like when I talk with my close friends or with my English teacher or when I playing my phone. (S6)

f. Practicing with classmates and teachers

Learning in school is a structured process where students acquire knowledge, skills, and values under the guidance of teachers and educational institutions. It is a fundamental part of childhood and adolescence, providing the foundation for personal development.

Extract 26

Like when I talk with my close friends or with my English teacher or when I playing my phone. (S6)

Extract 27

Maybe because my family don't know much of English, I don't usually use that at my house, I probably always use them at school because I have many friends that interested in speaking English so I always use expression on my friends. (S2)

The above statement is similar with S2's and S6's opinion who answered that:

Extract 28

Like I said earlier I always use them on my friends at the school, maybe other friends from other class I always use them, maybe Athar and many others. (S2)

This statement is agreed by other participants as said by S6 below

Extract 29

Like when I talk with my close friends or with my English teacher or when I playing my phone. (S6)

B. Discussion

This section focused on a deeper analysis of the collected data. The researcher's discussion in this section was centered on the data analysis findings related to the English expression that they always use, what strategies they use for learning, with whom they use it, and how they upgrade a new English expression. According to Nilsson's research (2022), conversational openings are often performed through a verbal greeting. In addition according to Almushayqih (2020) greeting behavior is very significant and can affect the interaction between speakers since it is the first stage of any interaction.

The first research question is about the types of English expressions that are frequently used by the students. Based on the results of research conducted by the

researcher, the researcher found that the students were mostly saying expression of thanking in the class during the learning process. It was showed when the students did the group discussion and presented in front of the class. Eripuddin (2021), proposed that Thanking expression is categorized in polite way of communication. This expression is one form of real life of communication that always appears in daily activities. Furthermore, they explained that the expressions of thanking are the mutual relationships between the speakers and the hearers. These expressions appear when the hearers get something or the hearers give the feedback to the speakers. In other words, the actions of thanking expressions are obtained from the relationship between the speakers and hearers. Thanking expressions are always used to represent the nice thing, because there is a good thing or a benefit one from the previous actions. (Eripuddin, 2021)

The second research question is the strategies that are used by the students for learning English expression. From the data analysis, it can be implied that the students employed similar strategies in learning expressions. From the answer, most of students were learning English expressions from watching videos or the other online platform. Technology in language learning refers to the process of learning language with, thorough, and around technologies tools including electronic devices such as mobile phones, tablets, computers, laptops, and software that make it run. Nowadays, YouTube has become more popular with people, particularly among the youth. YouTube is a media sharing platform that allows users for finding, watching, and sharing videos. It can be used as an excellent tool for teaching and learning, enabling users to access educational

videos uploaded by individuals or Media Corporation. YouTube can also be used to develop the understanding of the English language because it is considered a source of online material that provides various kinds of videos in many contexts and gives the students a chance to study outside the class. Furthermore, YouTube also enabled students to access native speaker channels easily, so students can learn how to pronounce, listen, speak English naturally, and use it in appropriate contexts or situations (Dabamona, 2021).

The data also shows that the students used English expressions in the classroom and in their daily life. This result is similar with Gaffoor's research. According to Gaffoor, (2021), in student's perceptions on the need for learning English expressions, the result is The survey analysis indicated that out of the 51 students who responded to the survey, only 14 indicated that they understood the meaning of the expression "pared to the bone". In contrast 38 of them interpreted the expression "don't throw the baby out with the bathwater" correctly when provided with the context. Eighty-eight percent of the students concurred with the viewpoint that learning English expressions would enhance their communication skills at work. 92.2% also strongly agreed that it should be taught before sending students out on internships and that they will be better able to engage in workplace communication with this knowledge. According to Jiang (2022), it is urgent to improve oral English teaching, and complexity, fluency and appropriateness of oral expression are the key points for the improvement of oral communication ability of non-English majors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

It is clear from the discussion in the preceding chapter that class XI.1 SMAN 1 Soppeng were applied the English expression in the daily conversation. Both of the teacher and the students expressed some types of the English expression, those were expression of greeting, expression of asking permission, expression for asking and offering, expression of apology, and expression of thanking. The most frequently used or the dominant type was expression of thanks. The second and third most frequently used were expression of greeting and expression of asking and offering. Most of students were learning the English expressions by watching movies, watching videos, interacting with people through social media, playing games, practicing with family, and practicing with classmates and teachers. The researcher came to the conclusion that the students were learning the English expression mostly from youtube or other online platform like watching some videos and practice it.

B. Suggestion

Based on the conclusion before, the researcher proposed the following suggestion:

1. For English Teacher

It was recommended for English teacher using best instructional strategies and tactics that facilitate students for increasing the English expression using for students.

2. For The Other Researcher

It was recommended that the other researcher look up a lot of resources regarding students knowledge based constructivism in using English expression.



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Appendix I

OBSERVATION FIELD NOTES

INSTRUCTIONS

Below are observational field notes for students. There are some instructions regarding this instrument.

1. This instrument sheet is used as a tool for collecting data.
2. The statements displayed aim to determine the English expressions carried out by students.
3. The utterances aim to find out what types of English expressions students use.

Types of English Expressions that Utterance Students Activeness	Situation when Students express that English Expression	Frequency of Occurrence
Hi/Hello (expression of greeting)	When the class would be opened	
May I come first? (expression of asking)	When the students wanted to come forward in front of the class for presenting	
Good afternoon everybody, how are you today? (expression of greeting)	When the students greet his friends	
I'm Salsabila from group 4 (expression of introduction)	When introducing herself and her group	

<p>Do you have any question? (expression of offering)</p> <p>That's all I wanna tell you guys</p>	<p>When the presenter asked the audience to give the questions</p> <p>When the speaker wanted to finish her present</p>	
<p>Excuse me, mam, May I go to the toilet? (expression of asking)</p>	<p>When the students want to go to the toilet</p>	
<p>I would like to explain (expression of giving information)</p>	<p>When the student wanted to answer the questions</p>	
<p>Thank you</p> <p>Sorry for the mistakes</p> <p>I think that's all from me</p> <p>Thank you for your attention</p> <p>Thank you for the chance given to me</p> <p>Thank you for this opportunity</p> <p>Thank you for the time given to me</p> <p>Hello every one</p> <p>Thank you so much</p> <p>Thank you very much</p>		

Appendix II

INTERVIEW

This instrument aim to find out the strategies the students use when learning the English expression. There are 10 questions given by researchers to students to collect data. The reasearcher interviewed six students in that class as a participants. The students whom researcher choosed were the active students in XI.1 class of SMAN 1 SOPPENG.

Student 1 (S1)

1. What kind of English expression that you know?

So, the English expression that I know usually in line more modern internet slank like alright, I agree with this, for real, like that.

2. What kind of English expression that you always use?

As I said before I usually use the more modern expressions like okey, I'm cool with you, I appreciate that, like something like that.

3. Besides those, what else?

Besides that, the more formal expression I usually use with my friend is expression of gratitude for example I appreciate you, appreciate what you have done for me.

4. From where did you know that expression?

Emm, I learn that expression while watching movies and youtube videos.

5. How do you learn a new expression?

So, for me I learn new expressions by watching youtube videos or gaming or I just learn from my daily life.

6. In what situation do you usually use that expression?

I usually use that expression when I am expressing gratitude to my friends that they may have helped me for something really hard.

7. Why do you use that expression?

I use that expression to show how grateful I am to my friends that they have helped me to something to trough a time when I need that.

8. With whom do you often express that expression?

I usually express that expression with my close friends.

9. When do you usually use the English expression in your daily life?

So, appreviously I use tht expression when my friends helped me, in my home sometimes with I talk with my family like thank you.

10. How do you upgrade the other English expression in your conversation?

I basicy just absorbed the media that I watch everyday (games, youtube videos, and movie).

Student 2 (S2)

1. What kind of English expression that you know?

I know some expression like expression of greeting like how are you, how are you doing, thank you maybe, you are welcome, something like that.

2. What kind of English expression that you always use?

I always use like whats up, how are you doing, thak you, you are welcome, my bad, and others.

3. Besides those, what else?

4. From where did you know that expression?

I risk my English from maybe youtubers and a lot of features.

5. How do you learn a new expression?

Maybe from school, from youtube, and many others new films that I watch because many films are different categories, like drama, horror, romance, and many others.

6. In what situation do you usually use that expression?

Maybe because my family don't know much of English, I don't usually use that at my house, I probably always use them at school because I have many friends that interested in speaking English so I always use expression on my friends.

7. Why do you use that expression?

I use it because at the moment maybe because this school is modern, and I just like speaking English.

8. With whom do you always often express that expression?

Like I said earlier I always use them on my friends at the school, maybe other friends from other class I always use them, maybe Athar and many others.

9. When do you usually use the English expression in your daily life?

I always use them maybe like example we want to say something before we go to sleep like good night, good morning, with my mother.

10. How do you upgrade the other English expression in your daily life?

I always record my self speaking them and listening back to them so I fix how to pronounce it and I always watch youtubers saying the words, maybe English youtubers in the English accent, and I watch many films that are using English.

Student 3 (S3)

1. What kind of English expression that you know?

I know some English expression like expression of opinion, expression of asking and offering, agree and disagree, warning, ect.

2. What kind of English expression that you always use?

I always use English expression such us expression of opinion and expression of warning I guess.

3. Besides those, what else?

I used to use expression asking and offering like why you call me or no smoking in this room something like that.

4. From where did you know that expression?

Anu, that from online platform like such us youtube, Instagram, tutors, but they change name they called ex from me.

5. How do you learn a new expression?

Like I can go play some games or watching videos or movies, just like that.

6. In what situation do you usually use that expression?

I usually use the English expression when I give opinion in the online platform like twitter, like I usually given opinion to the

anonomous person, like I usually argue in the platform so I use the English expression.

7. Why do you use that expression?

I always do because I always given opinion on twitter like when you have people argue with you I always give my opinion eventough its correct or not.

8. With whom do you always often express that expression?

Back again, I always use the English expression with the people on internet like Instagram or twitter, and ex lebih tepatnya.

9. When do you usually use the English expression in your daily life?

Always in twitter or online platform, like I always use English expression when I comment someone posted I always use English expression.

10. How do you upgrade the other English expression in your daily life?

You just can learn and upgrade your speaking skills on internet and watching some video or tutorial to increasing your skill contohnya the English expression.

Student 4 (S4)

1. What kind of English expression that you know?

I know English expression such us expression of greeting, expression of giving suggestion, expression of inviting, that's it.

2. What kind of English expression that you always use?

I always use English expression like greeting to someone, such as like that.

3. Besides that, what else?

Maybe expression of apology

4. From where did you know that expression?

I always apologize to someone because I'm broken

5. How do you learn a new expression?

6. In what situation do you usually use that expression?

I always talk to strangers in other platform in my computer such as some tv, omega, something like that, I can talk with stranger.

7. Why do you use that expression?

Yes, like I say before, I feel embarrassed when people around me feel comfortable with me.

8. With whom do you always often express that expression?

With my ex, ex girl friend, you know, I always talk with her because I love her so much.

9. When do you usually use the English expression in your daily life?

I usually use it when talk to friend around the world.

10. How do you upgrade the other English expression in your daily life?

Maybe I can talk to someone that really know English and she can teach me.

Student 5 (S5)

1. What kind of English expression that you know?

I know some English expression like greeting, opinion, and maybe question.

2. What kind of English expression that you always use?

The most English expression I usually use is the opinion expression

3. Besides that, what else?

When I learn new expression I usually just watch from youtuber and using in my daily life.

4. From where did you know that expression?

Most of the time I know the expression is from online platform like X and Instagram or moreeven youtube.

5. How do you learn a new expression?

When I learn new expression I usually just watch from youtuber and using in my daily life.

6. In what situation do you usually use that expression?

When people post online I usually comment their posting to tell my opinion on what they post, sometime I correct them what they saying because people now not know any limit of their posting.

7. Why do you use that expression?

I use my expression because I think people must be commented when they post in internet because you know, people sometime hurt other people and I do not like that.

8. With whom do you always often express that expression?

I usually express that expression with my friends and my community online.

9. When do you usually use the English expression in your daily life?

Like I say already I use it most in online conversation with my friends.

10. How do you upgrade the other English expression in your daily life?

I just usually heard other people say it and can absorb if true

Student 6 (S6)

1. What kind of English expression that you know?

I know some English expression like expression of introduction, greeting, apologize, expression of opinion.

2. What kind of English expression that you always use?

Like expression of giving my opinion.

3. Besides that, what else?

Expression of introduction and greeting

4. From where did you know that expression?

I usually use the youtube for learning expressions.

5. How do you learn a new expression?

I usually learn a new expression from youtube short at some of a few picture on youtube.

6. In what situation do you usually use that expression?

When I am doing some games in game field with my friends.

7. Why do you use that expression?

I don't know, I have found some word/sentence in Instagram post that saying belajarliah Bahasa inggris karna ketika kita ingin mengekspresikan suatu hal kita bias terlihat lebih keren.

8. With whom do you always often express that expression?

Usually I use that expression when I talk with my friend.

9. When do you usually use the English expression in your daily life?

Like when I talk with my close friends or with my English teacher or when I playing my phone.

10. How do you upgrade the other English expression in your daily life?

I upgrade my English expression conversation with watching some videos on youtube, and actually I learning some other language and I am gonna search the English first and go back to Bahasa yang satunya.

Appendix III

DOCUMENTATION



The researcher came to the school and give the letter from education authorities to the principal.



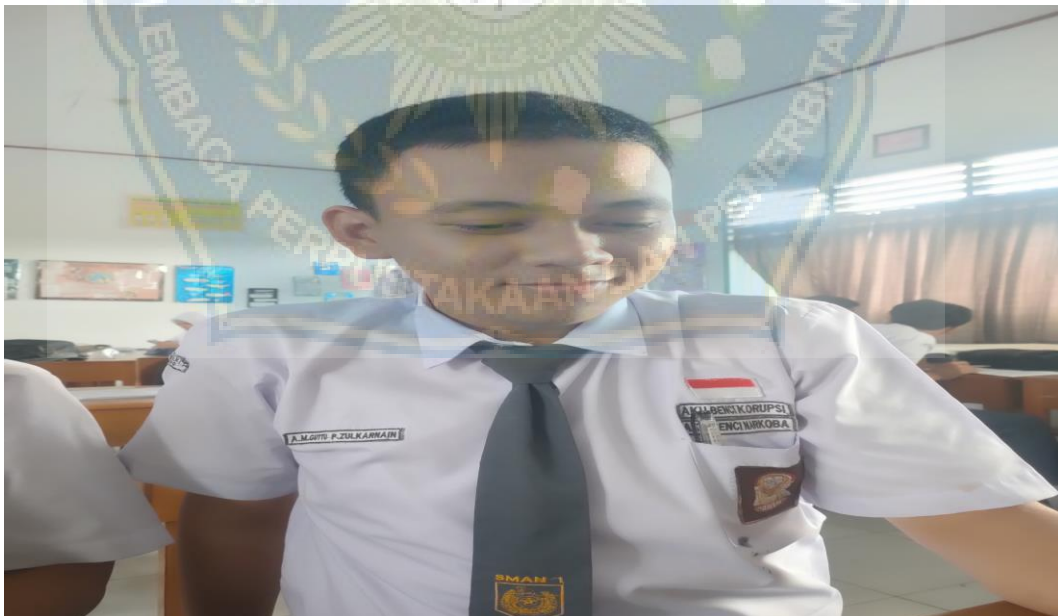
Students were listening to an explanation from the researcher regarding the purpose of the researcher coming to their class.



The researcher observed students learning in the class.



The students work in group



The researcher interviewed student 1



The researcher interviewed student 2



The researcher interviewed student 4



The researcher interviewed student 5





The researcher interviewed student 6





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Suci Ramadani

Nim : 105351106420

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
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Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 12 Agustus 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Suci Ramadani, S.Hum.,M.I.P
NIM. 105351106420



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0915/BG-FKIP/LOA/B/VIII/1446/2024

Dear SUCI RAMADANI

It is our pleasure to inform you that, after reviewing your paper:
**AN ANALYSIS OF STUDENTS KNOWLEDGE BASED CONSTRUCTIVISM
IN USING ENGLISH EXPRESSION AT SMAN 1 SOPPENG**

The manuscript ID: 1575

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 23 August 2024 M
19 Shafar 1446 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

NBM. 977 807





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Nama Mahasiswa : Suci Ramadani
NIM : 105351106420
Judul Penelitian : "An Analysis of Students Knowledge - Based Constructivism rn Using English Expression at SMAN 1 SOPPENG"
Tanggal Ujian Proposal : 20 Maret 2024
Tempat/Lokasi Penelitian : SMAN 1 SOPPENG

KONTROL PELAKSANAAN PENELITIAN

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin 6 Mei 2024	membawa surat pengantar ke kepala sekolah dan langsung diarahkan ke guru mapel	Anida Lukman, S.Pd	
2	Selasa 7 Mei 2024	Meneliti di kelas XI.1 (observation)	Anida Lukman, S.Pd	
3	Senin 13 Mei 2024	Meneliti di kelas XI.1 (observation and interview)	Anida Lukman, S.Pd	

Jumat, 31 Mei 2024

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd

NBM. 977 807

Pimpinan/Kepalasekolah/Instansi

Naharuddin, S.Pd., M.Pd

NIP : 196907191994011001



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4110/05/C.4-VIII/IV/1445/2024

25 April 2024 M

Lamp : 1 (satu) Rangkap Proposal

16 Syawal 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di -

Makassar

السلام عليكم ورحمة الله وبركاته

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16226/FKIP/A.4-II/IV/1445/2024 tanggal 30 Maret 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **SUCI RAMADANI**

No. Stambuk : **10535 1106420**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"An Analysis of Students Knowledge-Based Constructivisme in Using English Expression at SMAN 1 Soppeng"

Yang akan dilaksanakan dari tanggal 30 April 2024 s/d 30 Juni 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السلام عليكم ورحمة الله وبركاته



Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.

NBM 1127761