TEACHER'S STRATEGIES FOR STIMULATING EFL STUDENTS' ACTIVE LEARNING IN AN INDONESIAN SENIOR HIGH SCHOOL

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of *Sarjana Pendidikan* in English Education

By:

NIKMATUS SOLIKHAH
SN. 2519058

ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Dengan ini menyatakan bahwa skripsi yang berjudul **"Teacher's Strategies for Stimulating EFL Students' Active Learning in an Indonesian Senior High School"** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

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　　　Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

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　　　Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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MOTTO

"To accomplish great things, we must not only act, but also dream, not only plan, but also believe".

(Anatole France)

"Jangan pernah berhenti berdoa, tak peduli seberapa suram dan terpuruknya hidupmu".

(Dr. Bilal Philips)

ABSTRAK

Menyelenggarakan pembelajaran aktif yang efektif menimbulkan tantangan besar bagi guru. Tanggung jawab ini tidak hanya terletak pada membimbing kegiatan pembelajaran tetapi juga membina keterlibatan aktif siswa dalam proses pembelajaran. Penelitian ini bertujuan untuk menyelidiki strategi yang digunakan oleh guru bahasa Inggris untuk mendorong partisipasi aktif di kalangan siswa EFL (Bahasa Inggris sebagai Bahasa Asing) dan tantangan yang mereka hadapi. Dengan menggunakan penelitian kualitatif berdasarkan teori Bogdan, berbagai strategi diidentifikasi untuk meningkatkan pembelajaran aktif di kalangan siswa EFL di SMA Islam Kota Pekalongan. Studi ini mengungkapkan sepuluh strategi efektif yang diterapkan oleh guru di SMA Islam Kota Pekalongan untuk merangsang pembelajaran aktif, meliputi pengajaran berbasis visual, metode pemecahan masalah, pengajaran berbasis komputer, pembelajaran kooperatif, teknik drama, permainan peran, permainan, pengajaran dengan teman sebaya, Pembelajaran Jigsaw, dan diskusi panel. Selain itu, penelitian ini mengidentifikasi tiga tantangan utama yang dihadapi guru dalam mendorong pembelajaran aktif di kalangan siswa EFL, yaitu keterbatasan waktu, keterbatasan persiapan, dan tingkat antusiasme siswa yang berbeda-beda. Secara umum, penelitian ini memberikan wawasan berharga yang dapat membantu guru dalam memilih strategi pembelajaran aktif yang sesuai dengan kebutuhan unik siswa dan ruang kelas mereka.

Kata kunci: strategi guru; pembelajaran aktif; tantangan

ABSTRACT

Organizing effective active learning poses a significant challenge for teachers. The responsibility not only lies in guiding learning activities but also in fostering students' active engagement in the learning process. This study aims to investigate the strategies employed by an English teacher to promote active participation among EFL (English as a Foreign Language) students and the challenges they face. Employing qualitative research based on Bogdan's theory, various strategies were identified to enhance active learning among EFL students at SMA Islam Kota Pekalongan. The study revealed ten effective strategies implemented by the teacher at SMA Islam Kota Pekalongan to stimulate active learning, namely encompassing visual-based instruction, problem-solving methods, computer-based instruction, cooperative learning, drama techniques, role-playing, games, peer teaching, Jigsaw learning, and panel discussions. Additionally, the research identified three key challenges faced by the teacher in fostering active learning among EFL students, namely time constraints, preparation limitations, and varying levels of student enthusiasm. In general, this study provides valuable insights that can assist English teachers in selecting suitable active learning strategies tailored to the unique needs of their students and classrooms.

Keywords: teacher's strategies; active learning; challenges

PREFACE

Praises and gratitude are sent to Allah SWT who has poured His grace and his gift and bestowed on me guidance, helth, and patience so that the writing process of my final project research entitled *Teacher's Strategies for Stimulating EFL Students' Active Learning in an Indonesian Senior High School* can be completed. It is submitted to the English Education Department at UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of the final project course. The researcher hopes that this work can be useful for others, especially for teaching English in senior high schools.

Pekalongan, 9 November 2023

Nikmatus Solikhah

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The emphasis in today's world of language teaching, particularly English as a Foreign Language (EFL), is on engaging students in the language learning process. In this case, students have more opportunities to actively interact with their teachers and with their friends. Teachers are only moderators, directors, and guides. Conducting meaningful active learning is a daunting task for teachers because it requires knowing several factors, including the different characteristics and needs of students, educational goals, large numbers of students, and their readiness to perform active learning tasks.

Teachers accustomed to teaching in teacher-centered learning systems, where teachers have more control over providing full opportunities for students to actively participate in all information searches than in providing teacher roles, may not find the transition to a student-centered approach easy. Therefore, students may not accept the idea of active participation, believing that the teacher should explain everything and tell them what to do during class. There is little chance that active learning will disappear and that you will not have a meaningful learning experience. Drew and Mackie (2011) see the changing role of teachers in the active-learning classroom as a challenge teachers must face.

According to William and Burden (2003), teachers' strategies—which are essentially the art of deciding what language teaching is and how it is carried

out—are a measure of the success or failure of language acquisition. This indicates that it is the teacher's duty to implement efficient teaching strategies and promote involvement in English-language teaching and learning activities. Technique is crucial because it affects how well the teaching-learning cycle works.

The origin of active learning is constructivism. Constructivism is a learning theory that sees students engage with content to learn a subject and focuses students on becoming primary creators of information and science (Bonwell & Eison, 1991). Active learning improves students' critical thinking skills while participating in classroom activities such as flipped classroom, case study, debate class, games, 1-minute papers, think-pair sharing activities, and discussion about real-world problems. When students become more interested in chemistry and feel they are capable of being accepted by their teachers, they learn with curiosity through challenging material.

Therefore, students are expected to have appropriate language-use skills. A student's ability to use language has a very strong impact on their academic performance in the classroom. As Bonwell and Eison (1991) said, engage learners in activities and reflect on what they are doing. To be active learners, students must actively act as information seekers while in the classroom.

However, teachers and students must consider classroom issues that encourage or discourage learners from active learning. The purpose of this research is to study the strategies of English teachers to promote the EFL students' being active learners and the challenges faced by teachers in helping

EFL students enjoy English class at SMA Islam Kota Pekalongan. It is because students at SMA Islam Kota Pekalongan in the academic year 2023-2024 in English class are still lacking in active participation. For this issue, the researcher attempts to determine what strategies and challenges English teachers used in English class that were appropriate to the students', class', and school facilities' conditions in order to help students discover what motivates them to be active learners.

1.2 Formulation of the Problems

This study provides two research questions. The problems to be discussed in this research are as follows:

1. How does the teacher stimulate active learning among EFL students in senior high school?
2. What are the challenges faced by the teacher in stimulating active learning among EFL students?

By employing this formula, I expect to know more about teachers' strategies during the use of the active learning method. I will picture the reality as a reflection of an Indonesian senior high school.

1.3 Research objectives

This research has two main goals:

1. To describe how the teacher stimulate active learning among EFL students in senior high school.

2. To explore the challenges faced by teacher in stimulating active learning among EFL students.

1.4 Research Significances

The significance of this research is explained as follows:

1. **Theoretical significance:** this study is significant because it will theoretically contribute to Charles C. Bonwell and James A. Eison's theory on teachers' strategies for stimulating EFL students' active learning.

2. **Empirical significance:** this study will give empirical insights about the strategies of teachers in stimulating active learning in EFL students.

3. **Practical significance:** this study presents information for the readers about teachers strategies for stimulating EFL students active learning in Indonesian senior high school.

1.5 Definition of Key Terms

Some key terms in this research are briefly defined as follows:

1. Teachers strategies

Teaching strategies are very important in helping students understand. Fred Nickols (2017) interprets all these perspectives, attitudes, plans, and models as techniques for influencing how people achieve their goals. The teacher's strategy is known as "teaching methods," which consist of a set of exercises designed to achieve specific learning objectives. In this report, the researcher identified the teacher step in teaching activity as a teacher strategy because EFL can effectively stimulate students' learning through the teaching style of the teacher's strategy.

2. Active learning

Stimulation promotes the expansion and development of excitement for and interest in learning English, as well as active learning. Active learning is the term used by Bonwell and Eison (1991) to describe a learning process in which students take part and reflect on their actions. Students are more likely to engage in active learning when they are engaged in activities other than listening (according to Ryan and Martens, 1989).

3. Challenges

While learning English, students face a variety of challenges that might be challenging for English teachers. Alrawashdeg and Zayed in Meggi Lestari (2021) suggested that teachers experience a range of difficulties that cause the process to be slow and sometimes ineffective. Teaching English presents a variety of difficulties, the sources of which can be students or teachers.

CHAPTER V

CONCLUSION

5.1   Summary of the findings

This study explored the strategies employed by an English teacher to foster active learning among students at SMA Islam Kota Pekalongan. The research was divided into two main focuses: 1) examining how the teacher stimulate active learning in senior high school EFL students, and 2) identifying the challenges faced by the teacher in promoting active learning among EFL students. The analysis led to the following conclusions:

1. The researcher has identified ten strategies to enhance active learning among EFL students at SMA Islam Kota Pekalongan. Firstly, the utilization of visual-based instruction incorporates audiovisual aids, PowerPoint presentations, flashcards, and YouTube. Secondly, the problem-solving method engages students in group-based problem-solving activities prepared by the teacher. Thirdly, computer-based instruction methods involve platforms such as Quiziz and Padlet. Fourthly, the cooperative learning method entails distributing materials for collective reading and comprehension, with the teacher assigning roles as listeners and speakers. The fifth strategy involves the drama method, wherein students are randomly selected to practice speaking at the front of the class. Sixth, the role play and games strategy involves assigning students to study a prepared scenario with an explanation of

the material scope. Seventh, the peer teaching method establishes study groups for collaborative learning. Eighth, Jigsaw learning divides students into groups, with each group member conveying their learning to another group. Ninth, the panel discussion strategy prompts students to exchange opinions directed by the teacher. Tenth, the information search involves the teacher sharing questions, allowing students to access information from the internet and textbooks. Based on ten strategies that have been implemented by the teacher in schools, there are three that are considered prominent or interesting, including computer based instruction, role play and games, and peer teaching.

2. The researcher has also identified three challenges faced by the teacher in stimulating active learning among EFL students at SMA Islam Kota Pekalongan. Firstly, there is the inadequacy of time, requiring teachers to exert more effort to implement active learning methods effectively. Secondly, teachers not only need to prepare necessary materials before learning activities but also must prepare students so that active learning methods can proceed as planned. The third challenge is student enthusiasm, as some students perceive that teachers focus only on high-achieving students, neglecting those with average performance.

5.2   Recomendation

Based on the research findings, the researcher suggests several recommendations for future studies. Researchers interested in conducting a similar study on teachers' strategies for stimulating active learning among

EFL students in an Indonesian senior high school are encouraged to consider these issues.

1. Additional references could be incorporated since this research does not include Scopus-indexed or international journals.

2. Subsequent research endeavors could enhance participant numbers as this study is currently quite limited.

3. As this research relies on qualitative data, future studies may explore the same topic using a quantitative design.

Finally, the researcher hopes that English teachers can select the appropriate learning methods or create various combinations during the teaching-learning process to enhance students' interest in learning English.
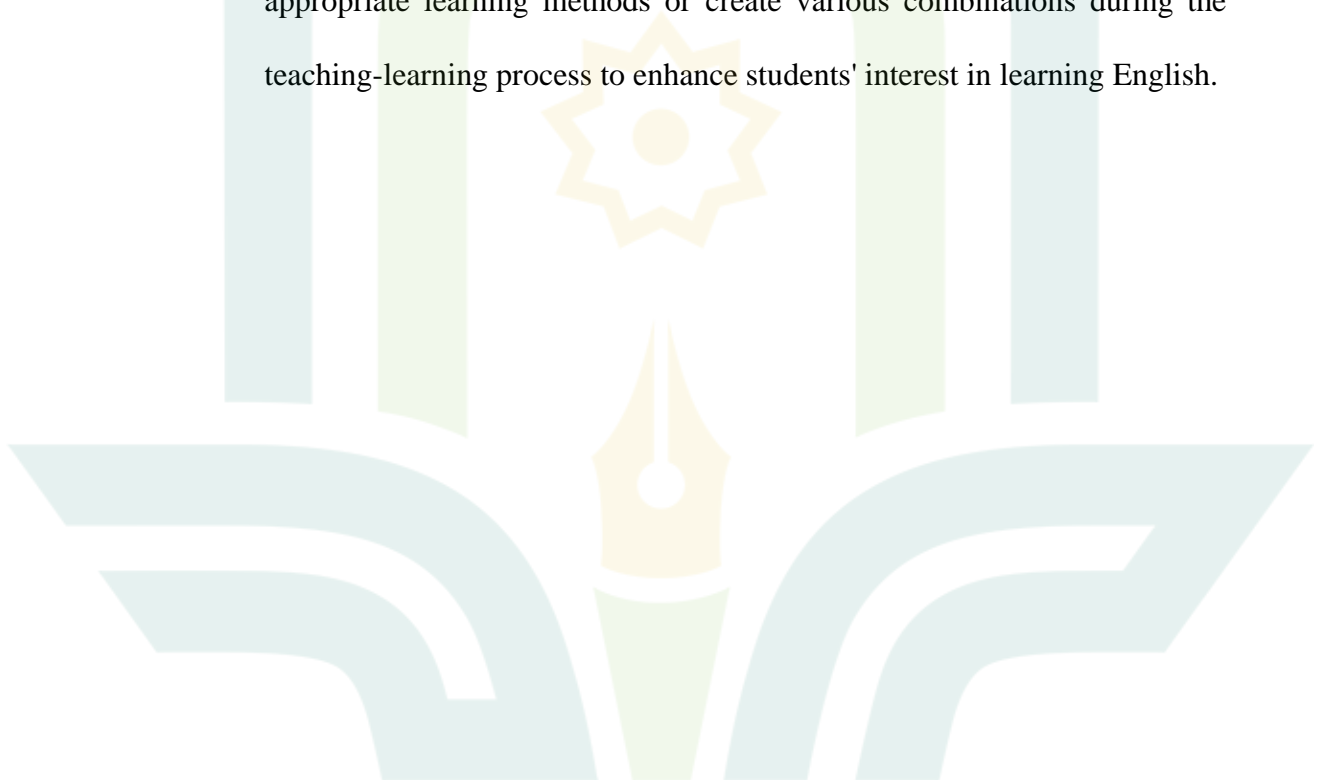
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