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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Assalamu 'alaikum Wr.Wb.

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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 II

LITERATURE REVIEW

1.1 Theoretical Background

1.1.1   Definition and types of active learning

The phrase "active learning" appears frequently in literature on higher education, but neither its origins nor its meaning are clear. For instance, John Dewey mentioned learning as "something an individual does when he studies" in his seminal book Democracy and Education. It is a personally engaged and active affair" (1924). Active learning is described as educational activities that involve students in doing things while also considering what they are doing by Bonwell and Eison (1991).

Active learning has the function and purpose of activating learners in the classroom and enhancing students' understanding of the subject matter. An active learning strategy is a kind of learning-oriented approach that focuses on learner activity. According to Freeman et al. (2014), active learning encourages students to participate in the learning process through class activities and discussions rather than passively listening to experts. Eddie et al. (2015) explained that active learning is a complex process involving both teaching and student learning. Drew and Mackie (2011) point out that the meaning of "active learning" can

be dichotomous, as it can be seen as both a theory of learning and a set of teaching strategies.

Active learning methods encourage students to engage with topics rather than passively assimilating information. Examples of active learning activities include brainstorming, discussion, teaching, journaling, group work, focused listening, asking questions, taking notes, commenting, and role playing. Lectures are not an active learning method (Freeman, 2014).

1.1.2 Strategies for stimulating active learning among EFL students

"Learning is not something you watch. Simply sitting in class, paying attention to the instructors, memorizing packages of exercises, and spouting out answers doesn't teach students very much. They must discuss what they learn, put it in writing, connect it to prior knowledge, and use it in their daily lives. They must integrate what they learn into who they are." (Chickering and Gamson, 1, p. 3)

The active learning strategies that have been covered so far are variations on traditional teaching strategies. However, there are numerous additional strategies for stimulating active learning that have been shown to be successful in raising students' performance, boosting their motivation, and altering their attitudes. According to Bonwell and Eison (1991), active learning strategies that teachers' can implement in the teaching and learning process are:

a. **Visual-based instruction**

The use of television, videotaped recordings, and other media, along with chances for student participation (active learning), significantly improved students' attitudes and retention (Schermer 1988). In the research study carried out by Cooper (2002), the relationship between the students and the visual source highlights the need to concentrate on the factors that prevent its proper implementation. The environment is then investigated in terms of how it may impact our perception of visual awareness, symbols, pictorial norms, and learning capacities.

As an illustration, the teacher may ask the class to view and analyze an English-language movie on the effects of pollution as the main point of discussion for a theoretical analysis of the current respiratory condition. Media are best used as prompts for activities like class discussions on the fundamental meaning of the material or as the basis for a quick theoretical essay on the effects of the displayed events. It's also important to use media as the focal point for interactive teaching rather than just acting as a replacement for a material school.

b. Writing in Class

When connected to teaching objectives and other effective teaching techniques, writing in class is an effective strategy for fostering active learning. Making paper, taking notes,

summarizing, assigning or instructing readings, and creating an essay that is focused on a specific concept or topic are some examples of writing tasks that can be used in class.

According to Abbdel-Hack (2002), teachers also find it challenging to assist pupils in producing conventional academic writing. The underlying causes can be attributed to a number of things, including the intrinsic difficulty of the ability, the pupils' poor topic knowledge, insufficient practice, and insufficient input.

c. Problem Solving

John Dewey's decision-making paradigm has served as the foundation for many problem-solving strategies (1924). The procedure consists of four steps: (1) defining the problem; (2) identifying potential causes of the problem; (3) looking at alternatives; and (4) weighing the alternatives and selecting the best option.

According to Brown (2001), this is a technique where the learning and teaching processes are performed by involving a specific problem and how to solve it, which demands the participation of students in small or large groups. Then, through problem-solving techniques, kids gain confidence in their ability to learn. Students are forced to use problem-solving techniques to study until they are successful and confident in their understanding of the lesson's key concepts.

d. Computer Based Instruction

Students will benefit from engaging in computer-related activities. It has a lot of beneficial effects on the learning process, such as raising student achievement. To help students better understand the material, teachers may allow them to view a visual simulation on a computer while lecturing.

Technology might inspire students to self-study. Depending on the involvement of lecturers or teachers, it may also be incorporated into the period of instruction during clear, face-to-face classes. Globally, educators are paying more attention to learning tools that use multimedia or involve technology. Computer-based learning, according to Wena (2015), is learning how to utilize computers as a resource.

Schools are just starting to determine whether the high costs of educational computing are justified by students' increased success, despite the fact that most institutions seem overwhelmed by rising demands for the newest computer hardware and software (Johnston and Gardner, 1989).

e. Cooperative learning

Cooperative learning aims to improve students' academic performance as well as their social skills, such as communication, dispute resolution, and decision-making. Student groups work together to complete an academic task as part of cooperative

learning. One or more class sessions may be required for the duration of this activity. The self-esteem of race relations and the capacity for cooperation in other contexts are both significantly improved by this practice.

Cooperative learning was defined by Kagan (1994) as an activity that involves a group of people sharing information in order to learn. In this way, community members are in charge of both advancing their own learning and that of their fellow community members. Johnson and Johnson (1994) provide examples of four cooperative learning roles.

f. **Debates**

Student participation in debates has a number of advantages, including the potential to reduce instructor bias, the need for students to confront their own biases, the improvement of research skills, the encouragement of logical thought, the improvement of public communication skills, and the motivation of students (Schroeder and Ebert, 1983). According to some evidence, debates benefit both the students who listen and the ones who engage (Moeller, 1985).

According to Meyers and Jones (1993), using debates as a teaching tool promotes active learning in the classroom when students actively participate in the learning process. Prior studies on the attitudes of students as a teaching strategy for in-class

discussion were generally favorable. By involving students actively in the learning process, Meyers and Jones (2007) see the use of debates as a teaching approach that promotes active learning in the classroom. According to Goodwin's (2003) research, the majority of students appeared to like participating in discussions and learning new skills like critical thinking and collaboration.

g. Drama

The use of plays in the classroom appears to improve student learning and foster their enthusiasm for the subject matter. (To be clear, role playing is considered an activity that is more spontaneous than plays and drama, which are described as performances that follow written scripts.)

Drama is another specific activity to energize, value, connect, and contextualize the learning process. According to Cheng (2007), interactive dramas are a language learning activity in which each student in the class assumes a different role with a set of objectives and interacts with the other students to form alliances and accomplish common goals.

Drama is frequently employed as a specific activity to make the learning process more efficient, engaging, conversational, and contextual as the students become more involved in verbal communication.

h. Role Playing, and Games

Games and role-playing will help pupils collaborate and will boost their drive and interest. By creating circumstances that are briefly real, role plays and games can be used to help students experience "stressful, unfamiliar, complex, or controversial situations," allowing them to learn and practice the coping mechanisms required (Davison 1984, p. 91).

Dananjaya (2013) claims that role play is an activity in the learning process about which students shouldn't be concerned because it will simulate a real-world situation. This activity is distinct in terms of drama; it lasts for a very brief time. Only a brief scenario is provided by the teacher, and the pupils are free to change or improve the setting and characters.

In the meantime, games offer concepts of education, precise rules, and formal relationships. One benefit of games is that as they are played, learners' concerns about language acquisition reduce. Playing games is beneficial because it can reduce anxiety, boost positivity, and boost self-confidence because kids can freely study the target language without worrying about punishment or criticism.

i. Peer Teaching

Peer teaching, also known as peer tutoring, has been around since the latter part of the 18th century, but it has only

recently become common in elementary and secondary schools; the findings from those studies presumably can be generalized to EFL students.

Delaloye (2000) emphasizes that this technique is a way to use peer teaching through one student to another and then from one team to the other in a specific subject, by giving examples and then suggesting concepts, multiple worksheets, multiple other tests, or by giving examples of numerous websites or games.

Active learning strategies are a way to implement the lesson plans designed by the teacher to achieve optimal learning goals in learning activities. However, the success of the strategy depends on how the students carry out the learning. Silberman (1996) proposed six active learning strategies for the teacher to carry out teaching activities; such strategies are:

1. Guided learning (guided teaching)
2. Problem solving
3. Learning style: games, puzzles (jigsaw learning)
4. Panel discussion
5. Home learning case studies (student-created case studies)
6. Information search

Strategies are action or steps taken with the intention of winning a battle; another meaning of a strategy attempt to attain a succesful objectives. Accordingg to J. R David in Astuti (2021), strategy is a plan, technique or collection of activities created with intention of achieving a specific educational objective.

1.1.3 Challenges in stimulating active learning among EFL students

According to Bonwell and Eison (1991) (Bonwell is a director of the Center for Teachingg and Learning, and a professor in the Departement of History at Southeast Missouri State University. And Eison is a founding director of the Center for Teaching Enhancement at the University of South Florida), several obstacles are commonly mentioned:

a. Can't cover that much content in time

b. To much pre-class preparation is required to develop strategies to promote active learning

c. Large classes hinder the implementation of such strategies

d. Lack of materials and equipment needed to support active learning.

When teaching Englishh as a foreign language, there are three major difficulties for the instructors. According to Copland, Garton, and Burns (2014) in Lenny Marzulina, et. al (2021), English instructors frequently encounter the following three difficulties when attempting to teach English: a) instructors' level of expertise; b) classroom

administration; c) public legislation and educational programs these difficulties are going to be discussed below. The teacher competence is the first obstacle. A teacher should have a high level of proficiency. Particularly for English teachers. Unfortunately, a lot of instructors lack confidence and have poor proficiency levels. Second, many English instructors find it challenging to teach English, particularly in large classes more than 30 students. Due to the issue with discipline, teachers are unable to carefully observe how their students are using language. Third, instructors must base their instruction in English on the standards and guidelines established by the goverment. The used curricula are conflicting.

The three most significant difficulties in teaching and studying English in the classroom, according to Lynch (2008), are as follows:

1. Due to a loss of motivation
2. Students may feel uninspired, and
3. Students uninterested in learning English.

They are afraid of failing examinations and even in-class interactions. So they find difficult to participate in discussions and learn the language comfortably.

Teachers must inpire students to participate in class discussions as a means of learning English. Second, because English is a foreign language and requires more time, resources, and materials than a mother tongue or first language, it is more difficult to acquire and

teach. It also takes a lot of effort and sufficient materials to set up an English classroom environment that supports the teaching-learning process when it is learned or taught as a second language. Thirdly, in overcrowded classes, there may be as few as one student for private tutors, up to twenty or fifteen in a normal classroom, and as many as 35, 40, or even 50 students crammed into a small space for language instruction.

1.2 Previous Studies

This study needs some previous studies as a consideration theory. The researcher reviewed several studies that have correlated with this research. The author would compare the result of each strategy used by the English teachers in stimulating students' active learning method. There are relevant to this research.

Ningsih, N. (2020) entitled *"English Teachers' Strategies to Stimulate Students' Active Learning in English at MAN Kota Mojokerto".* This qualitative study at MAN Kota Mojokerto intends to asses the teachers' methods for encouraging students' active learning in English. To gather information from two English teachers at MAN Kota Mojokerto, this study conducted interviews. The study's findings indicate that there are four methods that English teachers employ to encourage their pupils to actively learn the language. These methods include inquiry and discussion, visual learning, computer-bases learning, and peer teaching.

Another study is conducted by Astuti, R. J. (2021) entitled *"An Analysis of English Teachers Strategies in Encouraging Young Learners Participation (A Qualitative Study At MI Plus Ja-Alhaq Bengkulu)"*. The purpose of this study was to find out the teaching strategies used by the teacher to motivate students to participate in English class. The isntrument used for data collection, observation, documentation, and interviews. Eight teaching strategies are recognized to be effective at promoting young learners' participation based on the findings of the research.

Safitri, N. (2022) entitled *"Teachers' Strategies and Challenges in Stimulating the Students' Creativity in Learning English at SMA PPM Al-Ikhlash Lampoko"*. The goal of this study is to determine the methods instructors employ to encourage students' creativity while teaching English, as well as the difficulties they encounter in doing so. Three instructors at SMA PPL Al-Ikhlash Lampoko were the subjects of the researcher's descriptive qualitative technique. Data was gathered by the researcher through observations and interviews. The findings of the study revealed that there were five strategies employed by teachers and four difficulties they had to overcome in order to encourage students' creativity in learning English.

In general, all researchers tended to focus on teacher strategies used in the classroom without asking about specific skills or lessons in using strategies in the classroom. Therefore, this study differs from some of the studies above. This study explores teacher strategies by examining the activities and strategies used by teachers to stimulate EFL students' active learning and the

specific skills and lessons learned by students in using teacher-assisted strategies.

1.3 Conceptual Framework

Active learning requires teachers to motivate students to want to learn all the time, and this motivation must come from the students' hearts. Students will have a deeper understanding of how important learning is as a duty. Therefore, teachers need to be more creative with their learning resources, especially when teaching English at the senior high school level. In this study, teachers' strategies for stimulating EFL students' active learning in senior high school are investigated, as are teacher challenges. According to Bonwell and Eison (1991), there are nine active learning strategies, which are as follows: visual based instruction (Lumturie Bajramia & Merita Ismaili, 2016), writing in class (Michalak, 1989), problem solving (John Dewey, 1924), computer based instruction (Nasser Saleh Al-mansour & Ra'ed Abdulgager Al-Shorman, 2014), cooperative learning (Slavin, 1996, dikutip dari McCafferty et al. 2006), debates (Abid el Majidia, Daniel Janssenb, & Rick de Graaffc, 2021), drama (Yassa, 1991 in Serife Demircioglu, 2010), role play and games (Davinson, 1984), and peer teaching (Goldschmid, 1976). Besides that, according to Silberman (1996) there are six active learning strategies for the teacher to carry out teaching activities which are follows: guided teaching (Coscarelli, 1982), problem solving (John Dewey, 1924), jigsaw learning (John Haiti, 2008), panel discussion (Harry A Overstreet, 1934), case studies (Romm & Mahler, 1986), and information search (Derwin, 1983).

To apply the active learning model in the classroom of EFL students, a teacher must pay attention to the constraints of the model mentioned above in order to anticipate and handle them during learning. According to Bonwell and Eison (1991), the challenges in implementing active learning include: (1) can't cover that much in time; (2) too much pre-class preparation; (3) a large class; and (4) a lack of materials and equipment. The statement was also put forward by Hosnan (2014), among others: (1) limited time; (2) the possibility of increasing time for preparation; (3) large class sizes; and (4) limited materials, equipment, and resources. And than, there are three challenges in implementing active learning according to Lynch (2008). The challenges are : loss of motivation (Pintrich, 2003, Deci & Ryan, 1991), student feel uninspired (Patrick et al., 2000 & Phil Race, Ruth Pickford, 2007), and student uninterested (Dewey, 1896, p. 430). Based on the theoretical background, the specific strategies are implemented by the English teacher by considering the following flow:
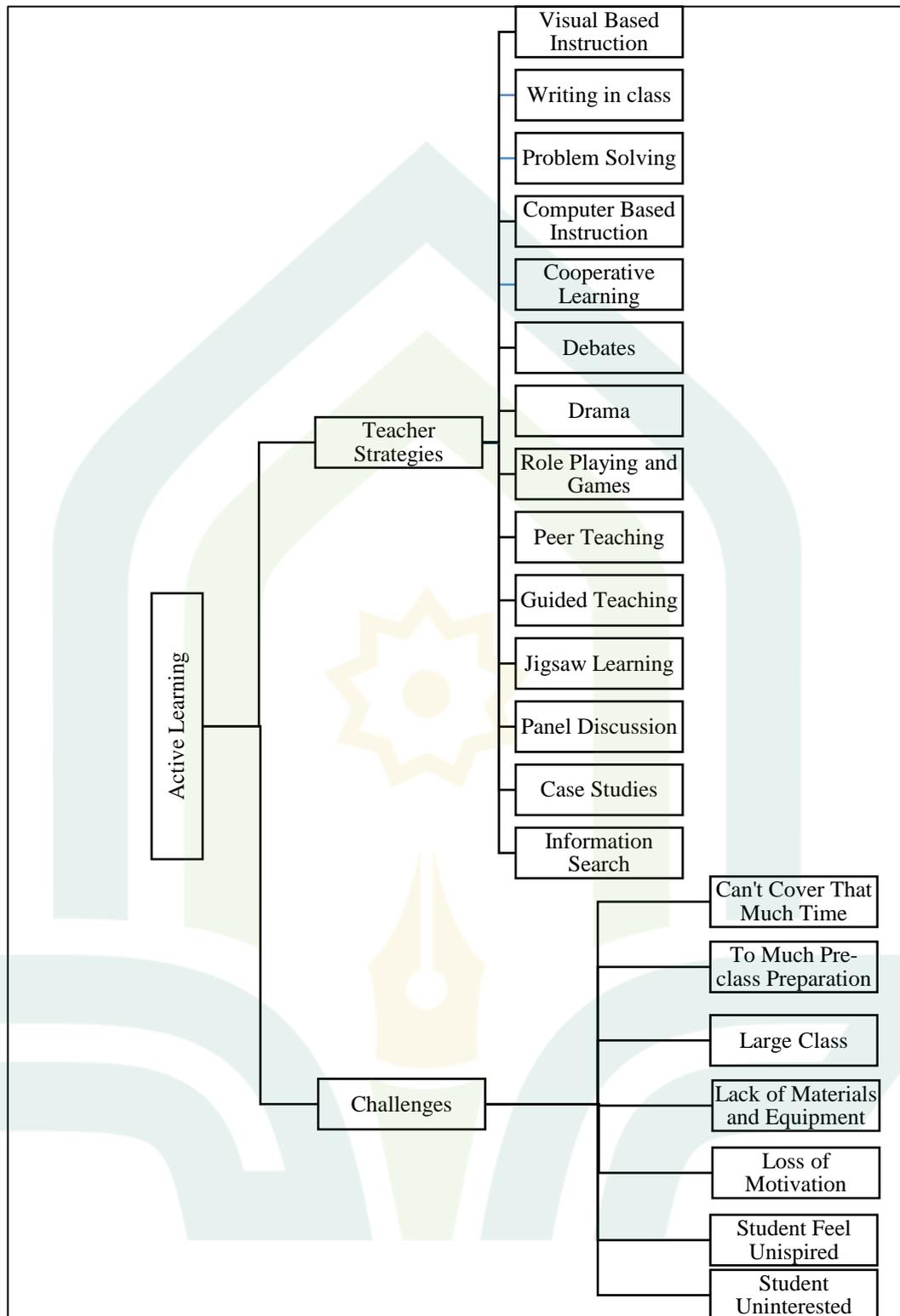
Figure 2.1 Conceptual Framework

CHAPTER III

METHODOLOGY

3.1 Research Design

The researcher's goal in this study was to examine how teachers might encourage students' active learning. The researcher employed a descriptive qualitative design. Cresswell (2014) defines descripive research as studies that provide detailed descriptions of individuals, locations, or events in a qualitative research environment. Because the data analysis is provided descriptively, descriptive research is conducted.

Palmer & Bolderston (2006) added that qualitative research is a study that can help researches to explore information based on the point of view of a particular cultural context.

This study is a descriptive-qualitative study focusing on the strategies of English teachers for stimulating active learning on EFL students. The purpose of qualitative research is to explain naturally occurring social phenomena. This study is a field studies. Field surveys are used to obtain primary data directly from participants. Therefore, the researcher visited the area to make observations.

3.2 Research Context

The context or limitation of this research was embedded in teacher's strategies when stimulating active learning in senior high school. This research was conducted in the realm of EFL where participants in teaching and learning activities did not use English as the participants' first language.

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Specifically, the setting of this research was placed at the senior high school level.

3.3 Setting and Participants

This study took place in one of the senior high schools in Pekalongan, Central Java, Indonesia, namely SMA Islam Kota Pekalongan. The researcher choose this school after doing practical field experience (PPL), students' tend to be passive even though the teacher already has a good strategy and I found that the teachers at this school actually have many strategies to encourage students to actively study English. There are 1 teacher and 3 students representing classes 1, 2, and 3.

The participants are: Three students—SJ (a male), RI (a female), and MM (a male)—study English under the instruction of Mrs. Ari Susanti, a female. To protect their privacy, the names of the concerned parties have been used as pseudonyms. Participants were also chosen based on their place of residence, class, income level, and gender. These three pupils were picked because they valued variety and had various perspectives on education.

The researcher investigated one English teachers who taught same aspects of required and supplemental English but had the different class and level as far as classroom conditions were concerned. English teachers taught science and social studies in grades 10, 11, and 12. The researcher chose these one English teachers because they may have some methods and strategies for exploring the teaching and learning processes at SMA Islam Kota Pekalongan in the 2023–2024 school year.

1.4 Data Collection

This study will use case study to evaluate students active learning through the teacher strategies lesson class. The researcher conducted interviews and observation in collecting the data.

1. **Observation**

In this research, the researcher used non participant observation. According to Julmi (2020), non participant observation is a researcher observing participants without interacting directly with them. By observing people in various settings, including those used for study, observation is the process of acquiring unfiltered, first-hand information. Through the teaching and learning process, the toll waas designed to collect data. Observation is the process of collecting open, first-hand information from observation of people at the research site and places. This instrument was aimed to obtain the data through the teaching-learning process (Creswell, 2008).

With the help of the teaching and learning process, this tool was designed to gather data. The purpose of this observation is to obtain factual and objective data in the field research.

2. **Interview**

The interview is a structured conversation that was conducted by two people: the interviewer who asked the questions and the interviewed who answered them. A qualitative interview happens when the researcher asks general, open-ended questions from one or

more respondents and record their responses (Creswell, 2012). To obtain data for this study, the researcher interviewed a teacher by providing several questions related to this research to see how students' learning outcomes changed after using teacher strategies. The purpose of this interview is to addres the research question and to explain the ways in which teachers strategies for stimulating students' active learning.

3.5. Triagulation Techniques

The information gathered through interview and observation was examined and reviewed for consistency with the results of the analysis. Triangulation can be classified into five different categories, including triangulation based on the data source, method, the researcher, theory, and data kind, according to Miles & Hulberman (1994). The information gathered by various individuals, at various locations, or at various periods. In this study, the researcher's first step in the triangulation procedure was to gather data from various classes, times, gender, economi class, culture and individuals who were the teacher and students. The second step was cross-checking the findings from classroom observations and interviews with the teacher and students.

3.6 Data Analysis

The researcher used Bogdan theory for data analysis. Bogdam theory was chosen because it is in accordance with the purpose of this research, wich is used to capture the meaning of teacher teaching strategy. Data analysis

means the process of systematically searching and arraging the interview transcript, fieldnotes, and other materials that invite the researcher to accumulate to come up with the findings. Meanwhile, Biklen (2007) the Bogdan theory approach is an analysis involves "working with the data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns".

CHAPTER IV
RESULTS AND DISCUSSION

This chapter presents the result and discussion of the interviews analysis with one English teacher and three students on September 25, 2023. The interview conducted face to face. Based on the interviews, the researcher found seferal findings.

4.1 Results

4.1.1 Teachers' strategies for stimulating active learning among EFL students

The first strategy is using visual based instruction. Visual-based instruction is the delivery of knowledge or skills using videos. Videos for learning must have at least two elements: visual and audio. The information gathered from the interviews with the participants is as follows:

> "To encourage active learning, the teaching technique makes use of audio-visual materials like YouTube videos, PowerPoint presentations, and flashcards. Instead of using traditional teaching techniques, teachers are switching to more engaging learning tools for their pupils, like audio-visual lectures, YouTube, flashcards, and PPT." (Teacher: AS, interveiew September 25, 2023)

> "Teachers of English use visual-based instruction in the classroom, from PPT presentations with graphics and text to YouTube videos with material exposure. Students who are taught using this method show greater interest and more readily assimilate the lessons' information." (Student: SJ, interview September 25, 2023)

> "Teachers frequently employ PPT media, audiovisual media, and YouTube, and occasionally students will also use flashcard media. These media are used by teachers to help their students better

understand the lessons being taught." (Student: RI, interview September 25, 2023)

"To make it simpler to provide students with the knowledge they need, teachers use platforms like PPT and YouTube. Teachers can enhance student learning outcomes using this strategy in an enjoyable way." (Student: MM, inerview September 25, 2023)

Meanwhile, the observation explains that teachers apply the visual-based instruction method in the classroom. When learning is in progress, the teacher will display PPT slides explaining the material by utilizing the YouTube platform. Students seem enthusiastic and can absorb the material well.

The second strategy is using problem solving. The problem-solving method is a learning model that focuses on teaching and problem-solving skills, followed by strengthening skills. Problem solving in learning plays a very important role. The information gathered from the interviews with the participants is as follows:

"Using problem-solving techniques can help students learn more. Student involvement in data collection and analysis can help students develop their understanding." (Teacher: AS, interveiew September 25, 2023)

"Teachers use problem-solving to promote active learning. The teacher will give students problems to solve while they are learning. Students will then be divided into discussion groups and asked to share their findings in front of the class." (Student: SJ, interview September 25, 2023)

"Students are required to gather facts or information that can be utilized to solve the problem, develop answers, and draw conclusions once the teacher has prepared a clear problem to solve and presented

it to them during the learning process." (Student: RI, interview September 25, 2023)

"Problem-solving techniques are used by teachers to promote active learning in the classroom. Students are tasked with resolving issues that the teacher has prepared in advance while they are learning." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the problem-solving method in the classroom. The teacher explains the scope of the material to be achieved and mentions the facilities or supporting tools needed. Then the teacher prepares problems for students to solve in groups.

The third strategy is using computer based instruction. The Computer-Based Instruction (CBI) method is a programmed learning method that uses computers as the main means or aids that communicate material to students. CBI is developed with computer media, where the teaching method is directly delivered to users through interacting with learning topics that have been packaged in a software application. The information gathered from the interviews with the participants is as follows:

"Teachers use tools like Quiziz, Padlet, and others to create visually appealing displays and offer a variety of engaging learning materials. Students will more assimilate learning in this manner." (Teacher: AS, interveiew September 25, 2023)

"Teachers use computers to support learning activities. Teachers utilize an app so that students can work through their own problems and improve their understanding of the subject matter." (Student: SJ, interview September 25, 2023)

"Active learning is incorporated into the classroom by teachers using computer-based instruction. Teachers use computers so that students can learn easily and conduct independent research on the subject being covered." (Student: RI, interview September 25, 2023)

"Students can easily discover information regarding the subject being covered in computer-based instruction. Teachers can manage their students' access to information on subjects being covered in class by using technology." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the computer based instruction method in the classroom. The teacher directs students to be able to take advantage of the use of computers to help the learning process run smoothly. Students seem enthusiastic about listening and practicing the directions from the teacher.

The fourth strategy is using cooperative learning. Cooperative learning is a learning model that emphasizes students' collaborative activities in learning in small groups to achieve the same goal by using a variety of learning activities to improve students' ability to understand subject matter and solve problems collectively. The information gathered from the interviews with the participants is as follows:

"Students gather facts or information that can be utilized to solve problems, develop answers, and draw conclusions after the teacher has prepared a clear problem to solve and presented it to students during the learning process." (Teacher: AS, interveiw September 25, 2023)

"Cooperative learning techniques are used by teachers in the classroom. Students are taught specific abilities to work in groups,

such as how to be a good listener and how to convey things clearly to other students, in this cooperative learning style." (Student: SJ, interview September 25, 2023)

"With the help of this cooperative learning approach, students can assess their own talents and raise their academic accomplishments and social skills." (Student: RI, interview September 25, 2023)

"Teachers use the cooperative learning method because it teaches students how to solve problems through conversation, voicing their opinions, and listening to the opinions of others." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the cooperative learning method in the classroom. The teacher divides the students into pairs. Next, the teacher distributes materials for students to read and understand. After that, the teacher establishes who the students are—the listeners and speakers.

The fifth strategy is using drama. The drama method is one of the learning methods that utilizes drama techniques to improve students' skills in speaking, listening, and social interaction. The information gathered from the interviews with the participants is as follows:

"The drama approach is used by teachers to promote active learning in the classroom. Speaking abilities can be enhanced by the drama approach, which can also make the classroom environment more engaging and exciting." (Teacher: AS, interveiew September 25, 2023)

"Students who learn through the drama method know that participation in the educational process is very important. Students

will immediately strive to seriously study and retain the content taught." (Student: SJ, interview September 25, 2023)

"The drama method is beneficial for helping students grasp the ideals that guide their daily lives. Students will be encouraged to practice their language skills through the success of their drama." (Student: RI, interview September 25, 2023)

"The drama method is a technique for conditioning activities in an unreal environment. Vocabulary will be well retained by the students. in order for them to become fluent in new words, feel secure, and not be frightened to make mistakes." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the drama method in the classroom. Students are randomly selected and then invited to the front of the class to practice short conversations. Short conversations are usually readily available in the textbook. That way, indirectly, students' concentration ability will increase.

The sixth strategy is using role play and games . The role-playing and games method is a way of mastering learning materials through the development of students' imagination and passion by acting out certain characters or events. The information gathered from the interviews with the participants is as follows:

"The roleplay style of teaching involves students playing out scenes based on assigned parts. Students will mimic or express another person's actions, gestures, and facial expressions, which are then connected to human social interactions." (Teacher: AS, interveiew September 25, 2023)

"When teachers incorporate games and role-playing techniques into learning sessions, students become enthusiastic. Students believe that learning need not always be serious and tense with this approach." (Student: SJ, interview September 25, 2023)

"Students' English language skills can be improved through the use of role-playing and games. Students are passionate about practicing, understanding, and retaining information in the material being played." (Student: RI, interview September 25, 2023)

"Students can create a pleasant learning environment in the classroom and engage in a variety of learning activities by using role-playing techniques and games in class. Students are more enthused about engaging in class while using this strategy." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the role play and games method in the classroom. The teacher appoints several students to study the prepared scenario, and then the teacher gives an explanation of the scope of the material to be achieved. After that, students will practice the prepared scenario.

The seventh strategy is using peer teaching. Peer teaching is a learning strategy in which students work together in small groups to teach material to other members of their group. The information gathered from the interviews with the participants is as follows:

"Teachers implement peer teaching in the classroom to promote active learning. Since peer teaching is student-centered, it can be utilized to teach students how to instruct their own peers." (Teacher: AS, interveiew September 25, 2023)

"By using the peer teaching method, students will immediately take an active part. In this way, students will attempt to solve problems cooperatively to even gain an understanding of the learning content offered." (Student: SJ, interview September 25, 2023)

"Students can collaborate through peer teaching. In small groups, students tutor their fellow classmates, who then share knowledge and work out challenges. Only as a facilitator is the teacher involved." (Student: RI, interview September 25, 2023)

"The peer teaching approach is productive and efficient because teachers offer direction, support, incentive, and supervision to ensure that everything goes as planned. Students are then allowed to discuss ideas and work out difficulties in groups." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the peer teaching method in the classroom. The teacher creates a study group about the material to be delivered, and then students who are considered capable and understand the material will be put into small groups and taught by other students. Students are required to solve problems together.

The eighth strategy is using jigsaw learning. The jigsaw learning method is a cooperative learning method that allows students to learn in groups, with each student responsible for one topic or discussion, which is then collaborated with by other group members so as to form complete knowledge. The information gathered from the interviews with the participants is as follows:

"With jigsaw learning, students learn in small groups of 4-6 individuals who are each assigned personal responsibility for the

knowledge acquired. Small groups can be utilized as a learning resource using the Jigsaw method." (Teacher: AS, interveiew September 25, 2023)

"Using the jigsaw technique, teachers give their students the chance to independently find the knowledge they are assigned and to expand that knowledge in groups. In order to teach their friends, students will do their best to learn." (Student: SJ, interview September 25, 2023)

"Students using the jigsaw method must be able to impart some of the knowledge they have learned to other group members. Students will have to cooperate and develop strong interdependence in this way." (Student: RI, interview September 25, 2023)

"The jigsaw approach is superior to the lecture method because it encourages student participation in the learning process. students can make the most of the learning environment to accomplish their goals and gain experience." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the jigsaw learning method in the classroom. The teacher divides the students into groups. Then each group gets the task of reading and understanding different material. After that, each group sends one of its members to another group to convey what has been learned.

The ninth strategy is using panel discussion. A panel discussion is a discussion by a group of people called panelists in which they discuss a particular theme that is of general concern. The information gathered from the interviews with the participants is as follows:

"Students engage in informal, but yet directed, opinion-exchanging in front of their peers as part of the technique. Through discussion activities, panel discussions are utilized as a medium or instrument to spread information about a subject." (Teacher: AS, interveiw September 25, 2023)

"Students are more eager to follow the learning process while employing the panel discussion method. while the teacher is still in charge, students can openly express their thoughts without worrying about making a mistake." (Student: SJ, interview September 25, 2023)

"Students don't feel under pressure when utilizing this method because panel discussions are conducted just like private conversations between students. According to students, asking other students will make learning enjoyable." (Student: RI, interview September 25, 2023)

"Students are presented with content during the learning process, invited to discuss it with their peers. The fact that students feel as though they are studying with peers makes them pleased, despite the fact that they must work harder to learn the topic." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the panel discussion method in the classroom. The teacher directs students to exchange opinions with each other. The teacher only acts as a moderator, but the discussion activities remain focused.

The tenth strategy is using information search. Information search is a strategy that gives students the opportunity to learn outside the classroom, out of the confines of the walls, which sometimes feel stuffy and full of rules. They can study in libraries, internet cafes, journals, and other learning

resources. The information gathered from the interviews with the participants is as follows:

> "Typically, teachers will give their students the chance to access material outside of the classroom. Students are expected to know more about the subject matter being addressed thanks to the information search process." (Teacher: AS, interveiw September 25, 2023)

> "The teacher instructs the students to learn as much as they can about the subject being covered. Teachers typically give their students free reign to obtain more information from sources like magazines, reading materials, journals, and other educational tools." (Student: SJ, interview September 25, 2023)

> "Students are free to research as much subject matter as they like with the teacher's permission. Teachers have students develop their critical thinking skills because they are asked to look for reliable information." (Student: RI, interview September 25, 2023)

> "Students are taught to be able to express the knowledge they seek during the learning process by using information search methods. The teacher acts as a facilitator." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers apply the information search method in the classroom. Teachers share questions for students to answer by looking for information that can be answered by looking for information that students can access, such as textbooks, as well as information from the internet. Then students are asked to expand the discussion.

4.1.2 Challenges faced by the teacher in stimulating active learning among EFL students

The first challenge is the inadequacy of time. There is a time constraint because learning activities have been pre-scheduled; therefore, lengthy learning activities will be split up across two or three meetings. The information gathered from the interviews with the participants is as follows:

"Teachers now are very different from those in the past. Teachers will need to put in more effort in this way in order for the learning process to proceed as expected, which will undoubtedly take a lot of time." (Teacher: AS, interview September 25, 2023)

"Teachers must spend a lot of time preparing before implementing active learning in the classroom. such as getting all the teaching aids and materials ready. As a result, teachers run out of time and are forced to extend class time on another day." (Student: SJ, interview September 25, 2023)

"Teachers generally need a lot of instructional time to employ the active learning method. Teachers must split into two or three meetings due to time constraints in order to effectively present the content." (Student: RI, interview September 25, 2023)

"Teachers have little time to apply methods of active learning in the classroom. There are only 2 or 3 hours of instruction every week for the English course. The teacher will then feel that the time gained is still insufficient." (Student: MM, interview September 25, 2023)

Meanwhile, the observation explains that teachers have limited time to implement active learning. To apply active learning methods, teachers need more effort. That way, the time needed is also increasing.

The second challenge is the time for the preparation of activities increases. The time used for preparation for activities will increase. The time consists of designing activities and preparing students to be ready to carry out activities. The information gathered from the interviews with the participants is as follows:

> "When teachers choose to implement active learning strategies, they unavoidably run the danger of creating a barrier due to the time and effort required to implement the strategy." (Teacher: AS, interview September 25, 2023)

> "Through the use of learning resources, equipment, and materials, or through getting students ready for learning English. Teachers must prepare all of the materials that will be used while using strategies for active learning in the classroom." (Student: SJ, interview September 25, 2023)

> "The teacher prepares everything before class starts. However, sometimes students do not understand the method intended by the teacher. So, like it or not, teachers also have to prepare students for the learning methods to be implemented." (Student: RI, interview September 25, 2023)

> "Of course, there will also be challenges like this when presenting an active learning strategy. Because more preparations will be needed, more strategies will be implemented." (Student: MM, interview September 25, 2023)

Meanwhile, observation explains that teachers have a long time for class preparation. In this case, the teacher does not only prepare what is needed before learning activities. But teachers also need to prepare students so that active learning methods can run according to plan.

The thirth challenge is low student enthusiasm. The spirit of learning is an effort to obtain a certain amount of knowledge that will later change students behavior. The information gathered from the interviews with the participants is as follows:

> "To increase students enthusiasm for learning, teachers must be smart in responding to all situations. Teachers must also be able to act fairly toward all students. In this case, teachers must be able to interact with all students." (Teacher: AS, interview September 25, 2023)

> "Teachers have a big role in increasing students enthusiasm for learning. But sometimes teachers do not provide space or respond to students who want to ask questions or express their opinions." (Student: SJ, interview September 25, 2023)

> "Students will be enthusiastic about learning if the teacher is able to interact with all students in the class. But in reality, teachers only interact with that particular student" (Student: RI, interview September 25, 2023)

> "Students will be enthusiastic to learn if the teacher is eager to teach. Students also feel enthusiastic when the teacher inserts an icebreaker when learning feels boring." (Student: MM, interview September 25, 2023)

Meanwhile, observation explains that teachers have a low student enthusiasm for learning English. Teachers must play an active role to increase students' enthusiasm for learning. Students assume teachers only focus on smart students without caring about ordinary students.

4.2 Discussion

4.2.1 Teachers' strategies for stimulating active learning among EFL students

The first strategy is using visual based instruction. Based on the information gathered from the interviews, the researchers arrived at the conclusion that teachers employed flashcards, PPT, YouTube, audiovisuals, and photos as their mediums for active learning. According to Merita Ismaili and Lumturie Bajramia (2016), visual aids can be a source of new information and motivation for learning. Students can find watching videos in class to be generally engaging, pertinent, helpful, and even mildly motivating. It is therefore advised that, in order to enhance learning outcomes and foster a good learning environment, teachers and students engage in innovative ways to incorporate varied video content into various classroom activities.

The second strategy is using problem solving. Interviews show that teacher use problem-solving methods to bring active learning to the classroom. According to John Dewey (1924), problem solving is a problem-solving technique that is suitable to be applied to students. The process has four steps: 1.) identifying the problem; 2.) diagnosing possible causes of the problem; 3.) finding alternative solutions; and 4.) evaluating alternatives and selecting the most appropriate solution.

The thirth strategy is using computer based instruction. Interview data shows that teachers use computer-based instruction methods to bring

active learning to the classroom. This is supported by Nasser Al-Mansour and Ra'ed Abdulgager Al-Shorman (2014). The use of computer-based instructions in students' English learning provides better achievement compared to only using traditional methods. The use of this method allows students to repeat the same or more information as many times as necessary. In addition, students can refer to learning materials whenever they want.

The fourth strategy is using cooperative learning. Interviews show that teachers apply cooperative learning methods to bring active learning to the classroom. This is in line with Slavin (1996), quoted from McCafferty et al. (2006): cooperative learning has an important role in helping students who have problems learning the material get help from their peers because the group is controlled in the amount of learning and a lot of feedback received. In cooperative learning, students are required to play an active role and participate in learning so that they learn the material in depth.

The fifth strategy is using drama. The interview results showed that teachers use the drama method to encourage active learning in the classroom. Yassa (1991) in Serife Demircioglu (2010) argues that the use of the drama method allows students to look for new possibilities in themselves. Students will show confidence in themselves and their peers.

The sixth strategy is using role play and games. Interviews show that teachers use role-playing and game methods to bring active learning to the classroom. This is in line with Davinson (1984). Role play and games can be used to help students experience stressful, unfamiliar, complex, or controversial situations by creating real-life circumstances for a moment, allowing students to develop and practice the skills necessary to overcome problems.

The seventh strategy is using peer teaching. Interview data shows that teachers use peer teaching methods to bring active learning to the classroom. It is connected to Goldschmid (1976). Using peer teaching, students will individually prepare for class by reading assignments and producing questions that focus on the main points or issues raised. They were then randomly assigned in pairs at each class meeting, asking each other questions regularly and providing corrective feedback on an assignment. The goal of peer teaching is to have each student read a different elective and then teach the core material to the other students.

The eighth strategy is using jigsaw learning. Interviews show that teachers use the Jigsaw learning method to bring active learning to the classroom. Based on John Haiti (2008), the jigsaw learning method provides opportunities for students to find their own knowledge; it is their task to work together in groups to develop that knowledge. This method divides the class into mixed groups to work on small problems, which are then organized by the group into a result.

The ninth strategy is using panel discussion. Interview data shows that teachers use the panel discussion method to encourage active learning in the classroom. This is supported by another study, namely by Harry A. Overstreet (1934). In the panel discussion method, a selected group of students acts as a panel, and the rest of the class acts as spectators. The panel informally discusses the selected questions, and students summarize the panel discussion and open the discussion to other students.

The tenth strategy is using information search. Interview data shows that teachers use information search methods to bring active learning to the classroom. This is in line with Derwin's (1983) opinion that information search is a way to bridge a gap, which identifies differences between situations and outcomes, which then represent the use of information to complete a task. This teaches students to think critically

4.2.2 Challenges faced by the teacher in stimulating active learning among EFL students

The first challenge is that we cannot cover that much content in time. Interview data shows that the obstacle to presenting active learning in the classroom is limited time. According to Janes & Hauer (1987), the use of active learning reduces the amount of time available. It is based on a short but telling conversation between a student and teacher that illustrates the pressure teachers feel on a course. The student asked, "Sir, can you explain

that last step?" to which the teacher replied, "If you want to interrupt me with a question, we will never be able to close the material".

The second challenge is too much pre-class preparation. Interview data shows that the obstacle to presenting active learning in the classroom is the amount of preparation before learning. This is in line with House (1974), which states that in general, the level of resistance experienced is related to the amount of time and energy needed to learn a new skill or role. The amount of time it takes before a class implements strategies that encourage active learning is greater than the time it takes to update or revise existing learning.

The thirth challenge is student uninterested in learning English. Interview data shows that students' disinterest in learning is not an obstacle for teachers to present active learning in the classroom. To make students interested in following the learning process, teachers need to provide stimulus. But it cannot be determined to be effective because each student has his own charm. This is in line with Dewey (1896), who argued that interest is something that is active and moves as if intending to achieve a specific goal. If we are psychologically awake, we are always attracted to one direction rather than the other.

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.
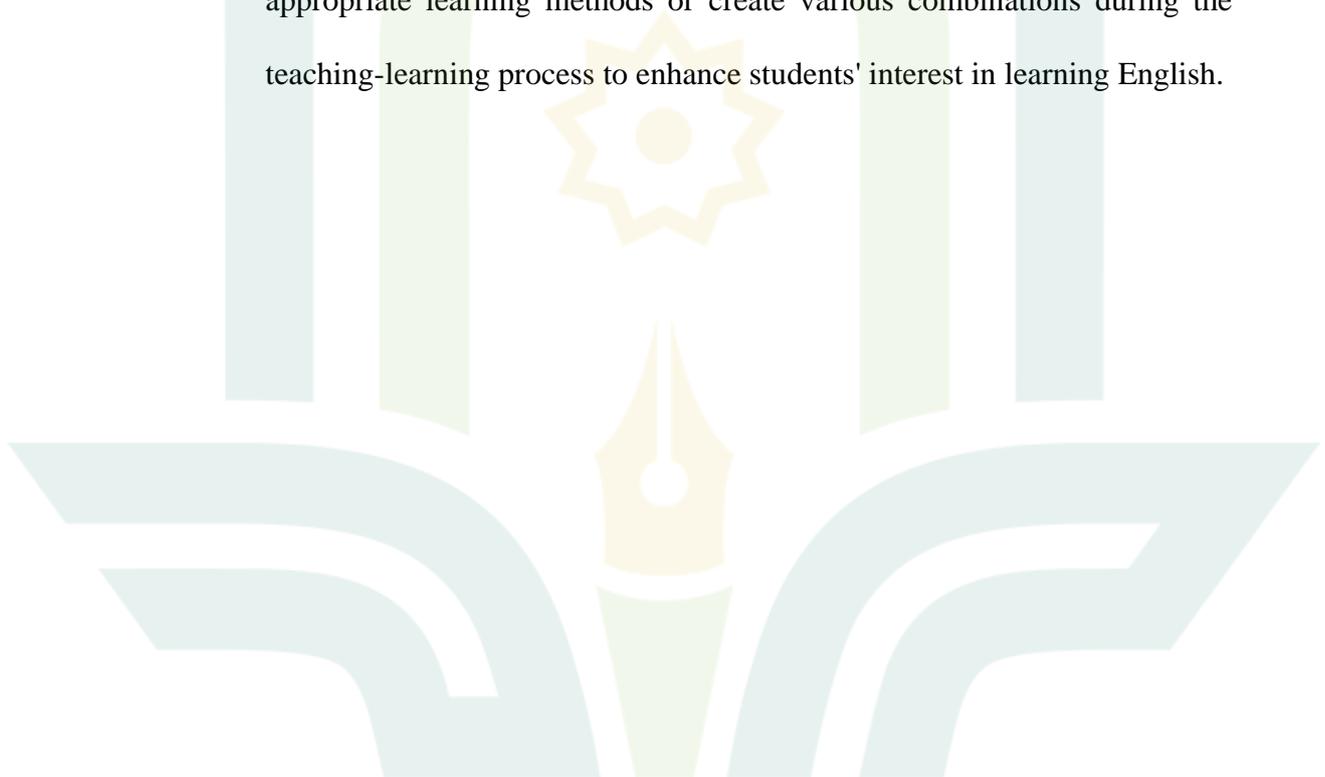
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APPENDICES

Appendix 1

List of interview questions (teacher's strategies)

No.	List of interview questions
1.	Apakah Anda menggunakan strategi visual based instruction untuk menghadirkan active learning dikelas?
2.	Apakah Anda menggunakan strategi writing in class untuk menghadirkan active learning dikelas?
3.	Apakah Anda menggunakan strategi problem solving untuk menghadirkan active learning dikelas?
4.	Apakah Anda menggunakan strategi computer based instruction untuk menghadirkan active learning dikelas?
5.	Apakah Anda menggunakan strategi cooperative learning untuk menghadirkan active learning dikelas?
6.	Apakah Anda menggunakan strategi debate untuk menghadirkan active learning dikelas?
7.	Apakah Anda menggunakan strategi drama untuk menghadirkan active learning dikelas?
8.	Apakah Anda menggunakan strategi role play and games untuk menghadirkan active learning dikelas?
9.	Apakah Anda menggunakan strategi peer teaching untuk menghadirkan active learning dikelas?
10.	Apakah Anda menggunakan strategi guided teaching untuk menghadirkan active learning dikelas?
11.	Apakah Anda menggunakan strategi jigsaw learning untuk menghadirkan active learning dikelas?
12.	Apakah Anda menggunakan strategi panel discussion untuk menghadirkan active learning dikelas?
13.	Apakah Anda menggunakan strategi case studies untuk menghadirkan

	active learning dikelas?
14.	Apakah Anda menggunakan strategi information search untuk menghadirkan active learning dikelas?

List of interview questions (Challenges)

No.	List of interview questions
1.	Apakah Anda terkendala waktu yang terbatas untuk menghadirkan active learning dikelas?
2.	Apakah Anda terkendala banyaknya persiapan sebelum kegiatan pembelajaran untuk menghadirkan active learning dikelas?
3.	Apakah Anda terkendala kelas yang besar untuk menghadirkan active learning dikelas?
4.	Apakah Anda terkendala alat dan bahan untuk menghadirkan active learning dikelas?
5.	Apakah Anda terkendala kurangnya motivasi siswa untuk menghadirkan active learning dikelas?
6.	Apakah Anda terkendala kurangnya semangat siswa untuk menghadirkan active learning dikelas?
7.	Apakah Anda terkendala tidak tertariknya siswa untuk menghadirkan active learning dikelas?

Appendix 2

Transcription of the interview

A. Strategies for stimulating active learning among EFL students

    a. Teacher perspective:

        1. **Peneliti:** Apakah Anda menggunakan metode visual-based instruction untuk menghadirkan active learning di kelas?

Guru (AS): "Ya. Guru menggunakan visual based instruction untuk menghadirkan active learning dikelas. Metode pengajaran dilakukan dengan menggunakan audio visual, video youtube, PPT, flashcard banyak layanan lainnya tersedia untuk menghadirkan active learning. Guru mengganti metode pengajaran konvensional dengan media pembelajaran yang lebih menarik untuk siswa, seperti penggunaan metode ceramah ke audio visual, memanfaatkan layanan youtube, flashcard, dan penggunaan PPT. Tuhuan dari penggunaan metode tersebut agar pesan informasi secara visual mudah difahami siswa dengan baik. "

2. **Peneliti:** Apakah Anda menggunakan metode writing in class untuk menghadirkan active learning di kelas?

   Guru (AS): "Tidak. Guru sudah jarang menggunakan metode menulis untuk menghadirkan active learning dikelas. Menulis dianggap sesuatu yang membosankan bagi kebanyakan siswa. Penyebab rendahnya kemampuan siswa dalam keterampilan menulis karena siswa cenderung tidak memiliki ide, sehingga siswa tidak mengerti apa yang harus mereka jelaskan dan imajinasikan dalam menulis."

3. **Peneliti:** Apakah Anda menggunakan metode problem solving untuk menghadirkan active learning di kelas?

   Guru (AS): "Ya. Problem solving adalah suatu cara penyajian pelajaran dengan mendorong siswa untuk mecari dan memecahkan

suatu masalah untuk mencapai tujuan pembelajaran. Guru menerapkan metode tersebut agar siswa mampu berfikir kritis dan analitis. Menggunakan metode problem solving dapat meningkatkan pemahaman siswa. pemahaman siswa dapat terbentuk dari keterlibatan siswa dalam mengumpulkan data dan menganalisanya..''

4. **Peneliti:** Apakah Anda menggunakan metode computer based instruction untuk menghadirkan active learning di kelas?

Guru (AS): ''Ya. Guru menggunakan computer based instruction untuk menghadirkan active learning dikelas. Computer dapat dimanfaatkan untuk mencari materi yang diperlukan oleh siswa secara berkala agar siswa dapat dengan mudah mengakses informasi tambahan yang diperlukan. Guru memanfaatkan aplikasi seperti quiziz, padlet, dan sebagainya untuk menyediakan tampilan yang menarik dan menyediakan pilihan isi pembelajaran yang menarik dan beragam. Dengan begitu, siswa akan lebih banyak dan lebih cepat menyerap materi yang sedang dipelajari dengan mudah.''

5. **Peneliti:** Apakah Anda menggunakan metode cooperative learning untuk menghadirkan active learning di kelas?

Guru (AS): ''Ya. Guru bahasa Inggris menggunakan metode pembelajaran cooperative learning. Model pembelajaran ini merupakan metode pembelajaran dengan memberikan tugas

kepada siswa yang dianggap lebih pandai dalam sebuah kelompok kecil yang hasilnya akan dipresentasikan kepada kelompok lain di dalam kelas. Metode ini menjadi salah satu cara mengajarkan sikap kerjasama dan kolaborasi antar siswa karena setiap anggota kelompok harus saling membantu anggota lainnya untuk belajar."

6. **Peneliti:** Apakah Anda menggunakan metode debate untuk menghadirkan active learning di kelas?

   Guru (AS): "Tidak. Pembelajaran dengan metode debate merupakan strategi yang secara aktif melibatkan siswa didalam kelas bukan hanya sekedar pelaku debatnya saja, tetapi cara penyajian pembelajaran, dimana siswa dihadapkan pada suatu masalah yang biasa berupa pernyataan atau pertanyaan yang bersifat untuk dibahas dan dipecahkan bersama. Tetapi untuk siswa SMA, metode ini masih kurang tepat untuk diterapkan karena metode debat ini biasa diaplikasikan untuk kelas universitas"

7. **Peneliti:** Apakah Anda menggunakan metode drama untuk menghadirkan active learning di kelas?

   Guru (AS): "Ya. Guru menggunakan metode drama untuk menghadirkan active learning dikelas. metode drama dapat meningkatkan keterampilan berbicara, suasana kelas juga dapat lebih hidup dan menarik. Siswa dapat menggunakan metode drama untuk mendorong percakapan alami didalam kelas. Selain itu, metode drama dapat melatih komunikasi siswa dalam konteks

sosial. Metode drama juga memungkinkan siswa agar menjadi siswa yang kreatif dan dapat menempatkan diri di tempat orang lain. kemampuan bicara juga dapat juga diukur dalam kemampuan untuk melakukan percakapan dalam bahasa inggris."

8. **Peneliti:** Apakah Anda menggunakan metode role play and games untuk menghadirkan active learning di kelas?

   Guru (AS): "Ya. Role play dan games merupakan metode pembelajaran yang dapat diterapkan agar belajar bahasa inggris menjadi lebih baik. Metode bermain peran digunakan karena efektif untuk menumbuhkan minat belajar siswa. metode roleplay adalah pembelajaran yang mana didalam ada aktivitas berakting dari siswa berdasarkan dengan peran yang sudah ditentukan. Siswa akan menirukan atau mengekspresikan tingkah laku, gerak gerik dan ungkapan seseorang yang kemudian dihubungkan dengan hubungan sosial antar manusia"

9. **Peneliti:** Apakah Anda menggunakan metode peer teaching untuk menghadirkan active learning di kelas?

   Guru (AS): "Ya. Metode ini juga hampir sama dengan cooperative learning, guided teaching, maupun jigsaw learning. Pembelajaran metode peer teaching merupakan pembelajaran yang berpusat pada siswa, sehingga metode ini bisa digunakan untuk melatih siswa mengajar teman sebaya nya sendiri."

10. **Peneliti:** Apakah Anda menggunakan metode guided teaching untuk menghadirkan active learning di kelas?

    Guru (AS): "Tidak. Guided teaching juga hampir sama seperti metode peer teaching, cooperative learning dan beberapa metode lain sehingga guru tidak menggunakan metode guided teaching karena tidak terlalu berpengaruh terhadap pembelajaran siswa. Guided teaching biasa diterapkan di perguruan tinggi yang disebut sebagai pengajaran terbimbing melalui dosen bertanya kepada mahasiswa untuk memperoleh kesimpulan dari beberapa kategori"

11. **Peneliti:** Apakah Anda menggunakan metode jigsaw learning untuk menghadirkan active learning di kelas?

    Guru (AS): "Ya. Pada metode jigsaw, guru berperan sebagai fasilitator, artinya guru hanya sebagai pemandu agar siswa belajar secara aktif, kreatif, dan akrab dalam kelompok yang telah dibentuk sebelumnya. dalam metode ini, siswa belajar dalam kelompok kecil yang terdiri dari 4-6 orang yang diberi tanggungjawab secara mandiri atas materi yang didapat. Melalui metode jigsaw, kelompok kecil dapat digunakan sebagai sumber belajar.

12. **Peneliti:** Apakah Anda menggunakan metode panel discussion untuk menghadirkan active learning di kelas?

    Guru (AS): "Ya. Panel discussion adalah salah satu metode diskusi, dimana terjadi pertukaran pendapat dan pemikiran antar

siswa. Metode yang dilakukan dengan saling bertukar pendapat antara siswa di hadapan siswa lain secara informal namun tetap terarah. Panel discussion digunakan sebagai media atau alat untuk menyampaikan informasi tentang suatu permasalahan melalui kegiatan diskusi. Pada kegiatan pembelajaran dikelas, guru berperan sebagai moderator."

13. **Peneliti:** Apakah Anda menggunakan metode case studies untuk menghadirkan active learning di kelas?

    Guru (AS): "Tidak. Case study kurang cocok untuk diterapkan pada level SMA. Case study adalah metode pembelajaran aktif yang menggunakan tipe studi kasus atau deskripsi masalah dari pelajaran yang akan dibahas. Case study digunakan untuk mengembangkan teori dan gagasan baru dan juga bisa digunakan untuk pengujian dan penyempurnaan teori. Langkah-langkah dalam menerapkan studi kasus juga berat untuk dilakukan siswa EFL."

14. **Peneliti:** Apakah Anda menggunakan metode information search untuk menghadirkan active learning di kelas?

    Guru (AS): "Ya. Informasi dapat dicari melalui buku paket, koran, majalah, maupun internet. Guru akan memberikan kesempatan kepada siswa untuk mencari informasi diluar kelas, seperti di perpustakaan ataupun di tempat yang dirasa dapat menjadi sumber informasi."

b. Students' perspective:

1. **Peneliti: A**pakah guru sudah menerapkan metode visual-based instruction untuk menghadirkan active learning di kelas?

   Siswa 1 (SJ): "Ya. Guru bahasa Inggris memanfaatkan media visual di dalam kelas, seperti pembelajaran berupa gambar dan teks dari PPT hingga pemaparan materi dari audio visual maupun platform youtube. Dengan memakai metode tersebut membuat siswa menjadi lebih tertarik dan mudah menyerap informasi yang disampaikan dalam proses pembelajaran. "

   Siswa 2 (RI): "Ya. Pada saat proses pembelajaran dikelas, guru biasanya menggunakan media PPT, audio visual, youtube, dan kadang siswa juga menggunakan media flashcard untuk memudahkan siswa memahami materi yang sedang dipelajari. Guru memanfaatkan media tersebut agar siswa lebih mengena dengan materi yang sedang disampaikan."

   Siswa 3 (MM): "Ya. Guru bahasa Inggris menggunakan media visual dalam proses pembelajaran. Guru memanfaatkan platform youtube dan PPT untuk memudahkan menyampaikan informasi yang diperlukan siswa. Dengan metode tersebut, guru dapat meningkatkan hasil belajar siswa dengan cara yang menyenangkan."

2. **Peneliti:** Apakah guru sudah menerapkan metode writing in class untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Tidak. Guru tidak menggunakan writing in class untuk menghadirkan active learning dikelas. Dalam kelas menulis, banyak siswa yang masih bermasalah. Ini disebabkan karena rendahnya tingkat penguasaan kosakata yang mengakibatkan siswa menjadi malas untuk menulis karena kurangnya kemampuan siswa."

Siswa 2 (RI): "Tidak. Pada saat kegiatan pembelajaran, guru tidak menggunakan metode writing in class. Siswa beranggapan bahwa menulis itu kegiatan yang membosankan. Menulis merupakan pekerjaan yang sulit karena siswa tidak tahu bagaimana memulai kata-katanya. Oleh karena itu, siswa beranggapan bahwa menulis itu sulit."

Siswa 3 (MM): "Tidak. Guru tidak menerapkan writing in class untuk menghadirkan active learning dikelas. Siswa berpendapat bahwa menulis terasa membosankan dibandingkan dengan metode lain untuk memudahkan siswa memahami materi dengan baik."

3. **Peneliti:** Apakah guru sudah menerapkan metode problem solving untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Guru menggunakan metode problem solving untuk menghadirkan active learning dikelas. Saat pembelajaran, guru akan memberikan masalah yang harus dipecahkan oleh siswa. Kemudian siswa akan dibuat kelompok diskusi dan selanjutnya diminta untuk mempresentasikan hasilnya didepan kelas."

Siswa 2 (RI): "Ya. Guru memanfaatkan metode problem solving untuk menghadirkan active learning dikelas. Pada saat proses pembelajaran, guru akan menyiapkan masalah yang jelas untuk dipecahkan dan menyajikannya kepada siswa, setelah itu siswa diminta untuk mengumpulkan data atau keterangan yang dapat digunakan untuk memecahkan masalah, mencari solusi dan menyimpulkannya."

Siswa 3 (MM): "Ya. Guru menerapkan metode problem solving untuk menghadirkan active learning dikelas. Saat proses pembelajaran berlangsung, siswa diminta untuk memecahkan masalah yang sudah disiapkan sebelumnya oleh guru."

4. **Peneliti:** Apakah guru sudah menerapkan metode computer based instruction untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Guru memanfaatkan komputer untuk memudahkan kegiatan pembelajaran dikelas. Guru menggunakan penggunaan komputer agar siswa dapat memecahkan masalah secara individual dan meningkatkan pemahaman siswa terhadap materi yang disajikan."

Siswa 2 (RI): "Ya. Guru menggunakan computer based instruction untuk menghadirkan active learning dikelas. Guru memanfaatkan komputer agar siswa dapat dengan mudah menerima instruksi dan dapat mencari secara mandiri mengenai materi yang sedang dibahas."

Siswa 3 (MM): "Ya. Computer based instruction memudahkan siswa untuk mencari informasi mengenai materi yang sedang dibahas. Dengan memanfaatkan teknologi guru bisa mengontrol siswanya untuk lebih mudah mengakses informasi mengenai topik yang sedang dibahas didalam kelas."

5. **Peneliti:** Apakah guru sudah menerapkan metode cooperative learning untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Guru menggunakan metode cooperative learning untuk mengajar dikelas. pada metode cooperative learning ini, siswa diajarkan keterampilan-keterampilan khusus agar dapat bekerjasama di dalam kelompok, contohnya seperti bagaimana menjadi pendengar yang baik dan cara memberikan penjelasan kepada sesama siswa dengan baik."

Siswa 2 (RI): "Ya. Dengan menggunakan metode cooperative learning, guru berharap agar siswa dapat belajar berkelompok dengan saling menghargai pendapat dan memberikan kesempatan kepada siswa lain untuk menyampaikan pendapatnya. Dengan metode cooperative learning ini siswa dapat mengukur kemampuan diri sendiri dan dapat meningkatkan prestasi siswa dan kemampuan sosial yang baik."

Siswa 3 (MM): "Guru menggunakan metode cooperative learning. Guru menerapkan metode ini karena dengan menggunakan metode cooperative learning, siswa dapat belajar memecahkan masalah

secara diskusi, menyampaikan pendapat dan mendengarkan pendapat dari siswa lain, dan guru bisa mengevaluasi hasil belajar siswa tentang materi yang sedang diajarkan.”

6. **Peneliti:** Apakah guru sudah menerapkan metode debate untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): “Tidak. Penggunaan metode debat untuk siswa SMA masih perlu dipertimbangkan. Siswa SMA masih memiliki emosi yang belum stabil karena perdebatan bisa terjadi terlalu banyak emosi yang terlibat sehingga bisa memunculkan kesan yang salah tentang siswa yang berdebat.”

Siswa 2 (RI): “Tidak. Untuk melakukan metode debat, tentunya siswa perlu persiapan yang matang dan teliti. Dalam kelas debat, siswa juga harus menyampaikan fakta dari kedua sisi masalah. dalam ranah SMA, guru takut terjadi simpang siur pendapat yang kurang jelas asal usulnya.”

Siswa 3 (MM): “Tidak. Untuk siswa SMA, keinginan untuk menang sendiri dalam kelas debat akan terlalu besar sehingga tidak memperhatikan pendapat siswa lain. Dengan begitu, siswa akan mendapatkan kesan yang salah tentang siswa yang sedang berdebat. Dengan metode debat juga membatasi partisipasi kelompok, kecuali jika diikuti dengan diskusi.”

7. **Peneliti:** Apakah guru sudah menerapkan metode drama untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Merode drama membuat siswa menyadari bahwa keterlibatan siswa dalam proses belajar adalah suatu keharusan. Dengan begitu, siswa akan memiliki motivasi untuk berlatih dalam kegiatan pembelajaran. Siswa otomatis akanberusaha untuk mempelajari dan menghafalkan materi yang sedang diajarkan dengan sungguh-sungguh. Dengan begitu, tujuan pembelajaran dapat tercapai dengan baik."

Siswa 2 (RI): "Ya. Metode drama memiliki nilai positif untuk memahami nilai-nilai hidup keseharian siswa. Dalam metode drama, siswa juga akan lebih mengingat kosakata yang siswa ketahui penggunaannya dalam konteks yang benar. Keberhasilan siswa dalam melakukan metode drama juga akan memotivasi siswa untuk berlatih dalam kegiatan berbahasa."

Siswa 3 (MM): "Ya. Metode drama merupakan bentuk kegiatan yang dikondisikan dalam suasana yang tidak sebenarnya, contohnya mempraktekkan percakapan tentang materi conversation yang sudah ada di buku paket dan siswa hanya perlu membacanya berulang kali sampai dirasa hafal dan siap maju didepan kelas. Meskipun conversation tersebut pendek, tetapi siswa pasti akan mengingat kosakata tersebut. Sehingga siswa mendapatkan penguasaan kosakata baru, merasa aman, dan tidak takut melakukan kekeliruan."

8. **Peneliti:** Apakah guru sudah menerapkan metode role play & games untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Siswa merasa bersemangat saat guru menerapkan metode role play dan games dalam kegiatan pembelajaran. Dalam praktiknya, guru mengajak siswa untuk menirukan aktivitas diluar kelas atau mensimulasikan ide, situasi, maupun suatu karakter tententu. Dengan metode ini, siswa merasakan bahwa belajar itu tidak harus selalu serius dan tegang."

Siswa 2 (RI): "Ya. Role play dan games adalah metode pembelajaran yang banyak disukai siswa. secara tidak sadar, guru melatih siswa untuk berinisiatif dan berkreatif. Selain itu, siswa juga melatih diri untuk memahami dan mengingat isi bahan yang akan di mainkan."

Siswa 3 (MM): "Ya. Dengan metode ini, siswa lebih antusias dalam mengikuti pembelajaran. Contoh metode role play dan games bisa diterapkan pada materi teks naratif. Guru membagi siswa menjadi beberapa kelompok dan guru memberikan teks naratif untuk dipelajari. Setelah itu siswa diminta untuk berlatih dan kelompok yang sudah siap akan diminta memerankan didepan kelas dengan percaya diri."

9. **Peneliti:** Apakah guru sudah menerapkan metode peer teaching untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Metode peer teaching memudahkan siswa untuk berpartisipasi secara aktif. Guru akan membuat kelompok belajar tentang materi yang akan disampaikan kemudian siswa yang dianggap sudah memahami materi akan di masukkan ke kelompok-kelompok kecil dan mengajari siswa lain. Dengan begitu, siswa akan berusaha untuk memecahkan masalah secara bersama-sama sehingga pemerataan pemahaman terhadap materi pembelajaran yang diberikan dapat tercapai."

Siswa 2 (RI): "Ya. Peer teaching memungkinkan siswa untuk saling bekerja sama. Siswa mengajar siswa lainnya dalam sebuah kelompok kecil, yang kemudian saling bertukar informasi dan memecahkan masalah secara bersama-sama. Dengan begitu, siswa mempunyai partisipasi aktif yang lebih tinggi. Guru hanya berperan sebagai fasilitator."

Siswa 3 (MM): "Ya. Metode peer teaching merupakan metode yang efektif dan efisien, karena guru memberikan bimbingan, bantuan, arahan dan motivasi agar metode ini berjalan sesuai rencana. Setelah itu siswa dibebaskan untuk saling bertukar informasi dan memecahkan masalahnya secara bersama-sama."

10. **Peneliti:** Apakah guru sudah menerapkan metode guided teaching untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Tidak. Guru tidak pernah menggunakan metode guided teaching untuk menghadirkan active learning dikelas. Guru

lebih memilih untuk menggunakan metode lain yang dianggap lebih berpengaruh dengan hasil pembelajaran. Metode guided teaching juga dianggap terlalu berat karena menurut guru metode guided teaching biasa dipakai di tingkat universitas."

Siswa 2 (RI): "Tidak. Guru belum pernah menerapkan metode guided teaching saat pembelajaran dikelas, siswa juga merasa keberatan jika guru menerapkan metode pembelajaran tersebut. Menurut siswa, metode ini dianggap kurang tepat karena siswa merasa materi yang disampaikan oleh guru kurang tersampaikan dengan baik."

Siswa 3 (MM): "Tidak. Metode guided teaching tidak pernah diterapkan saat pembelajaran. Guru lebih banyak menggunakan metode lain yang sekiranya cocok untuk siswa. karena guru berpendapat bahwa metode yang bisa difahami oleh siswa lebih baik dibandingkan guru menggunakan banyak metode tetapi siswa tidak memahami bagaimana metode tersebut diterapkan."

11. **Peneliti:** Apakah guru sudah menerapkan metode jigsaw learning untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Dengan metode jigsaw, guru memberikan kesempatan kepada siswa untuk menemukan sendiri pengetahuan yang menjadi tugasnya dan bersama-sama didalam kelompok untuk mengembangkan pengetahuan tersebut. jadi siswa akan berusaha

semaksimal mungkin karena nantinya siswa akan mengajari temannya seperti apa yang disampaikan oleh guru."

Siswa 2 (RI): "Ya. Metode jigsaw mewajibkan siswa untuk mampu mengajarkan bagian materi yang didapat dengan anggota lain didalam kelompoknya. Setiap anggota kelompok harus memberikan ide, informasi, pendapat, kemampuan dan keterampilan secara bersama-sama sehingga pemahaman seluruh anggota kelompok dapat meningkat. Dengan begitu, siswa harus bekerjasama dan memiliki hubungan saling ketergantungan yang positif."

Siswa 3 (MM): "Ya. Metode jigsaw lebih baik dibandingkan dengan metode ceramah, karena metode jigsaw dapat memunculkan keaktifan siswa dalam belajar. Siswa dapat memaksimalkan kondisi belajar untuk mencapai tujuan pembelajaran dan mendapatkan pengalaman belajar, baik secara individu maupun kelompok."

12. **Peneliti:** Apakah guru sudah menerapkan metode panel discussion untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Dengan menggunakan metode panel discussion, siswa merasa lebih semangat dalam mengikuti proses pembelajaran. Karena dengan menggunakan metode ini, siswa bisa saling bertukar pendapat dengan guru sebagai penengah. Dengan

begitu, siswa dapat bebas menyampaikan pendapat tanpa takut ada kekeliruan karena guru masih tetap mengarahkan."

Siswa 2 (RI): "Ya. Metode panel discussion dianggap metode yang pas untuk siswa. karena dengan menggunakan metode ini, siswa tidak merasa tertekan karena diskusi panel dilakukan seperti diskusi yang dilakukan secara pribadi antar siswa. karena menurut siswa, guru terkadang masih menjelaskan materi yang dianggap rumit oleh siswa. dengan bertanya kepada siswa lain, maka pembelajaran akan terasa menyenagkan dan mudah difahami."

Siswa 3 (MM): "Ya. Semenjak ada anak PPL di sekolah, siswa menjadi terbiasa dengan metode panel discussion. Pada saat pembelajaran, siswa akan diberikan materi, kemudian siswa diminta untuk berdiskusi dan kemudian presentasi di depan siswa lain. Meskipun siswa harus berfikir ekstra untuk memahami materi, siswa merasa senang karena merasa sedang belajar dengan teman sebaya."

13. **Peneliti:** Apakah guru sudah menerapkan metode case studies untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Tidak. Guru tidak menerapkan metode case study dalam proses pembelajaran. Menurut guru, metode ini lebih banyak digunakan pada tingkat universitas. Guru tidak memakai metode ini karena metode ini memerlukan waktu yang tidak sebentar dalam

penerapannya. Siswa harus mengumpulkan data, menganalisis data dan menulis hasil dari analisisnya."

Siswa 2 (RI): "Tidak. Case study memerlukan banyak waktu dalam pelaksanaannya. Sebenarnya bisa untuk menerapkan metode ini di ranah siswa SMA, tetapi guru beranggapan bahwa siswa masih belum terlalu kritis dalam upaya untuk memecahkan masalah. Guru menganggap bahwa siswa SMA belum terlalu kompeten untuk diterapkan metode case study dalam proses pembelajaran."

Siswa 3 (MM): "Tidak. Case study adalah metode pembelajaran untuk memecahkan masalah. penerapan metode ini akan mengasah dan meingkatkan keterampian berfikir krits untuk memecahkan masalah, kemampuan berkomunikasi, berkolaborasi, dan kreativitas. Siswa SMA dianggap guru masih memiliki emosi yang belum stabil, sehingga guru berfikir ulang untuk menerapkan metode ini untuk diterapkan di kelas."

14. **Peneliti:** Apakah guru sudah menerapkan metode information search untuk menghadirkan active learning di kelas?

Student (SJ): "Ya. Guru meminta kepada siswa untuk mencari informasi sebanyak mungkin tentang nateri yang sedang dibahas. Guru membebaskan siswa untuk mencari informasi tambahan baik melalui majalah, buku paket, jurnal, maupun mengapati lingkungan sekitar."

Student (RI): "Ya. Guru memberikan kebebasan kepada siswa untuk mencari informasi dari mana saja. Siswa biasanya mencari informasi dari youtube bila buku paket dirasa kurang lengkap. Dengan begitu, siswa akan berusaha mencari informasi yang akurat."

Student (MM): "Ya. Guru berharap, dengan menerapkan metode information search siswa terlatih untuk bisa mengungkapkan sesuatu dengan yakin berdasarkan informasi yang sudah siswa temukan."

B. Challenges in stimulating active learning among EFL students

    a. Teacher perspective

       1. **Peneliti:** Apakah Anda terkendala waktu yang terbatas untuk menghadirkan active learning di kelas?

       Guru (AS): "Ya. Untuk melaksanakan strategi-strategi active learning, guru sering terkendala waktu. Hal ini karena guru pada zaman dulu dan zaman sekarang sudah jauh berbeda. Guru pada masa lalu hanya menyuapi ilmu dan banyak menggunakan metode ceramah. Sedangkan pada masa sekarang, guru merupakan fasilitator yang perlu melakukan usaha lebih agar proses pembelajaran dapat berjalan sesuai dengan apa yang diharapkan dan hal ini tentunya memerlukan waktu yang tidak sedikit."

2. **Peneliti:** Apakah Anda terkendala banyaknya persiapan sebelum kegiatan pembelajaran untuk menghadirkan active learning di kelas?

   Guru (AS): "Ya. Mempelajari pengetahuan baru akan memerlukan waktu dan energi untuk persiapan yang tidak sedikit. Ketika guru memutuskan untuk menggunakan metode active learning, mau tidak mau guru harus menerima resiko bahwa banyaknya persiapan dan energi untuk menerapkan metode ini juga akan menjadi kendala yang harus diterima."

3. **Peneliti:** Apakah Anda terkendala kelas yang besar untuk menghadirkan active leraning di kelas?

   Guru (AS): "Tidak. Kelas yang besar biasanya ada di tingkat universitas. Untuk ranah SMA, jumlah siswa hanya berkisar 20-30 an saja. Dengan begitu, guru tidak mempunyai kendala dengan kelas tersebut. Pada saat proses pembelajaran sedang berlangsung, guru juga akan membagi siswa menjadi beberapa kelompok. Dengan begitu, kelas yang besar tidak menjadi hambatan bagi guru."

4. **Peneliti:** Apakah Anda terkendala alat dan bahan yang mendukung untuk menghadirkan active learning di kelas?

   Guru (AS): "Tidak. Guru tidak terkendala alat dan bahan untuk menghadirkan active learning dikelas. Guru sudah mendapatkan fasilitas dari sekolah seperti lab komputer, LCD Proyektor,

maupun bahan pendukung lain yang sudah disediakan oleh pihak sekolah. Oleh karena itu, untuk alat dan bahan guru tidak terkendala sama sekali. Guru hanya perlu mengarahkan kepada siswa bagaimana cara mengoptimalkan penggunaannya saja."

5. **Peneliti:** Apakah Anda terkendala kurangnya motivasi siswa untuk menghadirkan active learning di kelas?

   Guru (AS): "Tidak. Guru tidak bisa mengontrol motivasi setiap siswa. Motivasi muncul karena berbagai faktor, seperti cita-cita siswa, kemampuan siswa, kondisi ekonomi siswa, dan kondisi lingkungan siswa. Selain itu, faktor minat, kecerdasan bakat, dan sikap juga dapat mempengaruhi motivasi siswa."

6. **Peneliti:** Apakah Anda terkendala kurangnya semangat siswa untuk menghadirkan active learning di kelas?

   Guru (AS): "Ya. Tetapi kembali lagi, tugas guru itu untuk menyampaikan ilmu kepada siswa dan sebisa mungkin guru harus bisa menarik minat siswa untuk belajar. Dari strategi-strategi yang sudah disampaikan sebelumnya, guru berharap siswa bisa sedikit demi sedikit bisa menerima materi yang akan sampaikan meskipun hanya sedikit."

7. **Peneliti:** Apakah Anda terkendala tidak tertariknya siswa dalam belajar untuk menghadirkan active learning di kelas?

   Guru (AS): "Tidak. Guru tidak terkendala dengan tidak tertariknya siswa untuk menghadirkan active learning dikelas.

Guru hanya perlu menggunakan strategi-strategi yang dapat menarik siswa agar aktif dalam kegiatan pembelajaran."

b. Student perspective

1. **Peneliti:** Apakah guru terkendala waktu yang terbatas untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Untuk menghadirkan active learning dikelas, guru memerlukan persiapan yang tidak sedikit. Seperti mempersiapkan segala media pembelajaran dan materi yang akan disampaikan. Oleh karena itu, terkadang guru kekurangan waktu dan mau tidak mau harus menambah jam pembelajaran di hari lain. "

Siswa 2 (RI): "Ya. Untuk menggunakan metode active learning, biasanya guru memerlukan waktu pembelajaran yang tidak sedikit. Dengan adanya keterbatasan waktu, guru mau tidak mau harus membagi menjadi dua atau tiga kali pertemuan agar materi tersampaikan dengan baik."

Siswa 3 (MM): "Ya. Guru terkendala waktu yang terbatas untuk menggunakan metode active learning dikelas. Untuk jam pelajaran di SMA biasanya waktu dibatasi selama 45 menit per jam nya. Untuk mapel bahasa Inggris, per minggu hanya ada 2 atau 3 jam pelajaran saja. Dengan begitu, guru merasa waktu yang didapatkan masih kurang cukup."

2. **Peneliti:** Apakah guru terkendala banyaknya persiapan sebelum kegiatan pembelajaran untuk menghadirkan active learning di kelas?

   Siswa 1 (SJ): "Ya. Dengan menggunakan metode active learning di dalam proses pembelajaran, guru tentunya perlu mempersiapkan segala sesuatu yang akan digunakan. Entah itu media pembelajaran, alat dan bahan, maupun mempersiapkan agar siswa siap untuk melakukan kegiatan."

   Siswa 2 (RI): "Ya. Guru tentunya memerlukan banyak persiapan untuk menerapkan strategi pembelajaran aktif. Guru biasanya akan mempersiapkan segala sesuatunya sebelum kelas dimulai. Meskipun begitu, terkadang siswa belum faham bagaimana metode yang dimaksud oleh guru. Jadi, mau tidak mau guru juga harus mempersiapkan siswa agar metode pembelajaran aktif dapat terlaksana."

   Siswa 3 (MM): "Ya. Untuk menghadirkan strategi pembelajaran aktif, tentunya akan ada juga kendala seperti ini. Karena semakin banyak strategi yang diterapkan, akan semakin banyak pula persiapan yang dilakukan."

3. **Peneliti:** Apakah guru terkendala kelas yang besar untuk menghadirkan active leraning di kelas?

   Siswa 1 (SJ): "Tidak. Ukuran kelas untuk siswa SMA tidak bisa dikatakan besar, meskipun jumlahnya bisa lebih dari 30 siswa,

tetapi guru masih bisa menghandle dengan baik dan itu membuktikan bahwa ukuran kelas tidak menjadi kendala bagi guru."

Siswa 2 (RI): "Tidak. Ukuran kelas tidak menjadi kendala bagi guru. Guru berpendapat bahwa ukuran kelas di tingkat SMA masih masuk dalam katogori kecil. ukuran kelas yang besar biasanya ada di pondok pesantren maupun perguruan tinggi "

Siswa 3 (MM): "Tidak. Ukuran kelas untuk siswa SMA bisa dikatakan ukuran kelas yang ideal. Jumlah siswanya tidak lebih dari 50 dan tidak kurang dari 10. Jadi guru tidak merasa mempunyai kendala dengan ukuran kelas."

4. Peneliti: Apakah guru terkendala alat dan bahan yang mendukung untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Tidak. Alat dan bahan yang disediakan di sekolah sudah cukup untuk digunakan sebagai penunjang metode pembelajaran active learning. Fasilitas seperti LCD proyektor, komputer, maupun alat praktik lain sudah ada di sekolah. Guru tinggal memaksimalkan penggunaannya saja."

Siswa 2 (RI): "Tidak. Alat dan bahan sudah difasilitasi oleh pihak sekolah. Guru merasa tidak terkendala oleh alat dan bahan karena memang sudah disediakan oleh pihak sekolah. Guru hanya perlu menyiapkan materi yang akan diajarkan kepada siswa saja."

Siswa 3 (MM): "Tidak. Untuk alat dan bahan, guru merasa tidak mempunyai kendala. Guru bisa mencari materi dari internet atau youtube sesuai dengan materi apa yang akan disampaikan. Guru biasanya memanfaatkan komputer di lab yang sudah disediakan oleh pihak sekolah. Guru menggunakan media komputer untuk menunjang pembelajaran siswa dengan mengajarkan siswa untuk menggunakan aplikasi yang sudah ada di internet maupun menggunakan aplikasi yang sudah disetting oleh guru."

5. **Peneliti:** Apakah guru terkendala kurangnya motivasi siswa untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Tidak. Siswa selalu mempunyai motiasi meskipun itu hanya sedikit. Contohnya siswa mempunyai motivasi agar lulus sekolah dengan nilai ujian yang baik agar bisa digunakan untuk mendaftar kerja di tempat yang diinginkan. Atau bisa juga siswa mempunyai motivasi agar lulus dengan nilai yang baik agar bisa melanjutkan pendidikan di tingkat universitas. Dengan begitu siswa akan semangat dalam belajar."

Siswa 2 (RI): "Yidak. Setiap siswa tentunya harus memiliki motivasi yang ada pada diri sendiri. Motivasi akan membantu siswa menjalani aktivitas dan mengikuti pembelajaran dikelas. Meskipun begitu, motivasi siswa dapat dipengaruhi oleh beberapa faktor. Contohnya faktor keinginan untuk memperoleh pengakuan karena mendapatkan ranking 1 dikelas, keinginan untuk

memperoleh pengakuan karena agar diberi hadiah saat bisa naik kelas dan masih banyak motivasi lain. Dan hal itu dapat mendorong siswa untuk belajar aktif dikelas."

Siswa 3 (MM): "Tidak. Mempunyai motivasi merupakan suatu keharusan. Setiap siswa pasti memiliki motivasi yang berbeda. Perbedaan motivasi setiap siswa juga dipengaruhi oleh kondisi ekonomi dan kondisi lingkungan siswa. Dengan begitu, guru tidak bisa mengontrol siswa agar mempunyai motivasi yang sama. Meskipun motivasi yang berbeda pada setiap siswa berpengaruh terhadap pencapaian hasil belajar siswa."

6. **Peneliti:** Apakah guru terkendala kurangnya semangat siswa untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Ya. Guru memiliki peran besar dalam meningkatkan semangat belajar siswa. Tetapi terkadang guru kurang memberikan ruang atau respon terhadap siswa yang ingin bertanya ataupun menyampaikan pendapatnya. Siswa akan berfikir bahwa saat siswa ingin bertanya kepada guru tentang materi yang kurang difahami, guru hanya berinteraksi dengan siswa yang dianggap pintar saja."

Siswa 2 (RI): "Ya. Siswa akan semangat belajar jika guru mampu berinteraksi dengan seluruh siswa didalam kelas. Tetapi pada kenyataannya, guru hanya berinteraksi dengan siswa yang itu itu saja."

Siswa 3 (MM): "Ya. Siswa akan semangat belajar apabila penbawaan pembelajaran dari guru itu aktif, misalnya menggunakan metode tanya jawab, maupun menggunakan metode alat. Selain itu, siswa juga merasa semangat saat guru menyelipkan ice breaking saat pembelajaran dirasa sudah mulai membosankan."

7. **Peneliti:** Apakah guru terkendala tidak tertariknya siswa dalam belajar untuk menghadirkan active learning di kelas?

Siswa 1 (SJ): "Tidak. Tertarik tidaknya siswa itu tergantung dengan bagaimana guru bisa memunculkan kelas yang menyenangkan. Jika guru bisa mengkondisikan kelas menjadi nyaman untuk siswa, seperti guru menerapkan metode-metode yang memungkinkan siswa untuk berpartisipasi aktif. Maka siswa akan secara otomatis merasa tertarik dibandingan dengan guru yang menggunakan metode ceramah, dimana siswa hanya menjadi pendengar."

Siswa 2 (RI): "Tidak. Untuk membuat siswa tertarik mengikuti proses pembelajaran, guru harus pintar memberikan stimulus kepada siswa. karena sejatinya, setiap siswa ingin mendapatkan pengakuan baik dari guru dan dari lingkungan sekitar. Stimulus yang dimaksud bukan hanya berupa rewards yang berbentuk hadiah, tetapi pujian-pujian ataupun poin-poin. Dengan begitu

siswa akan terpacu untuk melakukan yang terbaik dan memberikan kontribusi didalam kelas."

Siswa 3 (MM): "Tidak. Siswa merasa tertarik saat dia merasa terlibat dalam proses pembelajaran. Oleh karena itu, guru sebisa mungkin bisa menggunakan strategi-strategi belajar yang memungkinkan siswa untuk selalu terlibat."

Appendix 3

Observation Guidelines (Teacher Strategies)

No.	Observasi	Data/Hasil Pengamatan
1.	Visual based instruction.	
2.	Writing in class.	
3.	Problem solving.	
4.	Computer based instruction.	
5.	Cooperative learning.	
6.	Debate.	
7.	Drama.	
8.	Role play and games.	
9.	Peer teaching.	
10.	Guided teaching.	
11.	Jigsaw learning	
12.	Panel discussion.	
13.	Case studies.	
14.	Information search.	

Observation Guidelines (Teacher Challenges)

No.	Observasi	Data/Hasil pengamatan
1.	Can't cover that much time.	
2.	Too much pre-class preparation.	
3.	Large class.	
4.	Lack of materials and equipment.	
5.	Loss of motivation.	
6.	Student feel unispired.	
7.	Student uninterested.	

Appendix 4

Observation Notes (Teacher Strategies)

No.	Observasi	Data/Hasil Pengamatan
1.	Visual based instruction.	Guru menerapkan strategi visual based instruction dikelas. Saat kegiatan pembelajaran sedang berlangsung, guru menampilkan slide PPT mengenai materi yang akan dibahas.
2.	Writing in class.	Guru tidak menerapkan strategi writing in class dikelas. Siswa terlihat kurang antusias saat guru memberikan tugas menulis. Hal ini terjadi karena siswa masih kurang dalam penguasaan kosakata.
3.	Problem solving.	Guru menerapkan strategi problem solving dikelas. Guru menjelaskan ruang lingkup materi yang akan dibahas, kemudian siswa diminta guru untuk memecahkan sebuah problem yang sudah disiapkan guru sebelumnya.
4.	Computer based instruction.	Guru menerapkan strategi computer based instruction di kelas. Guru memanfaatkan penggunaan komputer untuk membantu kelancaran proses pembelajaran.
5.	Cooperative learning.	Guru menerapkan strategi cooperative learning dikelas. Guru membagi siswa untuk saling berpasangan , kemudian guru

		meminta siswa untuk memahami bahan yang sudah disiapkan dan selanjutnya siswa diminta untuk menjadi pendengar dan pembaca.
6.	Debate.	Guru tidak menerapkan strategi debate di kelas. Siswa masih kurang bisa mengontrol diri untuk menyelesaikan masalah bersama yang sifatnya untuk didiskusikan.
7.	Drama.	Guru menerapkan strategi drama dikelas. Siswa dipilih secara acak dan kemudian maju didepan kelas untuk berlatih dan kemudian mempraktikkan percakapan singkat yang sudah ada di buku paket siswa.
8.	Role play and games.	Guru menerapka strategi role play and games dikelas. pertama-tama, guru akan mempraktikkan skenario permainan yang akan dimainkan. Setelah itu, siswa diminta untuk mempraktekkan skenario yang sudah dijelaskan.
9.	Peer teaching.	Guru menerapkan strategi peer teaching dikelas. Guru membentuk kelompok belajar tentang suatu materi, kemudian siswa yang dianggap mampu dan sudah memahami materi dengan baik akan dimasukkan ke dalam kelompok kecil untuk mengajarkan kepada

		siswa lain yang dianggap kurang dalam memahami materi.
10.	Guided teaching.	Guru tidak menerapkan strategi guided teaching dikelas.Siswa masih kesulitan untuk mengikuti dan menarik kesimpulan dari materi yang sudah diajarkan secara mandiri.
11.	Jigsaw learning	Guru menerapkan strategi jigsaw learning dikelas.Guru membagi siswa menjadi beberapa kelompok yang kemudian setiap kelompok akan diberikan materi yang berbeda-beda. Setelah itu, setiap kelompok harus mengirimkan salah satu anggotanya ke kelompok lain untuk menyampaikan apa yang sudah dipelajari.
12.	Panel discussion.	Guru menerapkan strategi panel discussion dikelas. Guru mengarahkan siswa untuk saling bertukar pendapat.Guru hanya berperan sebagai moderator agar kegiatan tetap terarah.
13.	Case studies.	Guru tidak menerapkan strategi case study dikelas. Untuk menerapkan strategi ini diperlukan waktu yang lama dan siswa masih kurang dalam mencari sumber informasi secara akurat.
14.	Information search.	Guru menerapkan strategi

		information search dikelas. Guru memberikan pertanyaan kepada siswa, kemudian siswa akan diminta untuk mencari informasi sebanyak-banyaknya baik dari buku bacaan maupun lewat internet.

Observation Notes (Challenges)

No.	Observasi	Data/Hasil pengamatan
1.	Can't cover that much time.	Guru memiliki keterbatasan waktu untuk menerapkan pembelajaran aktif. Untuk menerapkan strategi ini, guru memerlukan usaha yang lebih dan dengan begitu, waktu yang dibutuhkan akan semakin banyak.
2.	Too much pre-class preparation.	Guru memerlukan waktu yang lama untuk persiapan kelas. Guru tidak hanya membeberkan apa saja yang diperlukan dalam pembelajaran.Namun, guru perlu mempersiapkan siswa agar strategi yang digunakan dapat berjalan dengan lancar.
3.	Large class.	Guru tidak terkendala dengan ukuran ataupun jumlah siswa yang banyak dikelas. guru tidak menjadikan ukuran kelas sebagai kendala dalam pencapaian strategi pembelajaran aktif.

4.	Lack of materials and equipment.	Guru tidak mempunyai kendala pada alat dan bahan. Guru memanfaatkan fasilitas yang sudah disediakan di sekolah. Guru hanya perlu mengajari siswa untuk memanfaatkan alat yang sudah disediakan oleh pihak sekolah.
5.	Loss of motivation.	Guru tidak menganggap bahwa kurangnya motivasi siswa merupakan kendala bagi guru. Guru tidak bisa mengendalikan motivasi siswa.
6.	Student feel unispired.	Guru terkendala kurangnya semangat siswa untuk menerapkan strategi active learning. Siswa terlihat kurang antusias dalam mengikuti kegiatan belajar.
7.	Student uninterested.	Guru tidak terkendala tertariknya siswa untuk menerapkan strategi active learning. Guru hanya berusaha memaksimalkan strategi yang dianggap mampu menarik siswa dalam belajar bahasa Inggris.

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Hal. : **Permohonan Izin Penelitian**

Yth.

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di

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Diberitahukan dengan hormat bahwa :

Nama   : NIKMATUS SOLIKHAH

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Adalah mahasiswa Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan yang sedang melaksanakan penelitian untuk penyelesaian Final Project dengan Judul:

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

Sehubungan dengan hal itu, dimohon kesediaan Bapak/Ibu untuk memberikan ijin penelitian kepada mahasiswa tersebut.

Demikian, atas kebijaksanaan dan bantuan Bapak/ibu disampaikan terima kasih

Wassalaamualaikum Wr. Wb.

a.n. Dekan

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Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk digunakan sebagaimana mestinya.

Pekalongan, 16 Oktober 2023

Kepala Sekolah

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Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN K.H. Abdurrahman Wahid Pekalongan, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

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