

**ENGLISH TEACHERS' STRATEGIES TO STIMULATE STUDENTS'
ACTIVE LEARNING IN ENGLISH AT MAN KOTA MOJOKERTO**

THESIS

**Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English**



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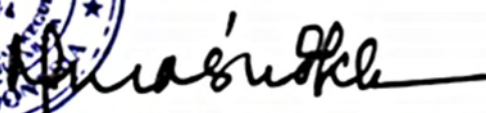
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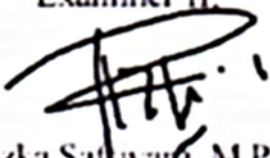
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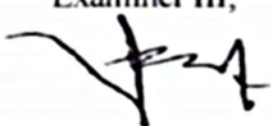
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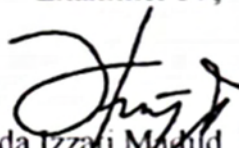
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ABSTRACT

Ningsih, Nurmaya. (2020). *English Teachers' Strategies to Stimulate Students' Active Learning in English at MAN Kota Mojokerto*. Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed. Grad. Dip. Tesol, Advisor II: Hilda Izzati Madjid, M.A

Key Words: Teachers' Strategies, Stimulate, Active Learning

Active learning occurs when learners possess the learning process as the involvement in creating it, not just the information they acquire. The teacher has a role as a facilitator in the atmosphere of active learning. Students perform most of the work, use their minds creatively, study ideas well, work on troubleshooting issues, practice what they read, write questions about debatable issues, participate in description and explanation, and write assignments inside small working groups that solve problems and ask questions. This qualitative study aims to analyze the teachers' strategies in stimulating students' active learning in English at MAN Kota Mojokerto which used Bonwell and Eison Theory about active learning strategies. This study used interview to obtain the data with two English teachers at MAN Kota Mojokerto. The result of the study shows that there are four strategies used by the English teachers to stimulate students' active learning in English. Those are questioning & discussion, visual based instruction, computer based instruction, and peer teaching strategies. The strategies above are out of ten common strategies suggested by Bonwell & Eison. Furthermore, those strategies are used because they are easy to be implemented, students can participate actively, they can be easy to understand the lesson, and the facilitations are available in the school.

ABSTRAK

Ningsih, Nurmaya. (2020). *English Teachers' Strategies to Stimulate Students' Active Learning in English at MAN Kota Mojokerto*. Universitas Islam Negeri Sunan Ampel Surabaya. Advisor I: Drs. Muhtarom, M.Ed. Grad. Dip. Tesol, Advisor II: Hilda Izzati Madjid, M.A

Kata Kunci: Strategi Guru, Stimulasi, Pembelajaran Aktif

Pembelajaran aktif terjadi ketika peserta didik memiliki proses pembelajaran sebagai keterlibatan dalam menciptakannya, bukan hanya informasi yang mereka peroleh. Dalam suasana pembelajaran aktif, guru lebih berperan sebagai fasilitator daripada sumber atau penyaji pengetahuan. Siswa melakukan sebagian besar pekerjaannya, menggunakan pikiran mereka secara kreatif, mempelajari ide dengan baik, mengerjakan pemecahan masalah, mempraktikkan apa yang mereka baca, menulis pertanyaan tentang masalah yang dapat diperdebatkan, berpartisipasi dalam deskripsi dan penjelasan, dan menulis tugas di dalam kelompok kerja kecil yang memecahkan masalah dan bertanya pertanyaan. Penelitian kualitatif ini bertujuan untuk menganalisis strategi guru dalam merangsang pembelajaran aktif siswa dalam bahasa Inggris di MAN Kota Mojokerto yang menggunakan teori Bonwell dan Eison tentang Strategi-strategi pembelajaran aktif di kelas. Penelitian ini menggunakan wawancara dengan dua guru bahasa Inggris MAN Kota Mojokerto. Hasil penelitian menunjukkan bahwa ada empat strategi yang digunakan oleh guru bahasa Inggris untuk mendorong aktif belajar bahasa Inggris siswa. Itu adalah Tanya jawab & diskusi, instruksi berbasis visual, instruksi berbasis komputer, dan strategi pengajaran sebaya. Temuan tersebut menunjukkan bahwa dari sepuluh strategi umum yang dikemukakan oleh Bonwell & Eison. Lebih lanjut, strategi tersebut digunakan karena mudah dilaksanakan, siswa dapat berpartisipasi aktif, mudah memahami pelajaran, dan fasilitas tersedia di sekolah.

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CHAPTER I

INTRODUCTION

The following section provides the background explaining the reasons why the researcher would like to do the research. Following the background, the problems are formulated along with the goals of the study. The importance of this research is presented in the following part to give a view on how the results of this study able to give benefits in educational areas. Next, things that are covered and limitation are explained in the scope and limitation of the study. Last, the main terms 'definition related with this research is described in the last part of the chapter.

A. Background of the Study

In order to achieve positive learning results for learners and further improve their abilities, student participation has also become a crucial factor. Participation enables students to draw on their skills, demonstrate understanding of the subject, develop confidence and apply theory. It allows learners to think creatively and participate in discussion with their peers and teachers by putting forward logical arguments based on retained knowledge. Such abilities are crucial to their success in their education and to their career readiness.¹ The theories have the same finding with previous studies revealed that they felt better prepared for examinations. As a result of engaging in the classroom, and getting a stronger understanding of concepts, involvement will help explain their awareness. By being able to express their thoughts by engaging actively in the class, they develop their

¹Garside, C. *Look who's talking: A comparison of lecture and group discussion teaching strategies in Communication Education*, 45(3), (1996) 212. Retrieved from <http://www.tandfonline.com>

Alternatively, As English is used as A languages of teaching from primary to tertiary levels, active learning has become commonly accepted as a preferred method for language teaching, and the essence of language

³ William, M., & Burden, R. L. *Psychology for Language Teachers: A Social Constructivist Approach*. (Cambridge: Cambridge University Press, 2003)

There have been several other studies of the factors that affect students' engagement. Fassinger proposed that these variables include classroom size, anxiety, view of faculty control, student readiness for learning, and confidence.¹¹ Participation can also include other types, namely

⁸Pajares, F. *Assessing self efficacy beliefs and academic success: the case for specificity and correspondence*. Paper presented at the *Annual Meeting of the American Educational Research Association*, New York, 1996.

¹⁰Fassinger, P. A. *Professors' and students' perception of why students participate in class*. Teaching Sociology.1995.24, 25-33.

¹¹Fassinger, P. A. *Professors' and students' perception of why students participate in class*. Teaching Sociology. 1995. 24, 25-33.

The adequacy and relevance of instructional materials used, including such bottles, kites, books, strings and Armstein chalkboard, are affected by participation (as described in Stephen Elizabeth Wambui 's research).¹³ Moreover Wales (quoted in the research of Stephen Elizabeth Wambui) said that the use of teaching methods should firmly render discovered facts glue in the mind of the learners. Tutorial tools help them enjoy learning English. It allows the learners in long-term memory to preserve the idea. A well-planned use of instructional materials in classes, according to Stephen would do much to ban apathy. Moreover, he argued that the collection of instructional materials relevant to a lesson 's basic activity allows the learners to understand such a lesson in detail, making the lesson enticing to them, thus showing their interest and therefore also encouraging them to study and interact.¹⁴

It can be conclusively proven, Based on these selected previous studies and literature, learners can learn more by becoming active in the

¹³Stephen Elizabeth Wambui. *Effect of Use of Instructional Materials on Learner Participation in Science Classroom in Preschool in Kiine Zone Kirinyaga County Kenya*. Department of Educational Communication and Technology. University of Nairobi. 2013.

¹⁴Stephen Elizabeth Wambui. *Effect of Use of Instructional Materials on Learner Participation in Science Classroom In Preschool In Kiine Zone Kirinyaga County Kenya*. Department of Educational Communication and Technology. University of Nairobi. 2013.

different teachers but they teach in the same classes of grade 10th. To make the study objective, the researcher selects two English teachers who teach English but different area.

F. Definition of Key Terms

The key words that related to this research have been explained by the researcher so that the readers are allowed to understand this study clearly. As described follow:

1. EFL Teachers

In a non-English speaking country, the teachers who teach English as an additional language are teachers of EFL or English as teachers of the foreign language. Whereas teacher becomes the primary component that has significant roles in organizing the learning and teaching activities in large classrooms, the teacher needs some skills and personalities. A teacher has three executive, affective and psychometric competences to show¹⁵. The researcher describes the EFL teachers in this study as the teachers who teach English in school as a foreign language, specifically at MAN Kota Mojokerto.

2. Teachers' Strategies

Teacher strategies have a very important role in teaching to help the students understand. Fred Nickols explains all of these points of view, positions, plans and patterns as techniques that

¹⁵H Brown–Douglas, *Teaching by Principle An Interactive Approach to Language Pedagogy* (San Francisco : Longman, 2001), 342.

Teaching techniques are methods of producing choices about a lesson, a particular lesson or a whole program, starting with a summary of the teacher's characteristics, learning goals and educational goals.²⁵ Therefore, Lesson plans may be considered to be how educators handle learners in the learning type of teaching. It is hoped that this technique will be used to achieve the goal of teaching. Strategies should make students capable of communicating efficiently and effectively in the case of teaching speech. Richards and Renandya argue that since language teaching aims to provide communicative skills for learners, classroom interactions that enhancing the capacity of learners to understand themselves through communication will seem to be an important element of a language course, and teachers who prepare and execute these activities will therefore be more

²⁵ MIT. *What is strategic teaching?*. 2002. It is accessed from <http://tll.mit.edu/help/what-strategic-teaching> on February 1st, 2016.

As their questioning strategy, the teachers used different questions and questioning styles not only to facilitate interaction in the classroom, but also to motivate the learners to engage in a real-life context, to establish deeper relationships with the learners, and to allow the learners deal with difficulties because of their limited vocabulary in expressing themselves. The questions are often used at the end of the class, but at the start and center of the teaching and learning period.²⁸ It can be done by giving brainstorming, ice breaking, or feedback to the students.

[illegible]

significantly, teachers use questions when revealing new or linked relationships to build critical thinking skills and foster perspectives. In the context of classroom recitation, the objectives are usually followed, described as a series of teacher questions, each resulting in a student response and, often, a teacher reaction to that response.²⁹ It implies that the questions of the teacher are not only a way to force the teacher-talk to direct the attention of the students, but also to judge the students to be more interested and concentrate on a specific topic, so that we can evaluate and control the understanding of the students. Moreover, according to Nunan, it is great importance for students' learning if teachers extend waiting time properly.³⁰ Managing time is importance for teacher when he asks a student. Teacher should set aside enough time according to the degree of difficulty of the questions not only for students' answering but also for students' adequate thinking.

Mayers and Johns suggest that this would result in greater retention of information relevant to the subject matter if students are motivated to engage in activities that

²⁹Dillon. "Research on Questioning and Discussion." Educational Leadership 42(1984): 50-56. Draws a distinction between recitation and discussion and cites research regarding the nature and effectiveness of discussion.

³⁰ Nunan, D. *The Questions teachers ask*. AJLT Journal, 2015, 187-202.

3) Writing class

³⁴Cooper, L. Z. *Considerations in cross-cultural use of visual information with children for whom English is a second language*. *Journal of Visual Literacy*, 2002, 22(2), 129-142.

written objectively; provide a short description of the situation and concise detail that will set the context for the issue in order to explain the decisions that are made. One of the techniques that can motivate the students to learn is problem solving. Brown stated that this is a technique in which the learning and teaching process is achieved by involving a certain problem and how to solve it which requires the participation of students in small or large group.³⁷ Then, problem solving technique makes the students have self confidence in learning. Learning through problem-solving technique, make the students try to solve the problems until they are able to solve them, and they are sure of what they have learned with the good concept. In addition, Moore argued that problem-solving technique is an effort to eliminate the doubtless students through the teaching and learning process.³⁸ Learning through problem-solving technique, make the students try to solve the problems until they are able to solve them, and they are sure of what they have learned with the good concept. In addition, Moore said that problem-solving technique is an effort to eliminate the doubtless students through the

³⁷Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Pedagogy*. New York: Addison Wesley Longman, Inc. 2001.

³⁸ Moore, Kenneth D. *Effective Instructional Strategies: From Theory to Practice*, California: Sage Publication, Inc. 2005.

teaching and learning process.³⁹ Thus, problem-solving technique is a learning method that requires a great deal of knowledge and experience, and problem-solving is a success in uniting the concepts to understand the rules through extending knowledge mastery aimed at making the students interested in discovering and using information relevant to the problem to be solved, and it is an attempt to find a way to solve the problem, such as to find patterns and rules.

5) Computer based instruction

Activities involving the use of computer will give advantages for the students. It gives many positive attributes in the learning process such as the increasing of students' achievement. For example, students are able to see the visual simulation on the computer while the teacher lectures so they can grasp the information more thoroughly. Computer-based instruction has its limitations; but, for example, for those schools that develop institution-wide computer systems, the costs of computing can be very high. Wena also added that it is not possible for educators who do not understand the application to create a computer

³⁹Moore, Kenneth D. *Effective Instructional Strategies: From Theory to Practice*, California: Sage Publication, Inc. 2005.

skills and critical thinking skills.⁵¹ Furthermore, Oros explains the abilities that students will learn before being taken to the session in the investigation of debates outside the lecture. They conclude that students should regularly engage in independent research and collect data from different points of view, interpret this information by evaluating it in relation to the topic of discussion and prepare an acceptable argument for discussion during the session.⁵² Hence, the use of debates gives students control of their position, including the evidence they bring to the discussion. In comparison, Temple found that the participation in the debate team was limited to those. Goodwin noticed that the students did not find being involved and participating in listening to other debate teams. In such debates, however, not all students are involved. Allow students who are experienced in volunteering in English to enter these debates.

8) Drama

Drama or play is a performance using scripts written on it. Research suggests that it can encourage the interest of the students for the material and improve their learning

⁵¹ Goodwin, J. *Students' perspectives on debate exercises in content area classes*. Communication Education. 52(1), 2003, pp.157-63.

⁵² Oros, A. *Let's Debate: Active Learning Encourages Student Participation and Critical Thinking*. Journal of Political Science Education. 2007. 3(-). pp.292-311.

through the use of play or drama. Drama will promote interaction between the students and the concept content. Here teachers may determine the comprehension of the conceptual content by the students.

Drama is also a particular activity to activate, appreciate, connect, and contextualize the learning process. Interactive dramas are a language learning exercise, as Cheng said, in which each class member plays a different function with specific goals and then communicates with other learners in the class to create alliances and achieve shared objectives.⁵³ In addition, Maley and Duff pointed to the values and uses of drama: drama will assist the teacher to achieve 'truth' in many respects. This will resolve the students' inability to learn the new language.⁵⁴ So drama is an alternate strategy for improving the students' competence. It will help students understand and express themselves in both the spoken language and the expression of the language. Drama is often a specific activity to make the learning process more efficient, engaging, communicative, and contextual, as the students become more involved in verbal communication.

⁵³Cheng, M. *Student Perceptions of Interactive Drama Activities*. Journal of Interactive Drama. 2007. 2.3 (3).

⁵⁴ Maley, A., & Duff, A. *Drama Techniques in Language Learning*: Cambridge University Press.1978.

9) Role playing and games

Role play and games will enable students to work as a group and increase the motivation and excitement of the students. Role play is typically casual with instructor providing background specifics and general information about the roles to be performed, communicating the common purpose of role play, encouraging, directing and summing up the assessment. According to Dananjaya, role play is an activity in learning process which is the students should not be worry, because the real situation of live will be created in this role play activity.⁵⁵ In terms of drama, this activity is different; the duration is very short. The teacher offers only a brief scenario and the students feel free to modify or enhance the circumstance and character. Efficient interpersonal interactions between the participants and social transactions are explicitly encouraged through role-playing. Tompkins in Diyah's research argued that the participants must recognize their positions and functions' duties and obligations and do their best in the position they find themselves in order for a simulation to take place.⁵⁶ Students must connect to others in the simulation, using appropriate social skills to fulfill their position

⁵⁵Dananjaya, Utomo. *Media PembelajaranAktif*. Nuansa Cendikia. 2013.

⁵⁶Diyah, Ayu. *Using Role Play in Teaching Speaking*. UIN. 2010.

by one), peer counselors (who advise students on academic issues), collaboration (which is a one-to-one collaboration in which each partner alternates teacher and student positions), working group (which is a group of people working together)

Out of those five kinds of peer teaching, collaborations and working group are the ones that can encourage an active learning process in the classroom. Dueck argues that through proper study, information management and knowledge nurturing, identification of basic concepts, filling information gap and the peer learning strategy also improves learning for learners by finding additional definitions and reformulating information in a new perceptual context.⁵⁸ Delaloye highlights that this strategy is a way to apply peer teaching through one student to another and then from one team to the other in a specific subject, by presenting examples and then suggesting concepts, several worksheets, several other tests, or presenting several websites or games.⁵⁹ Farivar further claimed that the peer teaching approach allows learners to

⁵⁸Dueck, G, *Picture Peer Partner Learning: Students Learning From and With Each Other*, Instructional Strategies Series No. 10, Saskatoon: Saskatchewan Professional Development Unit. (ED 360308). 1993.

⁵⁹Delaloye, J, *Teaching the Elderly Home Bound Through Learning Companions – A Peer – Teaching Approach*, New York City and Extension Service, ERIC Clearinghouse on Adult, Career and Vocational Educational (ED 253710).2000.

rely on themselves by interaction with their peers instead of relying on their educators.⁶⁰ It helps students to achieve broader opportunities to improve the learning process by teamwork and working within a collective structure to boost their own success through challenging peers.

Based on definition explained before, strategies are any tactics that are employed by students to study more effectively and more independently. In short, teaching strategies are very critical, because they assess teaching process effectiveness.

2. Active learning

Active learning is a concept which is often used in education. It refers to many instructional models that focus on learner accountability in learning. In this regard, the role of the teacher is to guide students from memorizing into a more active learning style in which the student seeks to create conceptual meaning and thus understand the subject at a deeper level.⁶¹

Active learning is formative, and must be intentional, well planned and framed. Active learning starts with the creation of a student-centered curriculum focused on student intellect.⁶² And on their previous experience and expertise in deciding how students can

⁶⁰Farivar, S, *Helping – An Essential Skill for Learning to Solve Problems in Cooperative group*, Cooperative learning 13.1993

⁶¹Harland, T. *University teaching: An introductory guide*. USA: Routledge.2012.

⁶² Gardner, H. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.1999.

demonstrate their understanding of course materials.⁶³ In order to include all learners, active learning should be designed equally, giving them several means of communication, action and speech.⁶⁴ This design will take place at various levels: spatial, temporal, economic and curricular. An active learning environment enables learners to improve and share their learning in open, flexible and sensitive environments, whether interactive or virtual.⁶⁵ Active learning often involves a diverse schedule structure that enables dialogue, analysis, reasoning, creativity and input. Teachers are encouraged to adapt and change active learning activities to best fulfill the needs of students and their targeted learning objectives.

A learning philosophy called constructivism emphasizes that active learning is the idea that students create or develop their own understanding. The process of making sense is learning. Apprentices replace or adjust their current knowledge and understanding with deeper and more experienced levels of understanding (based on their previous experience). Professional teaching is also involved, including environments that promote deep learning for learning, tools, interactions, tasks and instruction.

⁶³ Perkins, D., 'What is understanding?', in Wiske, M. S. (Ed.) *Teaching for Understanding: Linking Research with Practice*. San Francisco, Jossey-Bass, 1998, pp. 39-58

⁶⁴ Rose D. H., Meyer, A. & Hitchcock, C. (Eds.), *The Universally Designed Classroom: Accessible curriculum and digital technologies*. Cambridge, MA, Harvard Education Press, 2005.

⁶⁵Brooks, D.C., *Space matters: The impact of formal learning environments on student learning*, British Journal of Educational Technology, 2011, 42(5), pp. 19-26

Turk defines active learning as the following goals: a high degree of self-regulation and independence, varied (meta) cognitive strategies, selective processing of information, building on previous experience, an integral approach to lessons and enhanced innovation. In order to achieve these goals, Simons points out that students should plan and prepare for the learning process, engage in learning, control their learning, track it, and continue learning activities.⁶⁶ Kyriacou states that in classes, positive learning should be constantly present, as students benefit in many ways from it. It encourages students to behave individually and to have power over events in the classroom. It plays an important role in student motivation, as it connects problem-based

[illegible]

Kovacevic argued that there is a need to introduce new learning approaches that would enable active learning. It offers great potential to teaching, and generates changes in student values. When engaging with different content, a student becomes cognitively engaged, and begins to perceive learning as a mission. Only then will students be expected to think of education as a positive thing, and to accept that a right is the capacity to learn.

Various educators have recognized that a multiple of factors will affect the successful implementation of active learning. Some are discussed below.⁶⁷

The understanding of active learning by the teachers and students primarily depends on the awareness they adhere to. This means teachers and students who are firmly in favor of the conventional teaching method believe that the teacher is the

[illegible]

Besides a given institution's social environment, the location, size, shape and construction of the classroom, the presence and efficient management of various educational facilities such as: furniture, resource centre, laboratory and library services have a direct bearing on the instructional methods. Lue explains that teachers who teach many students in overcrowded classrooms frequently claim that the provision of activities and group works for these classes is definitely not necessary.

3. Class size

4. The physical environment

Most textbooks and modules do not incorporate active learning. They simply provide instruction in one way. Communication the learner reads what was written in one way but does not respond to the content in any way. It greatly limits the learners' imagination and the application of constructive learning.

A. Previous Studies

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minds of students and to calculate the performance of the lesson by students.⁶⁹

Another study is conducted by Kadaruddin entitled “*Use of Computer-Based Learning Multimedia at English Department of Universitas Sembilanbelas November Kolaka*”. The purpose of this research is to investigate how computer-based multimedia learning improves the success of English students at the Universitas Sembilanbelas November English study program. The descriptive qualitative analysis was used. The analysis revealed that computer-based multimedia learning improves students' English ability; it will need to be presented in the form of more imaginative and inventive activities. It also gives a more appealing presentation of the materials and the requirements and characteristics of the students are important.⁷⁰

Furthermore, another study which investigated the similar topic conducted by Putri Kensari in her thesis entitled “*An Analysis on Students Responses towards Teachers’ Questioning Strategies in Reading Comprehension during Classroom interaction activities at The Tenth Grade of SMKN 1 Sragen*”. The purpose of this study is to identify the responses of students at the tenth grade of SMKN 1 Sragen to the questioning strategies of teachers in reading comprehension during

⁶⁹Sujariati, QashasRahman, and Murni Mahmud written her research entitled “*English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1Bontomarannu*”. State University of Makassar, Indonesia.

⁷⁰Kadaruddin entitled “Use of Computer-Based Learning Multimedia at English Department of Universitas Sembilanbelas November Kolaka”. International Journal of Education and Literacy Studies. ISSN: 2202-9478.

In general, all the researchers typically centered on the teachers' strategies used in the class without asking specific skills and lessons in applying the strategies in the class. Therefore, this study is different from several studies mentioned above. This study intends to seek of teachers' strategies by looking at the activities applied and strategy used by the teacher in stimulating students' active learning in English and also asking specific skills and lessons students' in applying the strategies by the teachers.

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CHAPTER III

RESEARCH METHOD

This section relates to the techniques for carrying out the studies. It covers research design and approach, setting and subject, data and source of data, data collection technique, research instruments, research stages, and data analysis technique.

A. Research Design and Approach

In this analysis, to find out the end result of the research question, the observer preferred to use qualitative descriptive. Where the study aims are to identify phenomena, qualitative approach is used. Cresswell noted that qualitative studies are a way of understanding a social or human problem, focused primarily on the development of a dynamic, holistic image, fashioned by words, targeted perspectives of facts and carried out in a natural environment.⁷² This is an attempt to clarify the phenomena of the natural environment relevant to the real English class scenario and the key problem of this study is to inform the teaching methods of teachers to promote the active learning of students as before in the research questions.

Qualitative study is also described as a studies technique that makes a specialty of obtaining statistics through open-ended and conversational communication.⁷³ This method isn't simplest approximately "what" human

⁷²Cresswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition. Boston: Pearson Education, Inc., 2010.

⁷³Cresswell, John W. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th edition. Boston: Pearson Education, Inc., 2010.

beings think however also “why” they suppose so. In-depth and further probing and questioning of respondents based on their responses are allowed in the qualitative research technique, in which their motivation and feelings also are tried to be recognized by the researcher. Hence, the method suits this research very well since the research wants to know teachers’ teaching strategy and how the strategies can stimulate students’ active learning in English.

Because of the design, this study is included as qualitative study, the statistics collection method, and the feature of qualitative study related to the data analysis. The research was carried out at English Teachers of MAN Kota Mojokerto, East Java, Indonesia. English teachers are as the subject which is observed their strategies in teaching. The researcher describes the practical strategies done by the English teachers in stimulating students' active learning in naturally without any treatment or training for the teachers before. Therefore, the context is suitable, considering that the point of interest of this research is to analyze the teachers' strategies in stimulating students' active learning in English. The principal focus of the research is to decide the area strategy done by teachers when teaching English.

B. Research Setting and Subject

The research taken at MAN Kota Mojokerto. The researcher chose this school after doing *PPL 2* and the researcher found that the teachers of this school have many strategies to stimulate students' active learning in

⁷⁴Sugiono, *Metode penelitian kuantitatif, kualitatif dan R&d* (Bandung: Alfabeta, 2008), 231.

1. Interview

Three forms of interviews exist. These are unstructured interviews. The interviewer does not need to develop a comprehensive question plan when performing this type of interview. The following is structured interview. This section form of interview, before making it, a list of questions that has been asked about the topic of the interview must be prepared and made first by the interviewer. The last one is semi-structured interview. A specific question which is established to

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obtain the specific data is used by the interviewer. The interviewer may recognize the intended questions that have been created when the interviewer seeks interesting or significant answers that come spontaneously from the topic of the interview.⁷⁵

The third form, a semi-structured interview, was the type of interview used by the researcher. After the teaching-learning phase was over, the researcher obtained it with the EFL students. The researcher developed the interview guide in line with the teaching technique of the English teachers and the teacher's implementation in the classroom. But the researcher can also ask more detailed questions if needed to get richer results. It was performed in order to achieve the authenticity of data obtained from the English teacher's interview.

E. Research Instruments

The data was gotten from the research instrument in order to look for the information of the research questions. Moreover, the instrument used in this study was described as follows:

A. Interview Guideline

An interview guide had been developed by the researcher to guide the conduct of an interview. In making the interview guide question sheet, the researcher applied to the primary points within the teaching strategy framework. Interview was done to the English teachers. The questions were created by the researcher based on Bonwell and Eison's

⁷⁵Hadi, *Membaca Cepat dan Efektif* (Bandung: SinarBaru, 1987), 39.

book about active learning. There are 23 questions that related to the characteristics of active learning strategies mentioned by Bonwell and Eison. These Issues are linked to the teachers' strategy in stimulating students' active learning in English.

The interview between the researcher and the English teachers was conducted orally. In interviewing the teachers, the researcher recorded teachers' answer using cell phone to anticipate the data wasn't lost was quite necessary. The outcome of the interview was used to analyze the research question related to the strategies of teachers to promote active learning in English by using interview guidelines. The researcher conducted an interview section with English teachers on 22-23 July. The interview have been done by calling the teachers via mobile phone and use WhatsApp because the researcher cannot come the school because the situation of Corona Virus Disease 2019. The researcher also will use double devices to avoid problems while recording. For instance, using loudspeaker while calling the participants and recording the interview session with the laptop or other devices as well.

G. Data Analysis Technique

The technique of data analysis had a significant role to conduct a study, as it could help the researcher obtain important and informative data by analyzing the message to solve the problem. After the instrument captures data, the data will then be analyzed. It was explained as follows:

1. Data Collection

CHAPTER IV

FINDINGS AND DISCUSSION

This section explains the data collected during the course of the study. This research describes the finding part result of the data. The research discusses the results related to the theory outlined in the previous chapter, in the discussion section. The discussion is about the teachers' strategies to stimulate students' active learning and students' response to the teachers' strategies in stimulating students' active learning in English.

A. Findings

This research was conducted at MAN Kota Mojokerto. This study was carried out on 22-23 July 2020. This study conducted an interview section to obtain the results. For answering the research questions, the data was analyzed. The investigator obtained the following results by arranging the findings from two research questions.

1. English Teachers' Strategies to Stimulate Students' Active Learning

The following descriptions were presented in attempt to answer the research question dealing with the teachers' strategies to stimulate students' active learning. Two English teachers were present who taught English in grade 10. The researcher obtained the data by doing interview via WhatsApp call and recording all the conversations. Here were the results of the interview.

The researcher got the data from the first English teacher which can be listed below. He thought that teaching strategy was really important,

based on the first English teacher. He described strategies as a strategy comprising designed activities' series to attain certain objectives. The English teacher's position has been a teacher, facilitator, and also motivator. In the beginning of the class, before doing learning exercises, he encouraged the students to make them spirit in learning English. As the teacher has reported:

“First of all, I motivate my students first that English is very important for us, because it’s international language. That’s why I give them many kinds of motivations, for example I give some questions to the students, such as who wants to go to abroad?, what country do you want to visit? And they will answer many kinds of countries, like America, Saudi Arabia, France, Australia, and others. Then I motivate them that if we go to other countries one thing that we should expert is language. Although we don’t know their first language but we can use English, because it’s international language that can be understood by all the citizens in every country”(T1)

The statements above showed that the teacher tried to convince students how important English is. Besides giving motivation, to guide students' practices in learning English in the classroom, sometimes he also played an interspersed game and did questions and answers section as brainstorming activities so that he could make learners more engaged, because if students want to enjoy in the classroom one thing that the teacher should do is doing fun activities like playing a game. By playing it, he can create fun atmosphere that can make students enjoy and like studying English. Reported as follows:

“If we would like to master English, at first time we have to like first. So I prove to them that studying English is so fun, I also perform teaching English not only in the class, sometimes I bring them out of the class, so we can study in the park, in the garden by playing game or doing sports together related to English materials” (T1)

Furthermore, questions and answers were used after playing the game. The students who were loser in the game will get some questions and then they have to answer the questions given orally. Although sometimes their answers or responses are not match with the questions the main point they have a great feeling, a great motivation to speak up, to reach and get the English skill and the teacher would not blame the students despite the answers were not appropriate. Furthermore they would discuss it together. Reported as follows:

“Although their answers are not appropriate with the questions or their English skills are still wrong in grammatical, structure, and vocabulary, it’s never mind. I never blame them if they get mistakes in their English” (T1)

However, questioning also was used to check students' understanding. But before giving the questions, the teacher would ask students first whether they have understood the material clearly or not. If their answers were "*No questions*". Some students would be chosen to answer some questions from the teacher orally regarding to the materials that have been already explained. If they could answer the questions, it meant that they have understood the lesson well and the teacher could give them exercises. In the other hand, if they were still confused about

the materials, the teacher would ask the students, in which part they haven't understood yet and started to explain again before going to the next activities. Furthermore in the end of the class, he would give feedback regarding to the materials have explained the day orally. The feedback could be in the form of questioning or lecturing. It depended to the time left. If the time was still much, he would play a game and those who were loser would get punishment to answer the questions from the teacher. Otherwise, if the time left was only little, teacher only gave lecturing while students listened to the teacher's feedback. Those activities also were done in order to develop students' speaking skill in English so that teacher always used those activities in teaching and learning process. As stated follows:

“After explaining the lesson I will give them a chance to ask about the materials that haven’t understood yet. After that, I will choose them randomly to answer my questions orally. So it can be proven that they have understood. Then, I will give an assignment for them. Giving feedback will be given in the form of questioning or lecturing based on time left. I often use the activities many times to improve students’ speaking skill” (T1)

In other hand, questioning also could give a problem to the teachers and students. The teacher could not control the time interval among questions. He asked a question, and then posed another without enough time for students to think about the answer. He did not have enough patience to wait for students' to think about the answer. This lacking in wait time would put students in a state of high tension.

“A problem that I have ever faced when asking a question to the students is controlling waiting time. Students need much time to think the answer which can spend lots of time. So, I probe the students when they have difficulty in answering a question. Besides, when a student does not know the keys really and he or she cannot answer the questions which I asked, I can direct the question to another student so that his or her self-esteem will not be injured and he or she will not be too embarrassed.” (T1)

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understanding, comprehension and concentration. The students could absorb and participate more in the lesson, there were increased corporation and interaction among students and they were able to follow along step by step with the teacher. While tools that usually used were computer or laptop, TV LED, and sound speaker. Integrating computer in the lesson activities can encourage students to be more involved during the class. Moreover, as stated by the teachers that computer can quickly allow access to particular piece information. It was supported by making available of complete facilitation such as LED television and sound speaker in every class. So, In the way of explaining the materials, teachers didn't only teach through teacher-centered lecturing model which can make students bored, but the teachers also can look for another ways to make the class more interesting. For instance, the resources of lessons were not only in a book, but also computer by searching various type of information related to the lesson taught. The teacher said that usually he downloaded some videos to help him explaining the lessons; it potentially helped him to make students easier in understanding the lesson. Before showing the video, he will give a clear instruction about what students should do when they were watching the video and after watching it. Since those kinds of tools and Medias can motivate and empower students and the students' English understanding can be improved by the utilization of computer and other technologies that

were available in the class. So, it can support the teachers in exploring a new concept of teaching method and he would find a very communicative media since it not only presents texts, sounds, and pictures, but also movies and videos. Reported as follows:

“I almost always use Medias in every teaching because it can help my students to develop and improve their understanding. It also make students not to be bored in the class, because they don’t only listening to my explanation and reading from the book, but they can explore their understanding by showing video, picture, slide of power point and other medias” (T1)

The report showed that using Medias didn't only improve students' understanding; it also could develop students' listening skill when they were watching video or movie and also make the students enjoy in their learning process and create an exciting atmosphere in the classroom. So that teacher should be creative in creating interesting strategies to teach the students. However, the teacher also gave clear instructions about what the students must do in the activity. Teacher gave instructions to the students orally before and after the activities. As stated follows:

“Clear instruction is really important because it is the measure for me that the students understand what they have to do in the activity. Usually I give oral instruction using combination language between English and Indonesia” (T1)

Writing is one of four English skills that must be mastered. Writing activities which were usually used in grade 10th were writing various kinds of text such as descriptive text, procedure text, and report text.

Having a good quality writing academy was not easy because students' capabilities in English are still low. They were still lack of vocabularies and grammatical structure. As stated by the teachers that:

“They feel so hard in producing a good quality academic writing. Although they are in senior high school but the level of their capabilities are like junior high school. They were still lack of vocabularies, limited topic, grammatical errors, and others. So that I seldom give them a writing assignment, although I give it, I will create a group to do the assignment” (T1)

Statements above showed that by creating a group for doing the assignment was a way for students to discuss and work together to produce a good quality academic writing because they can help each other. So those who were still low capabilities in English could be improved by doing it cooperatively with their group. It also could improve students' speaking and listening skill because they must do discussion and conversation using English. Teacher said that usually he used peer teaching strategy for greeting lesson, accepting and declining invitation lesson, expressing lesson, and others. There were various kinds to create a group. Teacher created a group by counting, randomly, and based on the order of attendance list. Teacher did the most is by counting. For instance, Teacher grouped learners into some groups that one group consist of five-six learners by counting number 1-7. So the students who got the same number will gather and become a group. Other activities that seldom to be used by the teacher was drama and role play because

those activities needs lots of time to do preparing. So the teacher seldom used the activities in tenth grade. While the activities that needed good in public speaking such as problem solving and debate haven't never used in grade 10th because to do the activity, the students must have good capabilities in English such lots of knowledge based on topic, much vocabulary, good grammatical structure, and speak up confidently. Usually, the teacher used the activities in grade 12th.

In contrast, teacher said the different one regarding to the use of peer teaching strategy. He claimed that the model enhanced students-centered teaching, made students more active, helped students (particularly shy one) to participate and engage more in classroom activities. As relied on when students couldn't understand teachers' explanation and missed a session. So, they had a chance to be taught by their peers, they will involve in their learning. Reported as follows:

“Peer teaching encouraged the students to confess that they have weakness in understanding, which sets the suitable chance for discussion, inquiry, practice, and evaluation of the process of learning with direct feedback” (T1)

The researcher got the data from the second English teacher which can be listed below. She assumed, the second English teacher stated that teaching strategy is a way of moving the lesson into different and exciting activities that the students would easily understand. She was not standing monotonously in one position to create the good atmosphere or interesting classroom events, and creating an interesting warming up

"I do warming up activities by playing game, music, or doing a little joke with learners. In the same time, I also give them some questions that related to previous materials. It is given in order to recall their memories about previous materials which have been taught and energized them before starting the lesson" (T2)

“Firstly, I give them a chance to ask questions first about which materials they haven’t understood yet or anything. Then discuss it together. So the interaction and communication between teacher and students or students and students are more valuable. After that I will ask questions to the students in

then in the time of fifteen minutes they have to describe the pictures one by one.

Furthermore, the teacher also has ever given writing assignment to the students. The kinds of writing are procedure text, note taking, and descriptive text but it was not done individually. The teacher formulated the students into several groups. It was used in order to make students work cooperatively with their friends and help each other to do the assignment. But the teacher also gave the instructions that every group must write their group members with each jobs in the group. So the teacher could know every student's job in the group. The group is divided by counting, so the students who got the same number would be one group. After finishing the assignment, every group must make slide of power point based on the assignment then do presentation in front of the class alternately. Every member must speak up in their group presentation. The teacher gave this assignment only once or two times in a semester. Reported as follows:

“The writing assignments that I give to the students are descriptive text, procedure text, and note taking. For descriptive and procedure text, they did it in a group, because by doing it together, it can develop and improve their English skill, and they also can gather their knowledge based on the topic given”
(T2)

Statements above showed that writing assignment could be done in a group. It could be more efficient, because the students could work each other. Besides individual and group, sometimes teacher also asked

By those two interviews with the English teachers in MAN Kota Mojokerto, the researcher can summarize that the strategies used by both teachers are almost the same. They use questioning & discussion, Computer & Visual based instruction, peer teaching, and cooperative learning. There are two strategies that are used by first teacher, but they are not used in the second teacher are drama and role play. In the rest they use the same strategies in their teaching and learning process.

In this part of the research, this thesis explores the results mentioned before by focusing on the previous theories in chapter II to each specified issue. These issues are the strategies of teachers to stimulate active learning in

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English. The research question was about the strategies of teachers to promote the active learning of students in English. Strategies mean all viewpoints, roles, plans, and trends according to the concept of strategies that have been listed in the main word; strategy concerns how people can reach their goals. Then, the teachers' strategy is called teaching methods, which involves a set of exercises intended to meet particular educational goals. The researcher describes teacher strategies in this study as the way EFL teachers organize the process of teaching-learning to efficiently explain the lessons to promote the active learning of students in English. This study identified ten common strategies used in English classroom to promote students' active learning stated by Bonwell&Eison, those are questioning & discussion, visual based instruction, writing class, problem solving, computer based instruction, cooperative learning, debates, drama, role playing & game, and peer teaching.

However, the findings showed there were four strategies used more in English classes^{10th} grade of MAN Kota Mojokerto, those are questioning & discussion, visual based instruction, computer based instruction, and peer teaching. The first strategies are questioning and discussion, these types of strategies mostly used in education level. According to Bonwell&Eison, questioning strategy is one of the main methods for expanding the learning of students that can help teachers develop their own strategies to improve work and thought among students.⁷⁶ As it is so in MAN Kota Mojokerto especially in ^{10th} grade used questioning and discussion strategies to encourage students

⁷⁶Bonwell and Eison, *Active Learning: Creating Excitement in the classroom*, 1991.

to be active in the class. This study found that teachers usually asked some questions in the beginning of the class to recall their previous materials, in the middle of the lesson to make sure that the students have understood the materials have just been explained, and in the end of the class teachers gave feedback while doing discussion section. Likewise, Eble argued that teachers' questions can be applied in three sessions, in the beginning, in the middle, and in the end of the teaching.⁷⁷ Meanwhile, according to Adler, teachers ask students questions to engage in deeper thinking and engage student-teacher interaction on the topic under discussion.⁷⁸ As found in the results, questions and discussion sessions can be motivating to stimulate the enthusiasm of the students to engage and learn more, and to increase the interest of the students with the lesson. They became more confident to ask a question and respond to the teachers' questions. This result also related to the previous study "English Teacher's Questioning Strategies in EFL Classroom at SMAN 1 Bontomaranmu". The result of the study revealed that open/close and display questions were applied frequently in all session of teaching to refresh students' mind and to measure the students output of the lesson.⁷⁹ So, this research has similar result with the previous study because of questioning and discussion strategies teachers could measure students' output lesson. In addition, this study added more information such as the skill that could

⁷⁷ Kenneth Elder Eble, *Critical thinking: Teaching students how to study and learn*. *Journal of Developmental Education*, 1988, 27(2), 36-38.

⁷⁸Adler, Mortimer. *The Paideia proposal: An educational manifesto*. New York: MacMillan. 1982.

⁷⁹ Sujariati, Qashas Rahman, and Murni Mahmud written her research entitled “*English Teacher’s Questioning Strategies in EFL Classroom at SMAN 1Bontomarannu*”. State University of Makassar, Indonesia.

The second and third strategies in stimulating students' active learning are visual based instruction and computer based instruction. Both strategies were related each other. Halwani said the uses of visual and computer-based teaching can have a positive impact on the students' understanding of material, helping them resolve learning difficulties by using images, photos, power point slides and other visual media.⁸¹ The findings showed that by showing those kinds of Medias, students could be easy to understand what teachers explained. It offers a positive educational outcome by integrating computer with visual Medias in teachers' activities. It also can encourage students to be more involved during classes, to help, assist and support them with the computer. It also can accommodate slow learners because of the availability of animated and attractive graphics, color, music, and audio. This result related to the previous study "Use of Computer Based Learning

⁸¹NohaHalwani.*Visual Aids and Multimedia in Second Language Acquisition*.Canadian Center of Science and Education. 2017

CHAPTER V

CONCLUSION AND SUGGESTION

The suggestion and conclusions are presented in this section. The conclusion is covered by the study problems argument, whereas the suggestion is intended to provide information to the English teachers and or the future researcher who are interested in conducting similar studies.

A. Conclusion

The strategies that the English teachers used more often in stimulating students' active learning in English classroom at MAN Kota Mojokerto are by implementing questioning & discussion, visual based instruction, computer based instruction, and peer teaching strategies. Moreover, the researcher also discovered some form of interaction during the implementation of some teacher strategy model. First, in questioning & debating, such techniques are applied at most class beginning, middle, and end of lesson. In these techniques, the contact was between teacher-students (as a whole) in terms of brainstorming, ice breaking (giving questions to make sure the materials were understood by the students), and also feedback. While in visual and computer based instruction, those strategies applied in the beginning of explaining the lesson, teachers used kinds of media such slide of power point, video, and picture and then showed it in front of the class using laptop and transferred to LED television and also supported by sound speaker. It can help the students more understand the materials and more active in the class. The last one is peer teaching. This strategy was particularly for having discussion among students. It applied in

the middle of the class. Teachers asked students for doing that in order to make them more understand the materials and feel free to ask anything dealing with the lesson to their partner who has been understood.

B. Suggestion

1. Suggestion for the teachers

The teachers must know what kinds of techniques are appropriate to be used in their classroom. The goal of teaching and learning is considered. It would be easier for teachers to use inquiry and dialogue techniques to actively involve students by sharing their responses or opinions. Visual teaching is used to make it easier for students to comprehend the content.

2. Suggestion for next researchers

This research outcome may be as the references to the same sample. However, the researcher suggests that the future researcher interested in the same subject could study the strategies of teachers to stimulate the active learning of students in English in depth. For instance, the specific strategy that can stimulate in specific skill.

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