# THE IMPLEMENTATION OF ACTIVE LEARNING STRATEGIES TO PROMOTE STUDENTS' LEARNING ACTIVENESS: A CASE STUDY IN THE TENTH (10TH) GRADE OF VOCATIONAL HIGH SCHOOL 26 JAKARTA

**Aulia Amira**
**1202620003**

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# LEMBAR PENGESAHAN

**LEMBAR PENGESAHAN**

Skripsi ini diajukan oleh:

Nama : Aulia Amira
No. Registrasi : 1202620003
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : The Implementation of Active Learning Strategies to Promote Students' Learning Activeness: A Case Study in the Tenth ($10^{th}$) Grade of Vocational High School 26 Jakarta

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**DEWAN PENGUJI**

**Ketua Penguji/Pembimbing I**

Dr. Sri Sulastini, M.A
NIP. 196010241988032001

**Pembimbing II**

Lasito, M. App.Ling
NIP. 198002222008121002

**Penguji Ahli Materi**

Imas Wahyu Agustina, M.Pd
NIP. 198408272019032011

**Penguji Ahli Metodologi**

Rika Andayani, S.Pd, M.Pd
NIP. 198801212020122012

Jakarta,
**Dekan Fakultas Bahasa dan Seni**

Dr. Liliana Muliastuti, M.Pd.
NIP. 19680529 199203 2001

# LEMBAR PERNYATAAN

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| Program Studi | : Pendidikan Bahasa Inggris |
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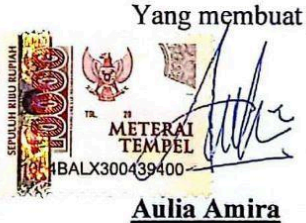


**Aulia Amira**
NIM 1202620029

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| NIM | : 1202620003 |
| Fakultas/Prodi | : Bahasa dan Seni/Pendidikan Bahasa Inggris |
| Alamat email | : auliaamira26072002@gmail.com |

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# ABSTRACT

**Aulia Amira**. 2024. *The Implementation of Active Learning Strategy to Promote Students' Learning Activeness: A Case Study in the Tenth (10th) Grade of Vocational High School 26 Jakarta*. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Educational institutions are constantly seeking to enhance student engagement and activeness in learning. The implementation of active learning strategies has been recognized as a significant approach to involve students' learning activeness in the class. This case study investigates the implementation of active learning strategies in a tenth-grade Vocational High School, as perceived by both teachers and students. This study differs from some previous research in which this study is focused on examining the actual implementation and student perceptions of several active learning strategies within tenth-grade classrooms of Vocational High Schools. A sequential explanatory data collection design was employed, utilizing semi-structured interviews, classroom observations, and questionnaires to gather insights from teachers and students. Teachers were purposively selected to be interviewed and a learning process of one of them was observed. In addition, thirty-four tenth graders were selected and involved as respondents in this study. They were assigned to complete the questionnaires, and five of them were randomly selected for interviews to collect richer data. The findings reveal that the most frequently used strategies of active learning are role-playing (74%), the other strategies are also frequently used in the learning process as demonstration (71%), inquiry method (68%), brainstorming (65%), problem solving method (62%), group discussion(59%), student independent work (59%), case study (56%), cooperative learning (50%), and peer-tutoring (47%). Besides, teachers and students who contributed to this study think that active learning strategies increase the students' learning activeness in the class. In conclusion, active learning strategies are important to be implemented in the learning design to increase students' activeness and achieve the learning objectives through more engaging and effective learning experiences that are suitable for students' learning needs.

**Keywords**: *Active learning strategy; learning activeness; types of active learning strategy*.

# ABSTRAK

**Aulia Amira**. 2024. *The Implementation of Active Learning Strategy to Promote Students' Learning Activeness: A Case Study in the Tenth (10th) Grade of Vocational High School 26 Jakarta*. Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Lembaga pendidikan terus berupaya meningkatkan keterlibatan dan keaktifan siswa dalam pembelajaran. Penerapan strategi pembelajaran aktif telah diakui sebagai pendekatan yang signifikan untuk melibatkan keaktifan belajar siswa di kelas. Studi kasus ini menyelidiki penerapan strategi pembelajaran aktif di Sekolah Menengah Kejuruan kelas sepuluh, sesuai dengan pendapat para guru dan siswa. Penelitian ini berbeda dengan beberapa penelitian sebelumnya dimana penelitian ini difokuskan untuk mengkaji penerapan aktual dan persepsi siswa terhadap beberapa strategi pembelajaran aktif di kelas sepuluh Sekolah Menengah Kejuruan. *Sequential explanatory design* digunakan dalam pengumpulan data dengan menggunakan wawancara semi-terstruktur, observasi kelas, dan kuesioner untuk mengumpulkan pemahaman dari para guru dan siswa. Para guru dipilih secara sengaja untuk diwawancarai dan proses pembelajaran salah satu dari mereka diamati. Selain itu, tiga puluh empat siswa kelas sepuluh dipilih dan dilibatkan sebagai responden dalam penelitian ini. Mereka ditugaskan untuk mengisi kuesioner, dan lima di antaranya dipilih secara acak untuk wawancara guna mengumpulkan lebih banyak data. Hasil penelitian mengungkapkan bahwa strategi pembelajaran aktif yang paling sering digunakan adalah *role-playing* (74%). Strategi lainnya juga sering digunakan dalam proses pembelajaran seperti *demonstration* (71%), *inquiry method* (68%), *brainstorming* (65%), *problem solving method* (62%), *group discussion* (59%), *student independent work* (59%), *case study* (56%), *cooperative learning* (50%), dan *peer-tutoring* (47%). Selain itu, guru dan siswa yang berkontribusi dalam penelitian ini berpendapat bahwa strategi pembelajaran aktif meningkatkan keaktifan belajar siswa di kelas. Sebagai kesimpulan, strategi pembelajaran aktif penting untuk diterapkan dalam desain pembelajaran untuk meningkatkan keaktifan siswa dan mencapai tujuan pembelajaran melalui pengalaman belajar yang lebih menarik dan efektif yang sesuai dengan kebutuhan belajar siswa.

**Keywords**: *Strategi pembelajaran aktif, keaktifan belajar, jenis-jenis strategi pembelajaran aktif.*

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