# CHAPTER I

# INTRODUCTION

This chapter presents the background of the study, research questions, purpose of the study, scope of the study, and significance of the study.

## 1.1 Background of the Study

Educational institutions are constantly seeking to enhance student engagement and learning activeness. Investigations of finding the easy, understandable, and simple learning methods to encourage students' activeness in a classroom aimed to make students understand the lesson (Rosaria et al., 2019). Implementing the proper learning methods will make the lesson interactive and the students will be engaged. The students' engagement will motivate them to improve their learning experiences (Munna & Kalam, 2021). Teachers have to provide the suitable learning methods to enhance students' activeness.

The implementation of active learning strategies has been recognized as a significant method in achieving the goal of enhancing students' engagement and their learning activeness in the class (Yusuk, 2020). Active learning strategy is a learning method which includes the students in the learning interaction actively (Malikovna et al., 2022). Active learning strategy is the student-centered approach that lets students be the main actors of the learning process by performing meaningful activities, having interactions, and critically thinking in the learning process (Hernández-de-Menéndez et. al, 2019).

Active learning strategy requires students to be active to some degree that is not only physically, but also cognitively and mentally active. In other words, there is no such thing as passive learning in the learning process to understand the lessons that are delivered by the teacher (Bonwell & Eison, 1991). Physically active combines physical activity with academic content, resulting in increased lesson-time physical activity. It increases time-on-task and academic achievement, promoting greater attention to the learning content (Norris et al., 2020). Mentally active learning involves students selecting learning strategies that align with their personalities, allowing them to engage in enjoyable and effective learning activities (Riemer & Schrader, 2019). Active learning also promotes critical thinking and problem-solving abilities, requiring students to construct knowledge through higher-order thinking and promote metacognition as the aspect of cognition (Sumitha, 2023). Students' physical, mental, and cognitive activeness lead to stronger understanding and performance in the learning process.

Active learning strategies have many good impacts to enhance students' engagement in learning. If the students' engagement is increased, the learning process will be more interactive (Espmaker & Tedenby, 2020). The interactive class will make the learning fun and it can help students learn by doing activity and preventing boredom (Hayati et. al., 2021). Besides making the learning process interactive, active learning strategies facilitate learning and help students achieve their learning objectives (Pungki & Suwartono, 2019). As the goal of a successful learning is to achieve the learning objectives, it is important to make many students reach the learning objectives.

The studies from Singh et. al (2019) and Norris et. al (2020) showed that active learning is an effective strategy to be implemented. It is effective because there are many advantages for learning English by using active learning strategies. Waluyo (2020) in his study examined that learning using active learning strategies was found to be useful in advancing learners' achievement.

The effectiveness of active learning strategies are not the same for students. A study by Christine (2019) revealed that the effective strategy is case study because it trains students to find solutions to a case. The other study found that role-playing is effective because it makes learning become engaging and memorable (Irkinovich, 2022). Another study revealed that group discussion is effective because students have a lot of opportunities to express their opinions and ideas through discussion (Crisianita & Mandasari, 2022).

Some previous studies focus on a type of active learning strategies. Since the types of strategies are effective depending on its advantages, this study merges several strategies of active learning referring to all types of active learning strategies by Bonwell and Eison (1991). This study aims at knowing which strategies are mostly employed in the learning process in a Vocational High School setting. This study is conducted by doing surveys, semi-structured interviews with the teachers and students, and doing observations in the English learning process to know which kind of active learning strategies are mostly used in the learning process.

## 1.2  Research Questions

1. What learning strategies do the English teachers of Vocational High School 26 Jakarta incorporate into their instructional activities to promote students' activeness?

2. Which strategies can be classified under the active learning strategies?

3. Which of these active learning strategies are mostly used by the teachers to promote students' learning activeness?

4. What do students think about the strategies used by their teacher? Do they have a positive or negative perception of them? Why?

## 1.3  Purpose of the Study

This study aims at obtaining better insights into the implementation of active learning strategies and how students like the strategies of active learning that the teacher uses in the learning process. This study's objectives are to investigate the strategy used in the learning process as the active learning strategy to facilitate active engagement of the students to achieve effective learning goals.

## 1.4  Scope of the Study

This research focuses on investigating the implementation of active learning strategies in a class of Vocational High School 26 Jakarta. The theory used is the active learning strategies theory by Bonwell and Eison (1991) and supported by the updated research of active learning strategies by Yusuk (2020).

## 1.5  Significance of the Study

The findings of this study are expected to give contribution to:

1) English Teacher

   This study can help teachers provide effective active learning strategies to engage students actively in learning and make students learn English with a more engaging and effective learning experience that is suitable for students' learning needs.

2) Students

   This study can help students to enhance their participation to engage more actively in the learning process by learning with the strategies of active learning that suits their learning needs.

3) The Researcher

   This study can be used as a reference for researchers who want to conduct research on the same topic which serves to verify or refute findings concerning the implementation of active learning strategy for students' activeness.