

**AN ANALYSIS OF TEACHER'S STRATEGY IN PROMOTING
ACTIVE LEARNING BASED ON 2013 CURRICULUM**

THESIS

**This Thesis is Submitted to Fulfill the Requirement for Thesis Arrangement in English
Language Education**



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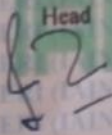
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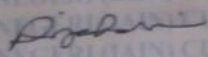
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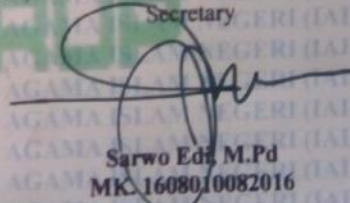
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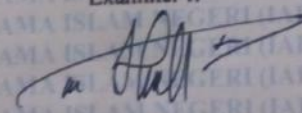
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Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

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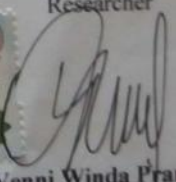
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PREFACE

The thesis is submitted as a part of the completion for the “Sarjana degree” in State Institute for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, August 2018

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Assalamualaikum Warahmatullah Wabarokatuh

Thanks to Allah SWT, certainly in the main words researcher say to the healthy and everything. So that the researcher can stand chance to complete my thesis. Then, researcher has never forgot to send my greet salutation and greeting to Prophet Muhammad SAW.

This thesis is “*An Analysis of Teachers Strategies in Promoting Active Learning Based on 2013 Curriculum*”. This thesis is obtainable in partial fulfillment of the requirement for the degree of strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express his deepest appreciation to:

1. Mr. Drs. Rahmat Hidayat M. Ag, M. Pd as the chairman of IAIN Curup.
2. Mr. Drs. Beni Azwar, M. Pd, Kons, as the Head of Educational Faculty of Institute Islamic Studies (IAIN) of Curup.

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Finally, there is not perfect one except our creator; the writer realizes that there must be strength and weakness in thesis writing. Therefore, criticism and suggestions are hoped. Hopefully, this writing gives the advantages for reader and the next researcher who want to follow up this research in the similar case.

Wassalamualaikum Warahmatullah Wabarokatuh

Curup, August 2018
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MOTTO

“Always be yourself no matter what they say and never be anyone else even if they look better than you”

“Knowledge is treasure, but Practice is the key of it”

“Learn from the past, live for today, and plan for tomorrow”

“The more you give, the more you will get”

“Do the best and pray, Allah will take care of the rest”

“what happened to do family is Number 1”

DEDICATION

This thesis is proudly dedicated to:

Allah SWT

My beloved parents mr. Candra and mrs Wirmawati

I love you so much and Thanks for your prayer and support. You are My hero and my Inspiration.

My beloved sister Devti Monalisa,

My lovely husband Ade Rangga Saputra

My little prince Rafardhan Abdillah Vega

And also my family, mother in law, father in law, grandmother, grandfather, and others family

Thank you so much for giving me support and always giving me spirit.

My Advisor, Mrs. Jumatul Hidayah M.Pd

My Co advisor, Mr. Sarwo Edy, M. Pd.

ABSTRACT

Venni Winda Pranita. 2018. *An analysis of Teacher's Strategies in Promoting Active Learning Based on 2013 Curriculum (Descriptive study in Junior High School 01 Kepahiang)*

Advisor : Jumatul Hidayah, M.Pd

Co-advisor : Sarwo Edy, M.Pd

This research was about teacher's strategies in promoting active learning in the classroom in SMP N 01 Kepahiang. The objectives of this research were to find out the strategies used by the teachers in promoting active learning at SMP N 01 Kepahiang and to know how the teachers use the strategies in promoting active learning at SMPN01 Kepahiang. The subject of this research was the English teachers of SMP N 01 Kepahiang, they were three teachers. This research used descriptive method in which the researcher described the fact that happened in the field. The techniques of collecting the data were observation and interview. The researcher used checklist and interview guidance as the instruments of the research. The result of this research were: 1) The teachers in SMPN 01 Kepahiang have used five in promoting active learning to achieve the goal of promoting active learning itself , they are visual-based instruction, writing in class, computer-based instruction, cooperative learning, Role playing and simulations/games. As the result, to promote active learning, all of this strategy should be used; 2) All of the teachers used the strategies in promoting active learning with some ways. First, the teachers used visual-based instruction by involving students actively not just listening to the teacher for example the teacher shown pictures, poster, videos, and others when they were teaching after that they asked the students to participate actively. Second, the teachers used writing in a class like answering questions in essay form, or rewrite jumble sentences that have been arranged correctly, reading then writing the answer, arranging sentences, or filling in the blank, summarizing or writing a text. The teachers also can keep students more active by implementing computer based instruction such as using a laptop in classroom. Then all the teachers implement cooperative learning by dividing them into small groups, five or six groups, the teacher involved the students to cooperate each other in each group. The last, the teachers used role playing and games depend on the topic of English material given. In conclusion, the strategies in promoting active learning are support the curriculum 2013 at school.

Keywords : *Teacher's strategy, Active Learning, 2013 Curricu*

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CHAPTER I

INTRODUCTION

A. Background

In order to improve the quality of education in Indonesia, the government continues to undertake various reforms in education. In order to improve the quality of education are needed a curriculum. The curriculum is an important element in every educational institution. Physically, the curriculum can be in form of a document containing a variety of components such as thoughts about education, the objectives to be achieved by the curriculum, the content is designed and should be mastered by the learners, a process that is designed to control the content, evaluation is designed to determine the ability stated in objectives, as well as other components.

Oliva says that the curriculum is the heart of an educational process regarding to the physical elements involved in the process of education and non-physical elements such as the process of thinking, the process of information storage, the process of forming attitudes, the process of internalization or the process of forming habit that can only be known through a certain procedure and

tools are believed to represent the construct in question.¹ It can be concluded that curriculum has a very important role as a guide to success for an educational system. Without suitable and appropriate curriculum, it will be difficult to achieve the goals and objectives of educational desire. The curriculum in Indonesia itself has been changing and developing over time from 1947 to 2013.² The curriculum changes would be accompanied by the different educational goals because in each of these changes there is a specific goal to be achieved to advance our national education.

Learning is considered one of the greatest means of education. Learning and education in a broad perspective in a lifelong, never ending process, which must be seen to include almost all aspects of life.³ Harmer said learning is one of important things in educational process because it is inseparable in teaching. Students can get new ideas and information from what they have learnt.⁴ Through learning, students also can get many knowledge. Learning is a change in individual itself as a new pattern of skill reaction, attitude, behavior, intelligence or an understanding. learning is something we can do for ourselves. From learning we can get experience, knowledge and information.

¹ Oliva. 1997. *Developing the curriculum. (Third Edition)*. United States: HarperCollins Publisher, p. 54

² Alhamuddin. *Sejarah Kurikulum di Indonesia*. Accessed on 14th August 2016 from https://www.academia.edu/15234157/SEJARAH_KURIKULUM_DI_INDONESIA

³ Karen barfod, *In & Out Learning Outside the Classroom* , (Denmark: VIA University collage.2012).p.3

⁴ Harmer, Jeremy.2001. *The Practice of English Language Teaching; Fourth Edition*. Longman: Pearson

In 2013 curriculum, it emphasizes that the learning process in the classroom should use active learning.⁵ According to Ryan and Martens students learn both passively and actively. Passive learning takes place when students take on the role of “receptacles of knowledge”; that is, they do not directly participate in the learning process. Active learning is more likely to take place when students are doing something besides listening⁶. The researcher concluded that we can learn actively and passively.

In learning passively the student just listen the teachers talk and in learning actively the students more participate in learning process. So the students can explore what they are thing not just listen the teachers. If so, the active learning that emphazises in 2013 curriculum means that the students must be more active than the teacher. It means the students do not learn much just by sitting in class listen to teachers, memorizing prepackaged assignments, and pitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, applied it to their daily lives. They musst make what they learn part of themselves. And according to Cross, when students are actively involved in learning, they learn more than when they are passive recipients of instruction. From the experts the researcher concluded that in active learning students not just sitting and listen the teachers but students must involve in the

⁵ Salinan Permendikbud nomor 81A tahun 2013 *Tentang Implementasi Kurikulum (Pedoman Umum Pembelajaran)*, P. 6

⁶ Charles C. Bonwell and James A. Eison, *Active learning: creating excitement in the classroom*, (the George Washington university: Washington DC. 1991).page 18

learning process in the classroom. Active learning is so important to using in the classroom learning because students need to explore they knowledge, understanding about the material that they learn.

Active learning be defined as anything that involves students in doing things and thinking about the things they are doing.⁷ Chickering and Gamson suggest that in active learning students must do more than just listen, they must read, write, discuss, or be engaged in solving problems. Most important, to be actively involved students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation⁸. Active learning is important to apply in the learning process because in active learning the students can be active to explore anything.

Learning process in k13 curriculum is interactive, inspirational, fun, challenging, motivates learners to participate actively and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of learners. K13 curriculum requires the implementation of active learning and authentic assessment. K13 curriculum holds the basic view that knowledge can not be transferred from teacher to student, but the student is a subject who has the

⁷ Ibid. page 19

⁸ Ibid. page 5

ability to actively seek, process, and construct and use his knowledge. As the regulation of government mentioned that:

“Dalam implementasi K13, Guru memberikan kemudahan untuk proses ini, dengan mengembangkan suasana belajar yang memberi kesempatan peserta didik untuk menemukan, menerapkan ide-ide mereka sendiri, menjadi sadar dan secara sadar menggunakan strategi mereka sendiri. Bagi peserta didik, pembelajaran harus bergeser dari diberi tahu menjadi aktif mencari tahu”

From the regulation above, the researcher concludes that in implementing 2013 curriculum the teacher gives chance to the students to explore their ability in finding, applying and realizing to use their own strategy to study. In learning, the students must be active.

One of junior high school in Kepahiang, SMP N 01 Kepahiang has applied 2013 curriculum since 2015 and this school the only one junior high school that has applied 2013 Curriculum from seventh grade to ninth grade. This school was chosen by the researcher to be investigated because active learning has been used here. The researcher has done pre observation on 19th September 2017, she entered to the first grade classroom and second grade classroom, and the students were very active in learning in the classroom. The teacher as facilitator motivated the students to explore their knowledge and understand the material that they learn. When the researcher asked one of the teacher about how the students learn in the classroom, she said:

“The students learn very active in the classroom, they have their own book, dictionary, and also worksheet. I tell them the material and the purpose of

studying it. Then I give them direction to find the other example of material given, they look for the other example, they conclude it by themselves. And many other things to do in the classroom”

In addition, the other answered when the researcher asked about the students activities in the classroom:

“The students discuss a topic in a group, summerize a topic they learn by themselves, answer the questions orally, conclude the topic that they have learned and many more”

From the two statements above, the researcher took conclusion that active learning is used in learning process in this school. Besides that, the researcher also has done a grand tour before doing this research. The result of grand tour shows that the teachers used strategies in promoting active learning, such as the teachers asked the students to write what they think about a topic given on the board, then the students guessed what would be discussed. Then the teacher also divided the students into five or six or seven groups based on the size of class, then the teachers involved the students in each group to tell what they found on the text and analyze the generic structures. So the researcher want to know the strategy of the teachers in promoting active learning in the classroom based on the theory that make the students have good achievement. The researcer would like to conduct a research entitled “An analysis of Teacher’s Strategies in Promoting Active Learning Based on 2013 Curriculum”.

B. Research questions

1. What strategies are used by the teachers in promoting active learning Based on K13 at SMP N 01 Kepahiang?
2. How do the teachers use the strategies in promoting active learning based on K13 at SMP N 01 Kepahiang?

C. Research Objectives

The objectives of this research are:

1. To find out the strategies used by the teachers in promoting active learning at SMP N 01 Kepahiang.
2. To know how the teachers use the strategies in promoting active learning at SMP N 01 Kepahiang.

D. Limitation of the research

In this research, the researcher only focus to find out the teachers' strategies in promoting active learning based on Bonwell, Charkes C Eison, James A theory in the school that used k13 curriculum. In addition, the researcher choose a school that has applied k13, it is SMP N 01 Kepahiang.

E. Significance of the research

This research is expected to give benefits for students and lectures.

1. Students

To give references and benefit of active learning in the classroom activities especially to explore the students' knowledge and understanding what they have learned.

2. Lectures

To give information about English student activities to increase the students' achievement by using active learning for the students and doing some activities that support active learning itself.

3. Other researcher

The result of this research is expected to give new knowledge about active learning that can be used in teaching and learning process in the classroom. The active learning will help the researcher in the teaching and learning process. And it can be as reference for the further researchers in the future.

F. The definition of key terms

There are several terms which definitions are significant for this research. They are:

a. Strategy

Strategy is a specific method of approaching a problem or task, mode of operation for achieving a particular and planned designs for controlling and manipulating certain information.⁹ The strategy that the researcher means in this research is the strategies that used by the teachers in promoting active learning in SMP N 01 Kepahiang.

⁹ H. Douglas, Brown. *Principle of Language Learning and Teaching (Fourth Edition)*. San Francisco: State University, Longman, Inc: 2000. p. 127

b. Active Learning

Active learning be defined as anything that involves students in doing things and thinking about the things they are doing¹⁰. In this research, the researcher means that active learning is the students explore knowledge and understanding about what they have learned actively in the classroom.

¹⁰ Ibid. page 19

CHAPTER II

LITERATURE REVIEW

A. Curriculum

1. The Definition of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curriculae", means that the distance of race that must be taken by a runner. In the past, the curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of race to reach the finish line.¹¹ Terminologically, the curriculum has a variety of different interpretations according to the viewpoint of each expert. Based on the studies that have been conducted by many experts, the definition of curriculum can be viewed from two different sides, those are the old view and the new view.

A curriculum is a plan for learning consisting of two major dimensions, vision and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences for the learners.¹² In addition, according to Peter F. Oliva, "Curriculum is the plan or

¹¹ Muhammad Joko Susilo, *Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2008), p. 77.

¹² Wiles Bondi, *Curriculum Development*, (New York: Macmillan Publishing, 1999), p. 3

program for all experiences which the learner encounters under the direction of the school".¹³ Meanwhile, the definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals.¹⁴ In this research, the researcher focused on the English lesson plan.

2. The Curriculum Change

a. The Previous Curriculum (School Based Curriculum 2006)

School Based Curriculum 2006 is an operational curriculum that developed and implemented by each unit of education. School Based Curriculum is developed by each group or unit of education and school committees under the coordination and supervision of the education department. School Based Curriculum is the curriculum to replace Curriculum 1994 and to revise Curriculum 2004 (Competency Based Curriculum).¹⁵

¹³ *Op.Cit.* Peter F. Oliva, p. 10.

¹⁴ Kunandar, *Guru Profesional*, Jakarta: Rajawali Pers, 2011. p.124

¹⁵ *Ibid*, p. 124-125

Adapted from socialization materials of 2013 curriculum, there are some weaknesses found in the School Based Curriculum 2006. So, the changes are necessary in the curriculum. The weaknesses are:¹⁶

- 1) The content and messages of the curriculum are still overcrowded. It is indicated by the number of subjects and a lot of materials that the scope and the difficulty are beyond the level of the children's age development.
- 2) The curriculum has not yet developed the competence completely in accordance with the vision, mission, and goals of national education.
- 3) The developed competence is more dominated by aspects of knowledge and it has not yet to describe completely the learners personality (knowledge, skills, and attitudes).
- 4) The competencies which are required in accordance with the development of society, such as character education, environmental awareness, approaches and teaching methods, the balance of soft skills and hard skills, as well as the entrepreneurial spirit, have not been accommodated in the curriculum.
- 5) The curriculum is not sensitive and responsive yet to the social changes that occur at the local, national, or global. Standards of the learning process has not yet to describe the detailed learning

¹⁶ E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya, 2013). p. 60-61.

sequence so that opens a probability of various interpretations and it culminates in a teacher-centered learning.

- 6) The assessment does not use a standard of competencybased assessment yet, and it does not definitely provide remediation and enrichment services regularly yet.

b. 2013 Curriculum

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.¹⁷ The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.¹⁸

Curriculum of 2013 is designed with the following characteristics:¹⁹

¹⁷ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Rom I, point (A).

¹⁸ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 ...*, Rom I, point (C).

¹⁹ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 ...*, Rom I, point (B).

- 1) Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- 2) Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- 3) Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- 4) Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.
- 5) Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
- 6) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

The expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences:²⁰

First, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potention of each. *Second*, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence. *Third*, many fields of study related to the development of skills which are more appropriate to use the competency approach.

In conclusion, Learning process in k13 curriculum must be interactive, inspirational, fun, challenging, motivates learners to participate actively and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of learners. K13 curriculum requires the implementation of active learning and authentic assessment. K13 curriculum holds the basic view that knowledge cannot be transferred from teacher to student, but the student is a subject who has the ability to actively seek, process, and construct and use his knowledge.

²⁰ E. Mulyasa, *Pengembangan dan Implementasi ...*, p. 164.

B. Learning

Learning is considered one of the greatest means of education. Learning and education in a broad perspective in a lifelong, never ending process, which must be seen to include almost all aspects of life.²¹ Harmer said learning is one of important things in educational process because it is inseparable in teaching. Students can get new ideas and information from what they have learnt.²² Through learning, students also can get many knowledge. Learning is a change in individual itself as a new pattern of skill reaction, attitude, behavior, intelligence or an understanding.

The opinion of Mazur and Rockin that: learning is usually defined as a change in an individual the caused by experience. According to the constructivist theory of language learning, foreign language learners build their own learning through experience, interaction and reflection as they constantly interact with new educational situations.²³ Learner autonomy consist in becoming aware of, and identifying, one's strategies, needs, goals as a learner, and having the opportunity to reconsider and refashion approaches and procedures for optimal learning. It may be the case that learner autonomy is best achieved when, among

²¹ Karen barfod, *In & Out Learning Outside the Classroom*. Denmark: VIA University collage.2012.p.3

²² Jeremy harmer, *The practice of English language teaching* .Harlow, England : Pearson Longman,2007. p.11

²³ Hakan aydogan, *The Four Basic Language Skills, Whole Language & Integrated Skill Approach in Mainstream University Classrooms in Turkey*. rome-italy:2014.p673

other things, the teacher acts as a facilitator of learning, a counselor, and as a resource.²⁴

According to Ryan and Martens students learn both passively and actively. Passive learning takes place when students take on the role of “receptacles of knowledge”; that is, they do not directly participate in the learning process. Active learning is more likely to take place when students are doing something besides listening²⁵. The researcher concluded that we can learn actively and passively. In learn passively the student just listen the teachers talk and in learn actively the students more participate in learning process. So the students can explore what they are thing not just listen the teachers.

Based on explanation above, so the researcher can be concluded that learning is something we can do for ourselves. It is not only the acquisition or the familiarization of particular knowledge but also the acquisition of skills physical and mental, interest, and the establishment of a principles system.

1. Active Learning

Active learning be defined as anything that involves students in doing things and thinking about the things they are doing²⁶. Chickering and Gamson suggest that in active learning students must do more than just listen, they must read, write, discuss, or be engaged in solving problems. Most important, to be

²⁴ *ibid*

²⁵ Charles C. Bonwell and James A. eison, Active learning: creating excitement in the classroom.the George Washington university: Washington DC. 1991.page 18

²⁶ *ibid*. page 19

actively involved students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation²⁷. Active learning is important to apply in the learning process because in active learning the students can be active to explore anything.

Though the term “active learning” has never been precisely defined in educational literature, some general characteristics are commonly associated with the use of strategies promoting active learning in the classroom:

- Students are involved in more than listening
- Less emphasis is placed on transmitting information and more on developing students skills
- Students are involved in higher-order thinking (analysis, synthesis, evaluation)
- Students are engaged in activities (e.g., reading, discussing, writing).
- Greater emphasis is placed on students exploration of their own attitudes and values

How one instructor has successfully implemented strategies promoting active learning in large classes for a number of years starts with three basic assumptions. They are; a teacher should use a variety of instructional strategies on different days and within any given class period, visual

²⁷ Ibid. page 5

reinforcements are necessary to focus students' attention and to reinforce material that is presented, and students learn best when they are asked to provide personal insight and interpretations. Several strategies can be used to achieve these goals:²⁸

1. An interactive lecture can begin with students brainstorming what "they know or think they know" about a given topic while the teacher (or a fellow student) writes all contributions on the board. The instructor then uses these contributions from students to build a conceptual framework for the topic under discussion and to correct any apparent misconceptions. A variation on this approach is to develop a problem-solving lecture, setting the stage with a minilecture and then engaging the students in possible solutions to the issue or problem raised.
2. Questioning can take many forms, ranging from standard open-ended questions to having groups of two or three students work together first to contemplate a judgement question and then to build a response from the group based on specific information or evidence presented in the course. The length of the exercise depends upon the complexity of the question.
3. Small groups can provide energy and interaction, but the size of group is best determined by the size of the class, its physical arrangement, and

²⁸ Bonwell, Charles C and Eison, James.A. 1991. *Active Learning: Creating Excitement in the Classroom*. Washington DC: School of Education and Human Development, The George Washington University, p. 17-18

the task. Three points help to improve the quality of small group work. They are; the instruction given to students must be explicit, an appropriate time frame must be chosen and communicated, and a group recorder should be assigned the responsibility for providing feedback during debriefing.

4. A large class also offers a good opportunity to “practice an old fashioned but woefully ignored technique: explication de texte”. By reading and analyzing passages from the text out loud, students can learn higher-order-thinking skills, that criticism is a legitimate intellectual exercise without the excessive emotionalism commonly associated with the term.
5. It is even possible to use large lecture for debate among students based on simulations and role playing. After providing a minilecture to establish a proper setting, the instructor divides the class into two or more large groups, each with a well-defined role to play in the problem. The groups are then given a concrete task and asked to develop a position or to describe a course of action. If the problem is developed correctly, the groups’ position should provide alternative or opposing viewpoints that lend themselves to debate. People presenting a group’s position are then asked to participate in whatever format the instructor deems most appropriate; role playing, panel discussion, formal debate, and so on.

2. Strategy in promoting active learning

There are some strategies in promoting active learning:²⁹

A. Visual-based instruction

In the past, many have claimed that no teaching method has held out more promise for revolutionizing the classroom than visual-based instruction. As each new technology still projection (slides, filmstrips, or overhead transparencies), film, multimedia presentations, television, and video has been introduced into the classroom, proponents announced that the millennium was here. Students might also resist learning from media because of their views toward its efficiency.

B. Writing in Class

Having students write in class as an adjunct to other teaching strategies. Typically, such programs encourage instructors in all disciplines to incorporate a wide variety of writing task into their classroom presentations. Such tasks might include keeping journals, focusing thoughts on a particular topic, summarizing a lecture or assigned reading, or composing an essay describing the solution to a problem presented in class

²⁹ *Ibid*

C. Problem solving

A variety of techniques for solving problems have been based on a decision-making model espoused by John Dewey. The process has four steps:

1. Defining a problem
2. Diagnosing possible reasons for the problem
3. Searching for alternatives and choosing the most appropriate solution
4. Evaluating the alternatives and choosing the most appropriate solution.

a. Case studies

A case study, which can be defined as the factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternative solutions..

b. Guided design

Guided design means that the instructors have the students to design model that explores solutions to open-ended problems. The formalization this kind of process help

students become more intentional and skillfull when solving problems.

D. Computer-based instruction

One of fastest growing areas in instructional innovation and technology involves the used of computers, either in the classroom or in associated laboratory setting.

E. Cooperative learning

The goals of cooperative learning are twofold: to enhance students learning and to develop student social skills like decision making, conflict management, and communication. To achieve these goals, proponents have over the past two decades developed classroom strategies that emphasize small groups of students working together in a structured process to solve an academic task.

F. Debates

The format for a debate can range from the formal presentation of opposing sides with a chance for rebuttal to less formal situations where the presentation of arguments for both sides serves as the basis for discussion in class. Debates have several benefits for students, including possibly reducing the bias and instructor might bring to the course, forcing students to deal with their own biases, enhancing students skill in research promoting logical thinking, increasing skill in oral communication, and motivating students.

G. Drama

Drama are defined as those performance that use written scripts, as opposed to activities like role playing, which typically are more spontaneous. Drama can also become a vehicle for students interaction with conceptual material and content as a play unfolds. Drama gave students a better sense of what it means to write for real readers for real business reasons.

H. Role playing, simulations, and games

Role plays, simulations, and games can be used to help students experience “stressful, unfamiliar, complex, or controversial situations” by creating circumstances that are momentarily real, thereby letting students develop and practice those skills necessary for coping. Role playing is defined as session that last less than a hour, while simulations and games can last several hours or even days. Simulations and games are defined more precisely than a roe plays and including guiding principles, specific rule, and structured relationship.

Usually the teacher’s function is to structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role pay so that they can observe and then participate in the ensuing discussion, to

serve the facilitator as the role plays develops, and to guide the evaluation of the role play and to restate or summarize pertinent developments

I. Peer teaching

Peer teachers have been classified into five groups, they are; 1) teaching assistants, both graduate and under graduate; 2) peer tutors, who work with students one on one in an academic area; 3) peer counselors, who advice students over a broad range of academic concerns; 4) partnerships, that is, one-to-one relationships where each partner alternates in the role of teacher and student; 5) working groups, which work collectively to enhance individual performance. Of these types, partnerships and working groups promote the use of active learning in the classroom.

In this research, the researcher used the theory of Bonwell Charless.C and Eison, James.A about the strategies in promoting active learning. They consist of ninth strategies that will be analyzed based on the strategy mentioned above.

C. Previous Study

The previous study that the researcher used as reference for the researcher entitled *“Teaching Speaking Skill Using Active Learning Method”* by Euis Uswatun Hasanah, 2007, from Syarif Hidayatullah, State Islamic University. In

her research, it is intended to find out the description about the process of teaching speaking skill using active learning method that is applied by the English teachers of SMP SMART Akselerasi Ekselensia Indonesia-Bogor. Through interviewing and observing the teachers, the headmasters and the students, it is found that the teaching process using active learning method is try to put forward the existence of thinking skill, the existence of creativity, the existence of student's involvement, which all of the process try to be packaged in a pleasant teaching learning situation (fun). Thus in applying teaching speaking in the class, let the students be involved actively on that three things so it is supposed that the students' ability in mastering speaking skill can be optimized. Her research is different from this research. Her research was used experimental research and focused on the active learning using in the classroom. Meanwhile, this research focused on the strategies of the English teachers in promoting active learning in SMP N 01 Kepahiang and this research will use qualitative method. The result of this study automatically will be different from the previous study because this research will find out the strategies in promoting active learning and the techniques of collecting data that will be used by the researcher are observation and interview.

CHAPTER III

METHODOLOGY

A. Kind of Research

Kind Matthew B. Miles A. Michael Huberman in his book *qualitative data analysis* said that “Qualitative research is conducted through an intense and/or prolonged contact with a field or life situation. These situations are typically or normal ones reflective of the every life of individuals, groups, societies and organizations”, therefore, this study uses descriptive qualitative research in order to make the result clear on the classification.³⁰ The researcher used a descriptive qualitative design to collect the information about English teachers’ strategies in promoting active learning in SMPN 01 Kepahiang based on 2013 curriculum.

Kind of this research is descriptive qualitative research, which was not statistically analyzed, because of this research merely described, analyzed, and interpreted the data of strategies of English teachers in promoting active learning in 2013 Curriculum. A descriptive research determines and reports the way of things.³¹ Based on the phenomenon in seventh and eighth grade students toward the students classroom activities, the teachers have applied active learning in learning English and they follow the active learning that emphasizes in 2013

³⁰ John W Cresswell. Reseacher Design. Qualitative and Quantitative Approaches.USA: Sage Publication 1994. p: 6

³¹L.R, Gay, *Education Research: Competence for Analysis and Application*, Florida International:2000, P. 275

Curriculum, the researcher will investigate about it. In this descriptive research, the researcher investigated the English teachers' Strategies in Promoting Active Learning in the Classroom in SMP N 01 Kepahiang.

1. Grand tour

The researcher observed the data that was gotten from student's activities in learning English. By the data, the researcher analyzed the teacher's strategies in promoting active learning, from that the researcher would find what strategies that used by the teacher in promoting active learning and how they used them.

The result of this observation would be used by the researcher as information and data in the beginning step to do a research. But to do real research the researcher used observation. This observation used a checklist to get information about the teacher's strategies in promoting active learning. The following table is the result of the researcher's observation in grand tour:

No	Strategies in Promoting Active Learning	Yes	No	Note
1	The teacher involves the students to be more than listening, they must think what they know by writing all contributions from the board.		-	
2	The teachers then uses these contributions from students to build a conceptual frame-work for the topic under discussion and to correct any apparent misconceptions.		-	
3	The teacher s made open ended questions to having groups of two or three students.		-	
4	The teacher involves the students in small groups.		-	

5	The teacher asks the students read and analyze passages from the text out loud, so students can learn higher-order-thinking skills.		-	Reading text and analyzing the text
6	The teachers use large lecture for debate among students based on simulations and role playing.	-		
7	The teacher divides the class into two or more large groups, each with a well-defined role to play in the problem. The groups are then given a concrete task and asked to develop a position or describe a course of action.		-	
8	The teacher presents a group's position are then ask to participate in whatever format the instructor deems most appropriate; role playing, panel discussion, formal debate, and so on.		-	Role playing

Based on the result of grand tour above, the researcher concludes that the teachers used some strategies in promoting active learning that supports the researcher in getting the data to do this research.

B. Subject of The Research

The subjects of this research are the English teachers who teach in first and second grade students of SMP N 01 Kepahiang. They are three teachers. They are chosen based on purposive sampling. Purposive sampling is a technique for selecting the subjects by some considerations or purposes.³² The considerations for choosing them are: they are teaching English and promoting active learning in the classroom which emphasized by 2013 Curriculum, they have taught English for two years in applying 2013 Curriculum, so they have more experience in

³²Sugiyono.2010. *Metode Penelitian Pendidikan*. Bandung: Alfabeta. Page 124

promoting active learning, and they are not familiar with the researcher. The last consideration is to prevent the bias of information because if the subjects are closed with the researcher, the data will not be totally truth.

C. Technique of Data Collecting

The technique of collecting data is one of step used in qualitative research. There are two techniques to collect the data. They are observation and interview.

1. Observation

The purpose of observation is to explain the situation that will be studied, activities in that area and the relation between the situation and the activities. In this research, the researcher will observe the activities of English teachers and the students which related to how the teachers use the strategies in promoting active learning in the classroom to answer research question number two. In this research, the researcher used nonparticipant observation. According to Kothari, “Nonparticipant observation means the researcher does not follow directly as participant and separately as observer”³³

The researcher used nonparticipant observation because the researcher watched independently the activities of teaching leaning process in classroom. In this research, the researcher had done pre observation to know the general description about the strategies in promoting active learning. Then, the researcher will do research more specifically. To do this observation, the researcher used

³³ Kothari. 2004. *Research and Methodology*. New Delhi: New Age International (P) Limited, p.97

checklist. The purpose of observation is to explain the situation that would be studied, activities in that area and the relation between the situation and the activities.

2. Interview

Fetterman in the book of Jack R. Fraenkel and Norman E. Wallen describes interviewing as the most important data collection technique a qualitative research processes.³⁴ Purpose of interviewing people is to find out what is on their minds what they think or how they feel about something. As Patton in the book of Jack R. Fraenkel and Norman E. Wallen has remarked: we interview people to find out from them those things we cannot directly observe. The fact of the matter is that we cannot observe everything. We cannot observe feelings, thoughts, and intentions. We cannot behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things.

Interview used in this research was semi-structured interview. Gay further explains that semi-structured interview is to take advantage of strengths of interviews.³⁵ Catherine says that in semi-structured interview the participant is free to talk about what he or she deems important, with little directional influence from

³⁴ Jack R. Fraenkel, Norman E. Wallen. *How to Design and Evaluate Research in Education*. Seventh Edition .New York : McGraw Hill. 2009. p.445

³⁵ Gay. *Ibid.*,Page. 292

the researcher.³⁶ To do this interview, for teachers, they will be given several questions about the strategies in promoting active learning.

The entire questions are constructed based on the theories of teacher's strategies in promoting active learning, to get information about how the teachers used the strategies in promoting active learning. To do this interview, the researcher uses an interview guideline and tape recorder.

D. Instrument of the Research

Regarding the instrument of the research, Lincoln and Guba in Sugiyono state that: The instrument of choice in naturalistic inquiry is the human; we shall see that other forms of instrumentation may be used in later phases of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument has been used extensively in earlier stages of inquiry, so that the instrument can be constructed that is grounded in the data that the human instrument has product.³⁷ From the explanation above, the researcher was the key instrument. Furthermore, the researcher used other instruments for completing the data. They are checklist, and interview guidance.

1. Checklist

A checklist observation is a list of thing that an observer is going to look at when observing a class. This list may have been prepared by the

³⁶ Dawson.*Op.Cit.*Page.28

³⁷Sugiyono.*Op.Cit.*page.306

observer. Observation checklist is not only giving a structure and framework for an observation but also serve as contract of understanding with the teachers, who may as a result be more comfortable, and get the class.

Checklist of observation had been made based on the theory of Bonwell, Charles C Eison, James A about strategies in promoting active learning. The indicators of each strategy above are taken from the strategies in promoting active learning itself. This checklist of observation was used to find out the strategies used by the teachers in promoting active learning at SMP N 01 Kepahiang. And this checklist of observation had been validated by mrs Henny Septia Utami M.Pd

Table 3.1
Observation Checklist

No	Strategies	Indicator	Answer	
			Yes	No
1	Visual-based instruction	The teachers use technology such projection, film, multimedia presentations, television, and video has been introduced into the classroom		
2	Writing in Class	The teachers ask the students to keeping journals		
		The teachers ask the students to Focusing thoughts on a particular topic		
		The teachers ask the students to Summarizing a lecture or assigned reading		
		The teachers ask the students to Composing an essay describing the solution to a problem presented in class		

3	Problem Solving	Case study The teachers give factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternatives solutions		
		Guided design The teacher ask the students to modified decision-making model that explores solution to open-ended problems		
4	Computer-based instruction	The teachers use instructional innovation and technology involves the use of computer, either in the classrooms or in associated laboratory settings		
5	Cooperative learning	The teachers enhance students learning and develop students social skills like decision making, conflict management and communication		
		The teacher emphasizes small groups of students working together in a structured process to solve an academic task		
6	Debates	The teachers ask the students to formal presentation of opposing sides with a chance for rebuttal to less formal situation where the presentation of arguments for both sides serves as the basis for discussion in class		
7	Drama	The teachers use of plays in the classroom promotes students' enthusiasm toward the content and increases their learning		

8	Role playing, simulations, and games	The teachers structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role play so that can observe and then participate in the ensuing discussion		
		The teachers serve a facilitator as the role play develops		
		The teachers guided the evaluation of the role play and to restate or summarize pertinent developments		
		The teacher uses simulation, and games in teaching and learning process		
9	Peer teaching	The teacher used partnerships, that is, one-to-one relationships where each partner alternates in the role of teacher and student		
		The teacher used working groups, which work collectively to enhance individual performance		

2. Interview Guidance

The interviewer or researcher must have a written guidance that indicates what questions are to be asked, in what order, and how much additional prompting, or probing is permitted³⁸. Interviewer guidance is a list of several questions in interview to get the information from subject of the research. In this research, the researcher gives several questions to the participants to get the information about teachers' strategies in promoting active learning.

³⁸L.R Gay, education Research, *Competency for Analysis and Application*, Florida, p. 292

The interview guideline above has been validated by Henny Septia Utami, M.Pd too. The questions provided above are made to answer second research question, to know how the teachers use the strategies in promoting active learning at SMP N 01 Kepahiang. The interview guideline above was made also based on the theory of Bonwell, Charles C Eison, James A about strategies in promoting active learning.

Table 3.2
Interview Guidance

No	Strategies	Indicator	Questions
1	Visual-based instruction	The teachers use technology such projection, film, multimedia presentations, television, and video has been introduced into the classroom	Do you use technology such projection, film, multimedia presentations, television, and video has been introduced into the classroom? How?
2	Writing in Class	The teachers ask the students to keeping journals	Do you ask the students to keeping journals? How?
		The teachers ask the students to focusing thoughts on a particular topic	Do you ask the students to focusing thoughts on a particular topic? How?
		The teachers ask the students to Summarizing a lecture or assigned reading	Dou you ask the students to Summarizing a lecture or assigned reading? How?
		The teachers ask the students to composing an essay describing the solution to a problem presented in class	Do you ask the students to composing an essay describing the solution to a problem presented in class? How?

3	Problem Solving	<p>Case study</p> <p>The teachers give factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternatives solutions</p>	<p>Do you give factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternatives solutions? How?</p>
		<p>Guided design</p> <p>The teacher ask the students to modified decision-making model that explores solution to open-ended problems</p>	<p>Do you ask the students to modified decision-making model that explores solution to open-ended problems? How?</p>
4	Computer-based instruction	<p>The teachers use instructional innovation and technology involves the use of computer, either in the classrooms or in associated laboratory settings</p>	<p>Do you use instructional innovation and technology involves the use of computer, either in the classrooms or in associated laboratory settings? How?</p>
5	Cooperative learning	<p>The teachers enhance students learning and develop students social skills like decision making, conflict management and communication</p>	<p>Do you enhance students learning and develop student social skills like decision making, conflict management and communication? How?</p>
		<p>The teacher emphasizes small groups of students working together in a structured process to solve an academic task</p>	<p>Do you emphasize small groups of students working together in a structured process to solve an academic task? How?</p>
6	Debates	<p>The teachers ask the students to formal presentation of opposing</p>	<p>Do you ask the students to formal presentation of opposing sides with a</p>

		sides with a chance for rebuttal to less formal situation where the presentation of arguments for both sides serves as the basis for discussion in class	chance for rebuttal to less formal situation where the presentation of arguments for both sides serves as the basis for discussion in class? How?
7	Drama	The teachers use of plays in the classroom promotes students' enthusiasm toward the content and increases their learning	Do you use of plays in the classroom promotes students' enthusiasm toward the content and increases their learning? How?
8	Role playing, simulations, and games	The teachers structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role play so that can observe and then participate in the ensuing discussion	Do you structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role play so that can observe and then participate in the ensuing discussion? How?
		The teachers serve a facilitator as the role play develops	Do you serve a facilitator as the role play develops? How?
		The teachers guided the evaluation of the role play and to restate or summarize pertinent developments	Do you guide the evaluation of the role play and to restate or summarize pertinent developments? How?
		The teacher uses simulation, and games in teaching and learning process	Do you uses simulation, and games in teaching and learning process? How?
9	Peer teaching	The teacher used partnerships, that is, one-to-one relationships where each partner alternates in the role of teacher and student	Do you use partnership, that is, one-to-one relationships where each partner alternates in the role of teacher and student? How?

		The teacher used working groups, which work collectively to enhance individual performance	Do you use working groups, which work collectively to enhance individual performance? How?
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E. Technique of Data Analysis

After the data have been collected from techniques for collecting data interview, the researcher continues to analyze the data. Creswell states that for analyzing qualitative data, the researcher can use the way; data managing, reading the data, describing, classifying, interpreting and representing the finding in a written report.³⁹ To analyze data the researcher use steps of data analyzing are: data managing, reading, description, classifying, interpreting.

1. Data Managing

Data managing involve creating and organizing the data collected during the study. Data managing is in order to make sure that you have data, organized and sequenced, transcript's comments, memos, and reflection. The main purpose of data managing is first to organize the data and check it completeness, second is to start the research on the process of analyzing and interpreting the data. In this research this step will use organize the data from observation and interview.

³⁹ John w. Creswell , *research design: qualitative, quantitative, and mixed method approaches*, thrid edition, thousand oaks (California, 2009), p. 239

2. Reading

After managing the data, the researcher reads the observation and interview result. The researcher reads what strategies are used by the teachers in promoting active learning. Furthermore, the researcher analyze the data from observation and interview. So the researcher can find the valid data and can make a good decision to answer the research questions.

3. Describing

Describing data are done by word in which is to describe the data have been on observation and interview result. Besides that, the researcher describes the English teachers's strategies in promoting active learning based on 2013 curriculum which got from interview result, and also how the teachers used the strategies in promoting the active learning which got from observation result.

4. Classifying

Classifying data is done after reading the obsevation and interview result. The purpose of classifying is to make easy in answer the research question.

5. Interpreting

Interpretation is also a part of process of writing the result of a study. Data interpreting continuous after data collection, analysis and interpretive stage of

study. The researcher explained the result of the research by connecting it and the theme of the research.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents research findings of teachers' strategies in promoting active learning in the classroom, this chapter is divided into two sections, finding and discussion. This study presents the two major objectives, they are as follow:

1. The strategies used by the teachers in promoting active learning at SMP N 01 Kepahiang
2. How the teachers use the strategies in promoting active learning at SMP N 01 Kepahiang.

A. Research Finding

This study presents about finding from observation and interview, this research had been done on 08 January until 20 January 2018. In Collecting the data, the researcher used two instruments. They were checklist for observation and interview guidance for Interview.

In the table below, the researcher presents the finding of observation and interview, they are as follow:

1. The Strategies Used by The Teachers in Promoting Active Learning at SMP N 01 Kepahiang

To know the teachers' strategies in promoting active learning, the researcher used checklist. The checklist consist of several indicators which based on the theory and the checklist are based on five meetings for all teachers. For the strategies used by the teachers in promoting active learning, some teachers used same ways on it. The descriptions about it as follow:

Observation 1

Table 4.1
Teachers' strategies in promoting active learning

No	Strategies	Teacher A	Teacher B	Teacher C
1	Visual-based instruction	The teacher used English video of Malin Kundang in teaching Narrative	The teacher used a picture and asked the students describe the picture	The teacher used a poster when taught descriptive text
2	Writing in Class	The teacher asked the students assign reading	The teacher asked the students to summarize the information on a text	The teacher ask the students to arrange some sentences into a good paragraph and rewrite
3	Problem Solving	-	-	-
4	Computer-based instruction	The teacher used a laptop and in-focus in teaching the students in a certain topic.	-	The teacher used a laptop in teaching a text
5	Cooperative Learning	The teacher asked the students to work in a group to solve a task	The teacher asked the students to discuss about a certain topic and presented the result	The teacher asked the students to work in group to present a simple conversation
6	Debates	-	-	-
7	Drama	-	-	-
8	Role playing,	The teacher used	The teacher used	The teacher asked

	simulations, and games	role playing in teaching an expression	guessing game in a descriptive text	the students to role play in front of the class room
9	Peer Teaching	-	-	-

Based on the result of the first observation, it can be seen that the teachers implemented five strategies in promoting active learning in their class, they are visual based instruction such video, picture, and poster, writing in class such reading, summarizing, and arranging sentences, computer-based instruction such using laptop, cooperative learning, role playing, simulation, and games.

Observation 2

Table 4.2
Teachers' strategies in promoting active learning

No	Strategies	Teacher A	Teacher B	Teacher C
1	Visual-based instruction	-	-	-
2	Writing in Class	The teacher asked the students to answer multiple choice questions provided below the text after reading a recount text	The teacher asked the students to conclude when the students should express certainty and uncertainty.	The teacher asks the students randomly to read a narrative text loudly on the text book, then answer questions
3	Problem Solving	-	-	-
4	Computer-based instruction	-	-	-
5	Cooperative Learning	The teachers asked the students work	The teacher made interaction in her	The teacher asked the students to

		together in group to response specific information on the narrative text	classroom by asking what the students found in each group.	response the other student's answer about information on the text.
6	Debates	-	-	-
7	Drama	-	-	-
8	Role playing, simulations, and games	The teacher used information gaps about a narrative text	-	-
9	Peer Teaching	-	-	-

The table above is the result of the second observation, from the data above the researcher can conclude that there was similarity between teacher A, teacher B and teacher C. They used three strategies in promoting active learning. They were writing in class and cooperative learning. Only teacher A used games in her teaching on the second observation.

Observation 3

Table 4.3
Teachers' strategies in promoting active learning

No	Strategies	Teacher A	Teacher B	Teacher C
1	Visual-based instruction	The teacher has prepared some pictures to be matched with the illustration provided on the exercise with limited time 20 minutes.	The teacher shows the students a picture of a smart phone.	The teacher asked the students to determine whether the dialog provide expression of certainty or uncertainty based on the picture given.
2	Writing in Class	The teacher asked the students to write what they think	The teacher asked the students to write on the board about the	The teacher asked the students to complete three

		about a picture given (a building) on the board.	topic given (Mobile Phone) with one word.	dialogs with expression of certainty and uncertainty
3	Problem Solving	-	-	-
4	Computer-based instruction	-	-	-
5	Cooperative Learning	The teacher divided the students into six groups to discuss a descriptive text.	The teacher asked the students to build response specific information about mobile phone from each group.	The teacher divided the students into four groups
6	Debates	-	-	-
7	Drama	-	-	-
8	Role playing, simulations, and games	The teacher used information gaps about a narrative text	-	The teacher asked the students to perform a conversation of certainty and uncertainty.
9	Peer Teaching	-	-	-

Based on the result of third observation, the researcher got that teacher A, teacher B, and teacher C used four strategies, they were visual-based instruction, writing in a class, cooperative learning, and role playing, simulation and games. Only teacher B who did not use role playing, simulation and games.

Observation 4

Table 4.4
Teachers' strategies in promoting active learning

No	Strategies	Teacher A	Teacher B	Teacher C
1	Visual-based instruction	The teacher shown a picture of Soekarno	The teacher used video of The Lion and The Mouse	-
2	Writing in Class	The teacher has prepared eight questions to summarize about Soekarno	The teacher asked the students to write on the board about The Lion and The Mouse before the text was given	The teacher has prepared questions for the students to answer orally about Unforgettable Experience
3	Problem Solving	-	-	-
4	Computer-based instruction	-	The teacher used a laptop to show a video of The Lion and The Mouse	-
5	Cooperative Learning	The teacher asked the students to make seven group in 20 seconds. Then, the teacher gave the students instruction to discuss the text of Soekarno together based on the task given on the text book		The teacher made her students into five groups which consist of six students. Then, the teacher asked the representative of each group to tell the best experience they have ever had
6	Debates	-	-	-
7	Drama	-	-	-
8	Role playing, simulations, and games	-	-	-
9	Peer Teaching	-	-	-

Based on the fourth observation, the researcher got that teacher A, teacher B, and teacher C used four strategies. The teachers used visual based instruction by using picture and a video, writing in class, computer-based instruction, and cooperative learning.

Observation 5

Table 4.5
Teachers' strategies in promoting active learning

No	Strategies	Teacher A	Teacher B	Teacher C
1	Visual-based instruction	-	The teacher shown the students a picture of washing machine	The teacher shown the students some pictures of how to make a fried banana
2	Writing in Class	The teacher gave the students jumbled sentence to be arranged and written	The teacher made an exercise in form of filling in the blank with the time limit, only 30 minutes about a procedural text "How to operate washing machine"	The teacher used 10 questions in essay about How to Make Fried Banana
3	Problem Solving	-	-	-
4	Computer-based instruction	-	-	The teacher used a laptop to show a procedural text
5	Cooperative Learning	The teacher asked the students to fill in the blank related to conjunction in a small group	The teacher asked the students to discuss their answer in a small group	The teacher asked the students to perform in a small group to show how to make fried banana by using

				real banana and other ingredients.
6	Debates	-	-	-
7	Drama	-	-	-
8	Role playing and simulations/ and games	-	-	-
9	Peer Teaching	-	-	-

Based on the result of fifth observation above, the researcher concluded that teacher A, teacher B, and teacher C used four strategies in promoting active learning. The teachers used visual based instruction such pictures, writing in class, computer-based instruction, and cooperative learning.

Based on the result from fifth observation, the researcher concluded that the teacher used five strategies from nine strategies to promoting active learning. They are visual-based instruction, writing in class, computer based instruction, cooperative learning, and role playing and simulation/games. The teacher always use writing in the class and cooperative learning.

2. How the teachers use the strategies in promoting active learning at SMP N 01 Kepahiang

To know how the teachers use strategies in promoting active learning at SMPN 01 Kepahiang, the researcher had done interview with three of English teachers as respondents. The researcher gave the question based on theory about

strategies in promoting active learning as the indicators. The data from interview obtained concluded by the researcher showed below:

a. Visual-based instruction

The three English teacher used visual based instruction in their teaching and learning process, such poster, video, films, picture, and many other. From the result of the interview, the researcher got that:

Teacher A

From the interview with teacher A, teacher A used the strategies in promoting active learning in her class, from the result of interview of teacher A when the researcher asked her how she used visual-based instruction, on the first question she said:

“in 2013 curriculum, the students should be involved actively, so I as the teacher must involve the students to be active in teaching and learning process by using a media that can be seen by the students, such as picture, video, poster and many others”

Based on the statement above, the teacher used the first strategy in promoting active learning to help the students become active not just listen to the teacher but also paid attention to what they were studying by looking at a media such video, porter, picture, which provided in visual-based instruction.

Teacher B

When the researcher asked the teacher B how she used visual-based instruction, here is the answer:

“Yes, I use visual based instruction for activities in the classroom, but not in every meeting. I often use picture, for example when I teach descriptive text or procedural text.”

It means that the teacher B also implemented visual based instruction by using picture especially in teaching a text. It helps the students to stimulate their mind by asking them to pay attention to a picture.

Teacher C

The teacher C also implemented visual-based instruction. Based on the interview to the teacher B, she answered:

“Of course, I usually used video or films when I teach a conversation or narrative. But I don’t use it in every meeting; it means that I use it for a certain topic of my subject.”

Based on the answer above, the researcher concludes that the teacher C used visual based instruction for certain topic of her subject. It can be said that the use of video or films such mentioned on the interview based on the need.

b. Writing in Class

When the researcher asked about how she used writing in class, the teachers have different answers. The teacher A implemented writing in class by asking the students to arrange jumble sentences then rewrite them into a good paragraph giving the students questions in essay form. Here is the answer of teacher A:

“Sure, I ask my students to write in class to make them active in express their ideas. For example when I give a task to write descriptive text I give a picture and then I ask the students to describe

about that pictures. They also can do some exercises such answering questions in essay form, or rewrite jumble sentences that have been arranged correctly”

In addition, the teacher B said that she asked the students to write in class based on the material given that time, and the types of writing can be different in each material. The answer of the teacher can be mentioned as follow:

“Yes, I asked the students to write in class such reading then writing the answer, arranging sentences, or filling in the blank based on the material that time”

In that statement, the teacher used this strategy by using writing in class to make the students active in expressing their idea through writing for example in writing. The teacher C also implemented writing in class, she also said:

“If I teach writing skill, it also involves reading skill. Here I ask the students to write in class such as summarizing or writing a text like recount text”

The teacher’s C answer above, shows that she also implemented writing in class through summarizing or writing a text. The teacher C implemented this strategy when she taught reading skill that also involved reading skill.

c. Problem Solving

When the researcher asked the teachers about whether they used problem solving such case studies and guided design, the teacher A answered:

“I think case studies and guided design is too high for junior high school level, so I never use it”

In addition, the teacher B also had the same answer:

“I never use case studies or even guided design because they were not appropriate for junior high school level”

The teacher C also did not use problem solving in her teaching, here is the answer:

“No, I don’t use problem solving, because it is very difficult to apply for junior high school students, especially in this school”

Based on the answers of the teachers above, the researcher concludes that the English teachers in SMPN 01 Kepahiang did not implement problem solving as one of the strategies in promoting active learning.

d. Computer-based Instruction

All the teachers implemented computer-based instruction, here are the answers of each teacher when the researcher asked the teacher whether they used computer based instruction:

Teacher A: *“I usually used my laptop to show my students about what will we study, or to play some videos or picture”*

Teacher B: *“To show some pictures or others that related to a certain topic, I use my laptop in the classroom”*

Teacher C: *“Sure, Sometimes I use laptop and infocus in the classrooms when I need it”*

Based on the answers above, it can be concluded that the teachers implemented computer-based instruction by using laptop or computer in the laboratory that provided in that school.

e. Cooperative learning

The three teachers implemented cooperative learning in their teaching. The teachers have almost same answer:

Teacher A: *“I usually ask the students to discuss what they have answer in small group”*

Teacher B: *“Yes, as the teachers we should be develop students social skill and communication. I divide the students in small group consist of five or six students in each group. Then I ask them to arrange sentences together with limited time or ask them to discuss certain topic”*

Teacher C: *“Yes, social skills and communication can be increase on discussion. I usually ask them to work together in a group to discuss a certain topic then they present what information they have from the discussion”*

From the answers above, the researcher concludes that all the teachers implemented cooperative learning in promoting active learning by dividing the students into groups then asking them work together.

f. Debates

Based on the result of the interview to the English teachers, they did not implement debate for their students, because they think that debates is more appropriate for senior high school students that junior high school students.

g. Drama

The English teachers did not implement drama to promote active learning. The teacher A said that “ *No, I almost never use it in learning process, usually we use drama only in practice exams*”. Teacher B and C said that they are not used drama in learning process.

h. Role playing, simulation, and games

In this strategy, the teachers implemented role playing and games. Here are the teacher answer when the researcher asked the teacher whether they implemented this strategy or not:

Teacher A answered:

“I use role play when I teach about a certain expression or conversation, so I ask the students to role play in front of classroom”

In addition, the teacher B also answered:

“sometimes. I also usually use guessing games or information gaps to make the students active. But I don’t used games every meeting.”

The teacher C also had almost same answer:

“ yes, I use games or role play based needed of the material. For example, when I see the students bored I need to provide a game. Or in conversation, I need to use role play for my students to perform in front of class”

i. Peer Teaching

The teacher did not implement peer teaching such partnerships or working groups because it is not effective and also so difficult to applied in the junior high school

Based on the interview result of the three teachers, the researcher conclude that the teachers used five strategy in promoting active learning, visual-based instruction (picture, videos, film, poster and others), writing in class (answering questions in essay form, or rewrite jumble sentences that have been arranged correctly, reading then writing the answer, arranging sentences, or filling in the blank, summarizing or writing a text), computer based instruction (laptop), cooperative learning (discuss in small group), and role play and simulation and games (role play in certain topic, guessing games or information gaps).

B. Discussion

In this part, the researcher tried to analyze the data which had been found by observation and interview.

1. The Strategies Used by The Teachers in Promoting Active Learning at SMP N 01 Kepahiang

In this step, the researcher used checklist to get the result of observation about teachers' strategies in promoting active learning. the explanation as follow:

Based on the result of fifth observation, the researcher the researcher can conclude that the teachers did not use all strategies in promoting active learning. They use five strategies from nine strategies, there are:

a. Visual-based Instruction

According to the theory, visual-based instruction as each new technology still projection (slides, filmstrips, or overhead transparencies), film, multimedia presentations, television, and video has been introduced into the classroom, proponents announced that the millennium was here. Students might also resist learning from media because of their views toward its efficiency.⁴⁰

Based on the data of checklist that the researcher got in implementing the strategies by involving students actively not just listening to the teacher and the teacher use visual based instruction. All the teachers used the first strategy in the teaching and learning process, for example the teacher shown pictures, poster, videos, and others when they were teaching after that they asked the students to participate actively, but all of the teachers did not use it in every meeting.

From the data above, the researcher concluded that the teachers used visual-based instruction in their teaching and learning process in the classroom that was proved by the result of observation. The teacher used visual-based instruction when the teacher taught some materials such as descriptive text, narrative text, advertisement, and conversation about a particular expression. The teacher used visual based instruction because, it is interesting and it did appear to have a significant impact, however visual based instruction has a significant positive change in students' attitudes and

⁴⁰Bonwell, Chares C and Eison, James.A. *Op.Cit*

retention.⁴¹ It means that the importance of using media such visual based instruction as the focal point of interactive techniques.

b. Writing in Class

Having students write in class as an adjunct to other teaching strategies. Typically, such programs encourage instructors in all disciplines to incorporate a wide variety of writing task into their classroom presentations. Such tasks might include keeping journals, focusing thoughts on a particular topic, summarizing a lecture or assigned reading, or composing an essay describing the solution to a problem presented in class.⁴² Based on the data from checklist, all the teachers used this strategy by asking the students to rewrite jumble sentences that have been arranged correctly, filling the blank, or answering questions in essay form.

Based on the data above, the researcher concluded that the teachers use this strategy to stimulate the students to answer the questions and help the students to know the length of the exercise based on the time duration given especially in writing skill. Because there are very difficult, difficult, medium, easy and very easy questions. The teacher used writing in class in some materials such as in writing recount text, procedural text, and descriptive text.

c. Computer-based instruction

⁴¹ *Ibid*

⁴² *Ibid*

Based on the data the teachers just use laptop in the classrooms to support active learning. The teachers used this strategy in certain topic like descriptive text, procedure text, label text, and others

d. Cooperative Learning

All the teachers implement cooperative learning by dividing them into small groups. Based on the researcher checklist, all teachers used this strategy. They divided the students into small groups depend on the amount of the students in each class they taught. By having the students in five or six groups the teacher involved the students to cooperate each other in each group.

e. Role playing, simulation, and games

The teachers used role playing and games depend on the topic. Based on the result of checklist, the teacher used information gap game and guessing game in teaching, the teacher asked the students to perform in front of the class in a certain conversation which related to a certain expression. The researcher can conclude that the teachers used this strategy in promoting active learning in their class.

The five strategies that used of the teacher have more advantages in learning process because the student can be actively involved in the learning process, so the students not just sitting and listening the teachers. Especially for schools that use 2013 curriculum.

The teachers did not use problem solving, debate, drama , and peer teaching under consideration of class size and the students are still in junior high school level.

2. How the teachers use the strategies in promoting active learning at SMP N 01 Kepahiang

After classifying the data, the researcher found that the teachers use five strategies from nine strategies in promoting active learning. They are visual-based instruction, writing in class, computer-based instruction, cooperative learning, and role playing, simulation and games support active learning in K13. The description about the data can be described as follow:

a. Visual-based instruction

The three English teachers used visual based instruction in their teaching and learning process, such by using poster, video, films, picture, and many others.

The teacher A used visual-based instruction in promoting active learning to help the students become active not just listen to the teacher but also paid attention to what they were studying by looking at a media such video, porter, picture, which provided in visual-based instruction. It means that the teacher B also implemented visual based instruction by using picture especially in teaching a text. It helps the students to stimulate their mind by asking them to pay attention to a picture. The teacher C also implemented

visual-based instruction for certain topic of her subject. It can be said that the use of video or films such mentioned on the interview based on the need.

b. Writing in Class

Having students write in class as an adjunct to other teaching strategies. Typically, such programs encourage instructors in all disciplines to incorporate a wide variety of writing task into their classroom presentations. Such tasks might include keeping journals, focusing thoughts on a particular topic, summarizing a lecture or assigned reading, or composing an essay describing the solution to a problem presented in class.⁴³ In this research, the teacher A implemented writing in class by asking the students to arrange jumble sentences then rewrite them into a good paragraph giving the students questions in essay form.

In addition, the teacher B used this strategy by using writing in class to make the students active in expressing their idea through writing for example in writing. The teacher C also implemented writing in class through summarizing or writing a text. The teacher C implemented this strategy when she taught writing skill that also involved reading skill.

In conclusion, the teachers asked the students to have writing in class, based on the material given at that time. For example, the teacher gave

⁴³ *Ibid*

the students jumbled sentences to be arrange, summarizing a text, or writing a recount text and descriptive text.

c. Computer-based Instruction

. Computer is one of technology that very needed in instructional activities today. All the teachers implemented computer-based instruction, which means that the teachers could operate computer well and implement the material that will be given on the computer. Based on the answers of the English teachers on the interview, it can be concluded that the teachers implemented computer-based instruction by using laptop in that school.

The teacher used laptop or computer in teaching and learning process as a media make the students interested in studying English, especially in teaching speaking and listening skill. It means that the teacher did not use it in every meeting.

d. Cooperative learning

The goals of cooperative learning are twofold: to enhance students learning and to develop student social skills like decision making, conflict management, and communication. To achieve these goals, proponents have over the past two decades developed classroom strategies that emphasize small groups of students working together in a structured process to solve an academic task.⁴⁴ Related to the theory, the three teachers implemented

⁴⁴*Ibid*

cooperative learning in their teaching. All of the teachers implemented cooperative learning in promoting active learning by dividing the students into groups then asking them work together.

The teacher divided the students into group to have discussion about a certain topic. The students were divided into small group. Then the teacher asked the students to discuss what information they find on the text and then questions-answer, and concluded the important information together.

e. Role playing, simulation, and games

Role plays, simulations, and games can be used to help students experience “stressful, unfamiliar, complex, or controversial situations’ by creating circumstances that are momentarily real, thereby letting students develop and practice those skills necessary for coping.⁴⁵In this strategy, the teachers implemented role playing and games. Teacher A implement role playing when she taught about certain expression or a certain conversation. Teacher B usually used games such guessing games and information gaps although not in every meeting. Then the teacher C implemented games or role play based on needed of the material, for example when she knew the condition would be bored she needed to provide a game, or in a conversation she needed to implement role playing to perform in front of the class.

⁴⁵*Ibid*

From explanations above, the researcher concludes that visual-based instruction, writing in class, computer-based instruction, cooperative learning, and role playing, simulation and games support active learning in K13. There were four strategies that unused by the teachers, they were problem solving, debates, drama, and peer teaching. The teacher did not use problem solving, debates, because of consideration of the level of the students. The teachers just use drama in final practice exam and not in learning process. They were not used peer teaching because there was no program of peer teaching at school such peer counselors, who advice students over a broad range of academic concerns; or partnerships, that is, one-to-one relationships where each partner alternates in the role of teacher and student.

CHAPTER V

CONCLUSION AND SUGGESTION

After analyzing and interpreting the obtained data in the previous chapter, the conclusion and suggestion below as the last part of this research are taken. The conclusion below is the answer of the research question, while the suggestion is intended to give information to the readers who are interest in doing further research in this area.

A. CONCLUSION

As mentioned before, this research strived to answer the strategies used by the teachers in promoting active learning at SMP N 01 Kepahiang and how the teachers use the strategies. Based on the result of this research, the researcher conclude that:

1. The teachers in SMPN 01 Kepahiang have used five in promoting active learning to achieve the goal of promoting active learning itself , they are visual-based instruction, writing in class, computer-based instruction, cooverative learning, Role playing, simulations, and games. As the result,to promote active learning, all of this strategy should be used.
2. All of the teachers used the strategies in promoting active learning with some ways. First, the teachers used visual-based instruction by involving students actively not just listening to the teacher for example the teacher shown pictures, poster, videos, and others when they were teaching after that they asked the students to participate actively. Second, the teachers used writing in a class like answering questions in essay form, or rewrite jumble sentences that have been

arranged correctly, reading then writing the answer, arranging sentences, or filling in the blank, summarizing or writing a text. The teachers also can keep students more active by implementing computer based instruction such as using a laptop in classroom. Then all the teachers implement cooperative learning by dividing them into small groups, five or six groups, the teacher involved the students to cooperate each other in each group. The last, the teachers used role playing and games depend on the topic of English material given.

B. SUGGESTION

After doing observation in the classroom, interview all of respondents, the researcher would like to give some suggestion which may be useful for:

1. The School

The school can use the strategies in promoting active learning not just for English teacher but it can be used for the other subject. Because by using these strategies is easier to teacher to involve the students actively.

2. The Teacher

Strategies in promoting active learning is one of important key that teachers can use to make the students participated in classroom activities. So to promote active learning the teachers can use one or more than strategies based on the theory explained by Bonwell, Charles C and Eison, James. A which also supports 2013 curriculum.

3. Future Researcher

The future researchers have to make the other research which is better than this one. This research can be used as the related finding if it is important.

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KEPUTUSAN
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Nomor : 1014 /Sk.02/1/PP.09/9/16/ 2017

- Tentang
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SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
- Menimbang :
- Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
 - Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diberi tugas sebagai pembimbing I dan II ;
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- Menetapkan
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Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
N A M A : Venny Winda Pranita
N I M : 15552014
JUDUL SKRIPSI : An Analysis Of Teachers' Strategy In Promoting Active Learning Based On 2013 Curricularum.

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Terjadi perubahan Pembimbing Nama tersebut di atas, karena yang bersangkutan tidak lulus dan telah melakukan perbaikan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal, 30 Oktober 2017
Ketua STAIN Curup



- Terdapat :
- Pembimbing I dan II;
 - Bendahara STAIN Curup;
 - Kasubag AK;
 - Kepala Perpustakaan STAIN;
 - Mahasiswa yang bersangkutan;
 - Arsip/Jurusan Tarbiyah



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Lampiran : Proposal Dan Instrumen
Hal : **Rekomendasi Izin Penelitian**

08 Januari 2018

Kepada Yth.
Kepala Dinas Pendidikan Dan Kebudayaan
Kabupaten Kepahiang
Di -
Tempat

Assalamu'alaikum Wr.Wb.

Dalam rangka penyusunan skripsi S.I pada Sekolah Tinggi Agama Islam Negeri (STAIN) Curup:

Nama : Venni Winda Pranita
NIM : 15552014
Jurusan/Prodi : Tarbiyah/ Tadris Bahasa Inggris
Judul Skripsi : An Analysis of Teachers Strategy in Promoting Active Learning
Based on 2013 Curriculum
Watu Penelitian : 08 Januari s.d 08 April 2018
Tempat Penelitian : SMPN 01 Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian undangan ini, atas kehadiran dan perhatiannya diucapkan terima kasih.



Ketua
Kabag AGAK,
Benny Gustiawan, S.Ag., M.Pd.
NIP. 19660811199103 1 004

Observation Checklist

Observation Checklist

No	Strategies	Indicator	Answer	
			Yes	No
1	Visual-based instruction	The teachers use technology such projection, film, multimedia presentations, television, and video has been introduced into the classroom		
2	Writing in Class	The teachers ask the students to keeping journals		
		The teachers ask the students to Focusing thoughts on a particular topic		
		The teachers ask the students to Summarizing a lecture or assigned reading		
		The teachers ask the students to Composing an essay describing the solution to a problem presented in class		
3	Problem Solving	Case study The teachers give factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternatives solutions		
		Guided design The teacher ask the students to modified decision-making model that explores solution to open-ended problems		
4	Computer-based instruction	The teachers use instructional innovation and technology involves the use of computer, either in the classrooms or in associated laboratory settings		

5	Cooperative learning	The teachers enhance students learning and develop students social skills like decision making, conflict management and communication		
		The teacher emphasizes small groups of students working together in a structured process to solve an academic task		
6	Debates	The teachers ask the students to formal presentation of opposing sides with a chance for rebuttal to less formal situation where the presentation of arguments for both sides serves as the basis for discussion in class		
7	Drama	The teachers use of plays in the classroom promotes students' enthusiasm toward the content and increases their learning		
8	Role playing, simulations, and games	The teachers structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role play so that can observe and then participate in the ensuing discussion		
		The teachers serve a facilitator as the role play develops		
		The teachers guided the evaluation of the role play and to restate or summarize pertinent developments		
		The teacher uses simulation, and games in teaching and learning process		
9	Peer teaching	The teacher used partnerships, that is, one-to-one relationships where each partner alternates in the role of teacher and student		
		The teacher used working groups, which work collectively to enhance individual performance		

Interview Guidance

No	Strategies	Indicator	Questions
1	Visual-based instruction	The teachers use technology such projection, film, multimedia presentations, television, and video has been introduced into the classroom	Do you use technology such projection, film, multimedia presentations, television, and video has been introduced into the classroom? How?
2	Writing in Class	The teachers ask the students to keeping journals	Do you ask the students to keeping journals? How?
		The teachers ask the students to focusing thoughts on a particular topic	Do you ask the students to focusing thoughts on a particular topic? How?
		The teachers ask the students to Summarizing a lecture or assigned reading	Do you ask the students to Summarizing a lecture or assigned reading? How?
		The teachers ask the students to composing an essay describing the solution to a problem presented in class	Do you ask the students to composing an essay describing the solution to a problem presented in class? How?
3	Problem Solving	Case study The teachers give factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternatives solutions	Do you give factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternatives solutions? How?

		<p>Guided design</p> <p>The teacher ask the students to modified decision-making model that explores solution to open-ended problems</p>	<p>Do you ask the students to modified decision-making model that explores solution to open-ended problems? How?</p>
4	Computer-based instruction	<p>The teachers use instructional innovation and technology involves the use of computer, either in the classrooms or in associated laboratory settings</p>	<p>Do you use instructional innovation and technology involves the use of computer, either in the classrooms or in associated laboratory settings? How?</p>
5	Cooperative learning	<p>The teachers enhance students learning and develop students social skills like decision making, conflict management and communication</p> <p>The teacher emphasizes small groups of students working together in a structured process to solve an academic task</p>	<p>Do you enhance students learning and develop student social skills like decision making, conflict management and communication? How?</p> <p>Do you emphasize small groups of students working together in a structured process to solve an academic task? How?</p>
6	Debates	<p>The teachers ask the students to formal presentation of opposing sides with a chance for rebuttal to less formal situation where the presentation of arguments for both sides serves as the basis for discussion in class</p>	<p>Do you ask the students to formal presentation of opposing sides with a chance for rebuttal to less formal situation where the presentation of arguments for both sides serves as the basis for discussion in class? How?</p>
7	Drama	<p>The teachers use of plays in the classroom promotes students' enthusiasm toward the content and increases their learning</p>	<p>Do you use of plays in the classroom promotes students' enthusiasm toward the content and increases their learning? How?</p>

8	Role playing, simulations, and games	The teachers structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role play so that can observe and then participate in the ensuing discussion	Do you structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role play so that can observe and then participate in the ensuing discussion? How?
		The teachers serve a facilitator as the role play develops	Do you serve a facilitator as the role play develops? How?
		The teachers guided the evaluation of the role play and to restate or summarize pertinent developments	Do you guide the evaluation of the role play and to restate or summarize pertinent developments? How?
		The teacher uses simulation, and games in teaching and learning process	Do you uses simulation, and games in teaching and learning process? How?
9	Peer teaching	The teacher used partnerships, that is, one-to-one relationships where each partner alternates in the role of teacher and student	Do you use partnership, that is, one-to-one relationships where each partner alternates in the role of teacher and student? How?
		The teacher used working groups, which work collectively to enhance individual performance	Do you use working groups, which work collectively to enhance individual performance? How?

Interview Guidance

No	Strategies	Indicator	Questions
1	Visual-based instruction	The teachers use technology such projection, film, multimedia presentations, television, and video has been introduced into the classroom	Apakah anda menggunakan teknologi seperti film, video, atau media visual lainnya dalam mengajar? Bagaimana?
2	Writing in Class	The teachers ask the students to keeping journals	Apakah anda memberikan siswa tugas untuk membuat sebuah jurnal? Bagaimana?
		The teachers ask the students to focusing thoughts on a particular topic	Apakah anda meminta siswa untuk focus pada materi tertentu? Bagaimana?
		The teachers ask the students to Summarizing a lecture or assigned reading	Apakah anda meminta siswa untuk meringkas atau tugas reading tertentu? Bagaimana?
		The teachers ask the students to composing an essay describing the solution to a problem presented in class	Apakah anda meminta siswa untuk menulis esai yang menjelaskan masalah yang disajikan dikelas? Bagaimana?
3	Problem Solving	Case study The teachers give factual account of human experience centered in a problem or issue faced by a person, group, or an organization can range from a highly structured exercise to a very unstructured problem that could raise a variety of complex issues and alternatives solutions	Apakah anda memberikan laporan factual tentang pengalaman atau masalah yang dihadapi oleh seseorang, kelompok atau organisasi dengan latihan yang terstruktur hingga menemukan solusi alternative? Bagaimana?

		<p>Guided design</p> <p>The teacher ask the students to modified decision-making model that explores solution to open-ended problems</p>	<p>Apakah anda meminta siswa untuk membuat model pengambilan keputusan yang menjelaskan solusi untuk suatu masalah dengan terbuka?</p>
4	Computer-based instruction	<p>The teachers use instructional innovation and technology involves the use of computer, either in the classrooms or in associated laboratory settings</p>	<p>Apakah anda menggunakan komputer dalam aktivitas mengajar? Bagaimana?</p>
5	Cooperative learning	<p>The teachers enhance students learning and develop students social skills like decision making, conflict management and communication</p>	<p>Apakah anda meningkatkan siswa belajar dan mengembangkan keterampilan social siswa seperti pengambilan keputusan, manajemen konflik dan komunikasi? Bagaimana?</p>
		<p>The teacher emphasizes small groups of students working together in a structured process to solve an academic task</p>	<p>anda meminta sekelompok kecil siswa untuk bekerja bersama-sama dalam proses yang terstruktur untuk menyelesaikan tugas akademik? Bagaimana?</p>
6	Debates	<p>The teachers ask the students to formal presentation of opposing sides with a chance for rebuttal to less formal situation where the presentation of arguments for both sides serves as the basis for discussion in class</p>	<p>Apakah anda meminta siswa untuk presentasi kemudian siswa lainnya memberikan sanggahan terhadap penyajian argument sebagai dasar untuk diskusi dikelas? Bagaimana?</p>
7	Drama	<p>The teachers use of plays in the classroom promotes students' enthusiasm toward the content and increases their learning</p>	<p>Apakah anda menggunakan drama di dalam kelas untuk menarik antusias siswa terhadap isi dan meningkatkan pembelajaran mereka? Bagaimana?</p>

8	Role playing, simulations, and games	The teachers structure the situation by providing background details and a general sketch of the roles to be played, to share with the audience the specific goals of the role play so that can observe and then participate in the ensuing discussion	Apakah anda memberikan rincian latar belakang dari suatu peran yang akan dimainkan dalam role play sehingga para audience dapat mengamati dan ikut berpartisipasi? Bagaimana?
		The teachers serve a facilitator as the role play develops	Apakah anda melayani fasilitator ketika permainan peran? Bagaimana?
		The teachers guided the evaluation of the role play and to restate or summarize pertinent developments	Apakah anda memandu evaluasi dari permainan peran dan menyatakan kembali atau merangkum? Bagaimana?
		The teacher uses simulation, and games in teaching and learning process	Apakah anda menggunakan simulasi dan game? Bagaimana?
9	Peer teaching	The teacher used partnerships, that is, one-to-one relationships where each partner alternates in the role of teacher and student	Apakah anda menggunakan kemitraan yang merupakan hubungan antara satu dengan yang satu dimana setiap pasangan bergantian dalam peran guru dan siswa? Bagaimana?
		The teacher used working groups, which work collectively to enhance individual performance	Apakah anda menggunakan grup kerja, yang bekerja secara kolektif untuk meningkatkan penampilan individu? Bagaimana?

PEMERINTAH KABUPATEN KEPAHANG
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jalan Alpa Mu'an Komplek Perkantoran Kelopak Kode Pos 39372
email : dikpora_kepahiang@yahoo.co.id Telp/Fax. (0732) 3930028

SURAT IZIN PENELITIAN

Nomor : 800.2/ 201/Sekr.1/Dikbud/2018

Berdasarkan Surat Rekomendasi Izin Penelitian Sekolah Tinggi Agama Islam Negeri
Curup Nomor : 019/Sti.02/LPP.00.9/01/2018 Tanggal 08 Januari 2018, dengan ini Kepala Dinas
Pendidikan dan Kebudayaan Kabupaten Kepahiang memberikan izin kepada :

Nama : Venni Winda Pranita
NIM : 15552014
Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris
Waktu Penelitian : 08 Januari 2018 s.d 08 April 2018

Untuk melaksanakan Penelitian di SMP Negeri 01 Kepahiang Kabupaten Kepahiang,
dengan judul Skripsi : "*An Analysis of Teachers Strategy in Promoting Active Learning Based
in 2013 Curriculum*" dengan ketentuan tetap menjaga nama baik sekolah khususnya Dinas
Pendidikan dan Kebudayaan Kabupaten Kepahiang umumnya.

Demikian surat izin penelitian ini dibuat, untuk dapat dilaksanakan sebagaimana
 mestinya, terima kasih.

Kepahiang, 15 Januari 2018

a.n. Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Kepahiang
Sekretaris

U.b

Kepala Dinas Pendidikan dan Kepegawaian



NINING FAWELY PASJU, S.Pd., M.M.

Nip. 19780715 200604 2 010

Salinan disampaikan kepada :
1. Dekan STAIN Curup
2. Ka. SMP Negeri 01 Kepahiang



PEMERINTAH KABUPATEN KAPAHANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 KAPAHANG

Jl Ki Hajar Dewantara, Pensiunan - Kepahiang Telp (0732) 391462



SURAT KETERANGAN

NO:015/17-02.010/SMPN.1/KE/2018

Yang bertanda tangan dibawah ini Kepala Sekolah SMP Negeri 1 Kepahiang

Nama : Drs. SAPUANDI, M.Pd
NIP : 19631008 199903 1 001
Pangkat / Gol : Pembina Tk. I IV/B
Jabatan : Kepala Sekolah
Unit Kerja : SMP Negeri 1 Kepahiang

Dengan ini menerangkan bahwa :

Nama : Venni Winda Pranita
NPM : 15552014
Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris

Nama tersebut diatas telah selesai melaksanakan Penelitian di SMP Negeri 1 Kepahiang
dari tanggal 8 Januari 2018 s/d 20 Januari 2018 guna untuk keperluan menyusun Skripsi
dengan judul " **An Analysis of Teachers Strategy in Promoting Active Learning Based on
2013 Curriculum** "

Jemikan Surat keterangan ini kami buat untuk dapat dipergunakan seperlunya oleh yang
tersebut terimakasih.



Kepahiang, Januari 2018
Kepala Sekolah

Drs. SAPUANDI, M.Pd
19631008 199903 1 001



**PEMERINTAH KABUPATEN KEPAHIANG
DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan Alpda Mu'an Komplek Perkantoran Kelopak Kode Pos 39372
email : dikpora_kepahiang@yahoo.co.id Telp/Fax. (0732) 3930028

SURAT IZIN PENELITIAN

Nomor : 800.2/ 704/Sekr.1/Dikbud/2018

Berdasarkan Surat Rekomendasi Izin Penelitian Sekolah Tinggi Agama Islam Negeri Curup Nomor : 019/Sti.02/LPP.00.9/01/2018 Tanggal 08 Januari 2018, dengan ini Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang memberikan izin kepada :

Nama : Venni Winda Pranita
NIM : 15552014
Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris
Waktu Penelitian : 08 Januari 2018 s.d 08 April 2018

Untuk melaksanakan Penelitian di SMP Negeri 01 Kepahiang Kabupaten Kepahiang, dengan judul Skripsi : "*An Analysis of Teachers Strategy in Promoting Active Learning Based on 2013 Curriculum*" dengan ketentuan tetap menjaga nama baik sekolah khususnya Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang umumnya.

Demikian surat izin penelitian ini dibuat, untuk dapat dilaksanakan sebagaimana mestinya, terima kasih.

Kepahiang, 15 Januari 2018

a.n. Kepala Dinas Pendidikan dan Kebudayaan
Kabupaten Kepahiang
Sekretaris

U.b

Kasubag Umum dan Kepegawaian



NING FAWELY PASJU, S.Pt., M.M.

Nip. 19780715 200604 2 010

Tambahan disampaikan kepada :

1. Dekan STAIN Curup
2. Ka. SMP Negeri 01 Kepahiang





VENNI WINDA PRANITA

15552014

Tarbiyah / PBI

Jumatul Hidayah M.Pd

Sarwo edy Mpd

An Analysis of Teacher's Strategy in Promoting Active Learning Based on 2013 Curriculum

PEMBIMBING I
PEMBIMBING II
JUDUL SKRIPSI

- * Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- * Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- * Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi



UNIVERSITAS ISLAM SUMATERA UTARA

NAMA
NIM

PEMBIMBING I
PEMBIMBING II
JUDUL SKRIPSI

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi STAIN Curup.

Pembimbing I

Jumatul Hidayah M.Pd

NIP.

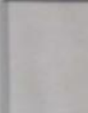
Pembimbing II

Sarwo Edy M.Pd

NIP.



No.	FAKULTAS	Hal-hal yang dibicarakan	Poin Penjumlahan II	Poin Mahasiswa
1.	01/10	Paragraf I, II, III	2	Good
2.	01/10	Chapter II	2	Good
3.	01/10	Chapter II & III	2	Good
4.	01/09	Instrument	2	Good
5.	26/09	Acc chapter I, II, III	2	Good
6.	19/08	Paragraf Chapter IV & V	2	Good
7.	19/08	Abstrak	2	Good
8.	09/08	Acc Selingan Sempai	2	Good



No.	FAKULTAS	Hal-hal yang dibicarakan	Poin Penjumlahan I	Poin Mahasiswa
1.	01/10	Paragraf Chapter I, II, III	2	Good
2.	01/08	Paragraf paragraf & paragraf	2	Good
3.	01/08	Chapter III - Instrument, subject	2	Good
4.	01/08	Acc Chapter I, II, III	2	Good
5.	01/08	Selingan di chapter II	2	Good
6.	01/08	Paragraf chapter IV discussion	2	Good
7.	01/08	Paragraf Chapter IV & V	2	Good
8.	01/08	Acc Selingan paragraf	2	Good

BIOGRAPHY



Venni winda pranita was born in kepahiang on August 28th 1995. Her nickname is Venni. She is a daughter of Mr. Candra and Mrs. Wirmawati. She has sister, her name is Devti Monalisa. Venni is the oldest one. She have Husband, his name is Ade Rangga Saputra and son Named Rafardhan Abdillah vega. She finished her elementary school at SDN 04 kepahiang in 2006. Then, she continued her study to Junior High School at SMP N 01 Kepahiang in 2009. Subsequent, in 2010 she sustained to Senior High School Number One Kepahiang and graduated in 2012. In 2013, she decided entering University of Muhammadiyah Bengkulu (UMB) until 2015 and move her study in State Institute for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty in Non Regular class.

