

# **AN ANALYSIS OF ACTIVE LEARNING CHARACTERISTICS IMPLEMENTED IN EFL AT SMA NEGERI 2 SINGARAJA**

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## **ABSTRAK**

Tujuan dari penelitian ini adalah menganalisis penerapan karakteristik pembelajaran berdasarkan Kurikulum 2013 oleh siswa kelas X di SMA Negeri 2 Singaraja dan mengidentifikasi kendala dalam menerapkan pembelajaran aktif siswa kelas X pada pembelajaran menulis di SMA Negeri 2 Singaraja. Penelitian ini bersifat deskriptif kualitatif. Data dikumpulkan melalui observasi kelas dan wawancara. Data dianalisis berdasarkan respon siswa saat pembelajaran sedang berlangsung di kelas. Subjek penelitian adalah siswa kelas X dan objek penelitian ini adalah respon siswa. (1) Hasil penelitian ini menunjukkan bahwa ada lima karakteristik pembelajaran aktif yang diajukan oleh Bonwell dan Eison (1991) yang diimplementasikan dalam X.MIPA 3 yaitu: siswa dilibatkan dalam lebih dari sekedar mendengarkan pasif, siswa terlibat dalam kegiatan (mis. , membaca, mendiskusikan, berbicara dan menulis), ada penekanan lebih besar pada eksplorasi sikap dan nilai, motivasi siswa meningkat (terutama untuk pelajar dewasa) dan Siswa dilibatkan dalam pemikiran tingkat tinggi (analisis, sintesis, dan evaluasi). (2) Kendala yang ditemukan dalam menerapkan pembelajaran aktif adalah waktu yang terbatas, media yang digunakan oleh guru dan manajemen kelas.

Kata kunci: Kurikulum 2013, pembelajaran aktif, karakteristik pembelajaran aktif dan kendala

## **ABSTRACT**

The objectives of this study were analyzing of the implementation of learning characteristics based on Curriculum 2013 by the tenth grade students at SMA Negeri 2 Singaraja and identifying the constraints in implementing the students' active learning by the tenth grade students in writing classes at SMA Negeri 2 Singaraja. This study was descriptive qualitative. The data were collected through doing classroom observation and interview. The data were analyzed based on the students' responses when the teaching and learning process were running in the classroom. The subjects were the tenth grade students and the objects of this study were students' responses. (1) The result of this study shows that there were five characteristics of active learning which proposed by Bonwell and Eison (1991) implemented in X.MIPA 3 namely: students are involved in more than passive listening, students are engaged in activities (e.g., reading, discussing, speaking and writing), there is greater emphasis placed on the exploration of attitudes and values, student motivation is increased (especially for adult learners) and Students are involved in higher order thinking (analysis, synthesis, and evaluation). (2) The constraints which were found in implementing students' active learning were the limited time, the media used by the teacher and classroom management.

Key Words: Curriculum 2013, active learning, active learning characteristics and constraints

## INTRODUCTION

The recent curriculum that has been developed by the government in Indonesia is called curriculum 2013. It is implemented to replace the previous curriculum which is known as School-based Curriculum. Thus, the Ministry of education proposes the curriculum 2013 to be implemented in every school. This curriculum is created to be implemented by all education levels namely: elementary school, junior and senior high school. There are some differences between curriculum 2013 and School-based Curriculum. One of the differences is in terms of approach which is applied in arrangement and the learning activities. In the previous curriculum, the approach that was used was different for every subject matter. The learning process was more focused on knowledge. The students learnt through exploring, elaborating, and confirming information. Meanwhile, Curriculum 2013 applies the scientific approach for all subject matters (Permendikbud No 103, 2014). It is not only focused on knowledge but students learn through observing, questioning, exploring, associating, and communicating. The curriculum 2013 also implies on the student-centered learning (Permendikbud No. 22, 2016).

One characteristic of Student centered learning is students are being more active in the learning. It means that the students should change their role from the passive one to be more active in the classroom by changing the way of teaching which can help students more involved in the process of learning.

According to Faust and Paulson (1998) active learning is learning activities which involve students in the classroom other than only listening passively to the teacher. In other words, active learning is an approach in order to instruct students to be more active in the classroom. It also expects them to engage the material they study through reading, writing, speaking, listening, and reflecting. Thus, the teacher needs to

be more creative in order to create an effective learning which involves the students as the participant in the classroom. The goal of active learning activities is changing the learners into active participants in their own learning process. Fallows & Ahmet (1999) as cited in Fallon et al. (2013) assert that effective learning maximize the students' involvement, participation and interaction. It can be said that an effective learning will help students enhance their competence and skill. Here, the researcher did a research about active learning characteristics. Curriculum 2013 is designed to make the students as the centered of the learning but in fact, the teacher is still dominating in the teaching and learning process and students tend to be passive learners. In this case, the teacher gets difficulties in changing their role who only becomes the passive listener in order to make them more active especially in learning English as foreign language. It shows that the program from the government is different from the reality in the field.

There are some characteristics of active learning according to Bonwell and Eison (1991) namely: (1) Students are involved in more than passive listening, (2) Students are engaged in activities (e.g., reading, discussing, and writing), (3) There is less emphasis placed on information transmission and greater emphasis placed on developing student skills, (4) There is greater emphasis placed on the exploration of attitudes and values, (5) Student motivation is increased (especially for adult learners), (6) Students can receive immediate feedback from their instructor and, (7) Students are involved in higher order thinking (analysis, synthesis, and evaluation).

However, the expected of active learning characteristics in the classroom is not quite in line with the reality. The problem in implementing the students' active learning also happened in the school especially in SMA Negeri 2 Singaraja. This is one of the schools in Buleleng regency that has been

implemented curriculum 2013 in their teaching and learning process. Based on the preliminary observation in tenth grade students, it was found that the activities were still dominating by the teacher. Sometimes, teacher was still active in explaining the material without asking the students to find the information itself. The students were also difficult to be handled by the teacher. So, that is why the students were not quite active in the class. The numbers of students who were active in the class also can be counted. On the other hand, the current curriculum expects the students must be active, but the reality which found in SMA Negeri 2 Singaraja was different with what the curriculum 2013 expected. It was because the teacher did not provide an activity which can involve the entire students to be active in the class. It means that, one characteristic of curriculum 2013 which refers to the students centered learning is still not implemented optimally. Teacher still dominates in teaching and learning process. It is because the teacher tends to apply the teaching strategies which are monotonous for the students. It may cause students bored and tend to be passive while the teaching process is running.

In addition, problems regarding the implementation of students' active learning were also found by the other researchers. Hilal (2014) conducted the study the effectiveness of implementation active learning strategy in Islamic education at SMP Negeri 1 Sleman. The result of this study showed that active learning strategies which were applied are still in the conventional way. It is caused of teachers are lack of the technology, limited time allocation, and lack of students' interest especially in learning. From the result, it can be seen that there is problem in implementing students' active learning in the learning activities.

Considering the important of implementing the students' active learning, the researcher conducted the study to analyze active learning characteristics implemented in SMA Negeri 2 Singaraja which had been implementing curriculum

2013 and also constraints in implementing the students' active learning.

## **METHOD**

There are seven major characteristics of active learning which are proposed by Bonwel and Eison (1991). It was used to analyze and categorize the students' response. Each characteristic are divided into some indicators. There are some characteristics of active learning with each indicator namely: (1) Students are involved in more than passive listening, (2) Students are engaged in activities (e.g., reading, discussing, and writing), (3) There is less emphasis placed on information transmission and greater emphasis placed on developing student skills, (4) There is greater emphasis placed on the exploration of attitudes and values, (5) Student motivation is increased (especially for adult learners), (6) Students can receive immediate feedback from their instructor and, (7) Students are involved in higher order thinking (analysis, synthesis, and evaluation).

This study was a qualitative descriptive research design which aimed to analyze learning characteristics implemented and constraints were found in implementing students' active learning. The research design that used in this research was descriptive qualitative research where the aims of the study were describing, categorizing and finding the object. This research conducted in a natural setting. The study observed students active learning characteristics which occur during teaching and constraints in implementing students' active learning without giving any treatment. There were some process that faced by the researcher in conducting this study. The first step was conducted preliminary observation before doing data collection, in this case, the researcher got allowance from the headmaster of the school. It used to know the situation and condition related with the school. The researcher also determined the class that

would be observed. In collecting the data, the researcher prepared the instrument. The instrument used to determine each indicator of active learning characteristics which proposed by Bonwell and Eison(1991). There were two judges who invited to check the reliability of each indicator of active learning. The second step was conducting classroom observation, in which the researcher recorded by video tapping by the researcher. The researcher also took a note something that cannot be recorded. The third process was conducted the interview with the teacher who taught the class that chosen as the object. After the data were complete, the researcher continued to transcribe the data. The learning characteristics were observed and active learning characteristics proposed by Bonwell and Eison (1991) was adopted and divided into some indicators based on the grand theory to classify the students' responses and activities which occurred in the classroom. In this research, the researcher analyzed learning characteristics implemented in SMA Negeri 2 Singaraja and constraints which were found by the teacher in implementing active learning. The researcher used descriptive qualitative research because the results of the data were analyzed to know the result of the observation.

In line with the aim of this study which analyzed learning characteristics implemented in X. MIPA 3 in SMA Negeri 2 Singaraja by using active learning characteristics which proposed by Bonwell and Eison (1991), some research procedures were done as follows:

#### 1. Pre-observation

The researcher was conducted pre-observation in order to gain friendly working relationship and to learn about the subject. This Pre-observation was conducted between the subject and the researcher. The researcher asked permission from English Education Department and also with the headmaster of SMA Negeri 2 Singaraja.

#### 2. Classroom observation

The classroom observation conducted during the teaching and learning process. In order to obtain the data, the researcher recorded the activities in classroom by using mobile phone.

#### 3. Interview

To support the data collection, interview which consisted of ten main points has done to the teacher in order to add information that was needed in this study. Interview is a method of data collection including information or opinion which involves asking a series of questions. The interview was given to the teacher by asking some questions arranged. It was important to be done to find what constraints were faced by the teacher in implementing active learning. The researcher interviewsthe teacher only. The interview was conducted on Thursday, 19<sup>th</sup> October 2017. The researcher did interview in that occasion based on the schedule that have arranged before. The researcher interviewed the teacher who thought X.MIPA 3 class.

#### 4. Transcribing data

In transcribing the data, the researcher transcribes the data from the recorded process. The data were analyzed in the written form, in which the activities during teaching and learning process were categorized based on the active learning characteristics.

Instruments can be defined as a means to collect data. In this study,these below were the instruments used in obtaining the data.

#### 1. Researcher

Researcher has important role in this research, in which researcher was recorded the activities which involve the teacher and the students during teaching and learning process in the classroom by using video recorder. The

way teacher and students interact during teaching learning process was also observed in order to gain the real data. Then, the researcher was analyzed the data to obtain the information related with the characteristics of the active learning and constraints which were found in implementing active learning.

## 2. Interview guide

The researcher used interview guide as guidance in interviewing the tenth grade teacher about some information which related to this study. The interview was conducted to know constraints were found by the teacher in implementing students' active learning. In this research, structured interview used because it conducted formally toward the tenth grade teacher who taught X.MIPA 3 in SMA Negeri 2 Singaraja. The researcher arranges the questions which based on the information that the researcher wanted to obtain. The questions were kind of open ended question.

## 3. Video Recording device

In order to obtained truthful and more authentic data or real teaching learning situation the data were recorded by using mobile phone. It used to record the activities during teaching and learning process which done by the English teacher and students. In collecting the data, the tool that used by the researcher such as hand phone.

## 4. Observation Checklist

Checklist was used to classify the categories of active learning characteristics that occurred during the teaching and learning process. The researcher observed the activities in the classroom to know whether the learning which implied on students centered learning had been implementing by the students in X.MIPA 3 at SMA Negeri 2 Singaraja

or not. The active learning characteristics were put in the observation checklist based on the number of meeting.

## 5. Data Analysis

Based on this research, the researcher applies the qualitative method in order to analyze the data. According to Miles and Huberman (as cited in Suastini, 2013) in doing qualitative data analysis there were three activities that should be done by the researcher, namely: Data reduction, Data display, and conclusion. Based on Miles and Huberman theory, it can be shown as follow:

### 1. Data Collection

The data collected consist of teachers and students' utterance during teaching and learning process which obtained through observation and record, but in this case the researcher categorized the students' responses. Moreover, the researcher also took notes on the teaching and learning activities to get more comprehensive data.

### 2. Data Reduction

After collecting the data through classroom observation and interview, all the data that obtained were selected by the researcher. In which the researcher could reduce some data which were not needed. The researcher reduced the data through the process of sorting data and simplifying the learning activities by categorizing into the students active learning characteristics which occur in the classroom.

### 3. Data Display

The notion of data display was intended to convey the idea that data presented as an organized, compressed assembly of information that permits conclusion to be analytically drawn. The second step of data analysis process was data display. After data were analyzed by the

researcher, the researcher does the data display process. The researcher displays the reduced data.

#### 4. Conclusion and Drawing Verification

Conclusion and drawing verification is the final analytical activity for the qualitative researcher. The third step after the data display is done, the researcher analyze the data by doing conclusion and drawing verification based on phenomena founded.

Finding is about the data that was accumulated after conducting classroom observation and research. The data was categorized using Active Learning characteristics which proposed by Bonwell and Eison (1991) which consist of seven major characteristics. Those characteristics were divided into twenty five indicators which have relation in each seven major characteristics of active Learning.

## FINDINGS

**The learning characteristics which were implemented in X. MIPA 3 class can be seen in detail in table 4.5**

No .	Item	Implemented(√) / unimplemented (x)			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>1.</b>	<b>Students are involved in more than passive listening.</b>				
<b>1a.</b>	Students are able in following the teacher's instruction (verbally or non verbally)	√	√	√	√
<b>1b.</b>	Students are able in responding the teacher's questions	√	√	√	√
<b>1c.</b>	Students are able in expressing their ideas and feeling (orally or written)	√	√	√	√
<b>2.</b>	<b>Students are engaged in activities (e.g., reading, discussing, speaking and writing).</b>				
<b>2a.</b>	Students are able to read passages	√	X	√	√
<b>2b.</b>	Students are active in group discussion or whole class discussion	√	√	√	√
<b>2c.</b>	Students are actively engaged in role playing	X	X	X	X
<b>2d.</b>	Students are able to do presentation	X	X	X	√
<b>2e.</b>	Students are serious in writing passages	X	X	√	√
<b>3.</b>	<b>There is less emphasis placed on information transmission and greater emphasis placed on developing student skills.</b>				

3a.	The students are able to do peer mentoring	X	X	X	X
3b.	The students are able to do peer correction	X	X	X	X
3c.	The students are able to solve the problem in discussion	X	X	X	X
4.	<b>There is greater emphasis placed on the exploration of attitudes and values.</b>				
4a.	The students are able to show a positive participation in the classroom	√	√	X	X
4b.	The students are able to respect the teacher as the source of knowledge	√	√	√	√
4c.	The students are able to appreciate the opinion from their friends	√	X	X	X
4d.	The students are being discipline during learning process	X	√	√	√
5.	<b>Student motivation is increased (especially for adult learners).</b>				
5a.	The students raise their hand to respond the teacher's question	√	√	X	√
5b.	The students are being excited in asking a question about the material during the learning process	√	√	√	√
5c.	The students show their enthusiasm during the activity in the learning process	√	X	X	X
5d.	The students have good prior knowledge based on their reading before attending the class	X	X	X	X
5e.	The students take notes during the lesson for something important	X	√	X	X
6.	<b>Students can receive immediate feedback from their instructor.</b>				
6a.	The students are nodding their head as the respond of accepting the feedback from the teacher	X	X	X	X
6b.	The students can do revision or correction based on teacher's feedback	X	X	X	X
7.	<b>Students are involved in higher order thinking (analysis, synthesis, and evaluation).</b>				
7a.	The students are able to give an opinion during discussion	√	√	X	√

<b>7b.</b>	Students are able to relate the experience in reality with the topic of the lesson	X	X	X	X
<b>7c.</b>	The students are able to give comment on the students' performance	X	X	X	√

The data gained in each meeting could be same or different in teaching and learning process. Seven active learning characteristics which proposed by Bonwell and Eison (1991) have divided into twenty five indicators based on its major characteristics. Those indicators made the researcher easier to determine the students' responses to be more specific one. As reflected on the table above, it can be seen that the first characteristics which have divided into three indicators namely: 1a, 1b, and 1c. Those indicators were occurred in every meeting of observation.

The second major characteristic was divided into five indicators namely: 2a, 2b, 2c, 2d, and 2e but those indicators were not completely occurred in every meeting. Based on the table above, 2a indicator was occurred in the first, second and third meeting. Meanwhile, 2b indicator was occurred in every meeting of observation. The 2d indicator was occurred in the fourth meeting only. The last indicator was 2e, it was occurred in the third and fourth meeting but the 2d indicator was not occurred in every meeting.

The third major characteristic which has divided into three indicators namely: 3a, 3b, and 3c were not occurred in every meeting of observation.

The fourth major characteristic which has divided into four indicators namely: 4a, 4b, 4c, and 4d. Those indicators were implemented in X. MIPA 3 class but those were not completely occurred in four meetings. The 4a indicator occurred in the first and second meeting. The 4b indicator was occurred in every meeting. The 4c indicator was occurred in the first meeting only. Meanwhile, the 4d indicator was occurred in second, third and last meeting.

The fifth major characteristic which refers to the students' motivation has

divided into five indicators namely: 5a, 5b, 5c, 5d and 5e. There were four indicator were implemented in X. MIPA 3 class. The 5a indicator was implemented in the first, second and last meeting. The 5b indicator implemented in every meeting. The 5c indicator was implemented in the first meeting only. The 5e indicator was implemented in the second meeting only. Meanwhile, 5d was not implemented in every meeting of observation.

The sixth major characteristic which refers to the way the students receive immediate feedback has divided into two indicators. However those indicators were not implemented in every meeting.

The last characteristic which has divided into three indicators namely: 7a, 7b and 7c. The 7a indicator was implemented in second and fourth meeting. Meanwhile, the 7a indicator was implemented in the fourth meeting only. The 7b indicator was not implemented in four meeting.

## DISCUSSION

An active learning could be implemented in the teaching and learning process when the teacher could attract the students' attention. In order to know the learning characteristics implemented in X. MIPA 3 class, the theory of active learning characteristics which proposed by Bonwell and Eison (1991) was used to analyze and categorize the students' responses. The learning characteristics and constraints in implementing students' active learning in X. MIPA 3 class were discussed in the discussion with the theory and empirical studies.

As reflected on the findings above, there are twenty five indicators which developed from seven major characteristics of active learning proposed by Bonwell and Eison (1991). These indicators already determined by using Inter-judge Reliability. It was done to



check the reliability of the instrument. There were two judges who invited to check the reliability of each active learning indicator. After analyzing the data, there were five characteristics of active learning and its seven teen indicators are found by the researcher. The first characteristic is "Students are involved in more than passive listening". There are three indicators of this characteristic namely: (1a) Students are able in following the teacher's instruction (verbally or non verbally), (1b) Students are able in responding the teacher's questions and (1c) Students are able in expressing their ideas and feeling (orally or written). Those indicators of the first active learning characteristics were implemented in writing class. This characteristic were implemented in the learning process because the teacher wanted to increase the students' activeness by raising questions and providing some cases in order to improve the students' ability in thinking critically. Thus, students do not only follow the role as the receiver of knowledge but they could involve themselves in their learning as well. Lestari's study which conducted in (2009) indicated that the period of involvement in a PBL (Problem Based Learning) program was one important risk factor of good critical participation behavior. This indicates that PBL not only develops students' high order thinking skill but also enhances students' critical participation behavior. In this case, involving the students in the learning would be useful for increasing students' motivation in order to be active in the learning. If the students only passive listening, they would be bored because they were not doing something.

The students usually discuss about the task during the learning in X. MIPA 3 class. It was tended to be the same as the result of a study which conducted by Hilal (2014) in which discussion was implemented in the teaching and learning process. However, in X. MIPA 3 class, the teacher was tended to ask the students to make a small group discussion or whole group discussion. In this case, the present study related with Hilal's study, because discussion was usually implemented in

every meeting of observation that conducted by the researcher. Based on the finding, the students made a small group in order to discuss about the task that given by the teacher. It was implemented to make the students worked together to do the task that given by the teacher. In order to gain the information related with the constraints in implementing the students' active learning, the researcher also conducted an interview to the teacher to collect the data. Regarding to the Hilal's study in 2014 which aims to describe how the implementation and effectiveness of active learning strategies in Islamic education in SMP Negeri 1 Sleman. The result of this study showed that active learning strategies which applied were still in the conventional way. It is caused of there were some factors which influence the implementation of active learning such as: teachers lack of IT skills, limited time allocation, lack of students' interest especially in learning, students were difficult to work in team, material of the lessons and classroom management. Those were constraints which make students' active learning cannot be implemented optimally in SMP N 1 Sleman. However, based on the interview that conducted by the researcher, there were several constraints were also found by the teacher in teaching X. MIPA 3 class related with the Hilal's study. From the interview with the teacher, the constraint that found by the teacher was the time allocation. The teacher needs more time in order to encourage the students for being active in the class. It was so difficult for the teacher to take advantage of the time that has provided to increase the students participation in the classroom. On the other hand, the teacher was difficult to manage the class. It was because the number of the student in one class was more than the capacity. The levels of the students were different.

## **CONCLUSION**

1. The result of the study which was conducted in X. MIPA 3 of SMA Negeri 2 Singaraja shows that from seven characteristics of active learning which have divided into some indicators,

there are only five characteristics implemented in X. MIPA 3 class. It can be seen from how the teaching and learning process was running. The learning characteristics implemented in X. MIPA 3 namely: "Students are involved in more than passive listening" this characteristic was divided into three indicators namely: (1a) Students are able in following the teacher's instruction (verbally or non verbally), (1b) Students are able in responding the teacher's questions and (1c) Students are able in expressing their ideas and feeling (orally or written). Those indicators were implemented during teaching and learning process. It was because the teacher frequently attracted the students to be more active by asking a question, responding the teacher's question, expressing their ideas and also following the teacher's instruction. Second learning characteristics implemented was "Students are engaged in activities (e.g., reading, discussing, and writing)". There are five indicators of this characteristic but only four indicators implemented in the class. The indicators namely: (2a) Students are able to read passages, (2b) Students are active in group discussion or whole class discussion, (2d) Students was able to do presentation and (2e) Students are serious in writing passages. Those indicators were usually implemented in the teaching and learning process in which the teacher provided activities which involved the students to engage in reading, discussing, and writing in every meeting of observation. The fourth major characteristic also implemented in X. MIPA 3 class. The fourth characteristic is "There is greater emphasis placed on the exploration of attitudes and values". This characteristic was divided into four indicators namely: (4a) The students are able to show a positive participation in the classroom, (4b) The students are able to respect the teacher as the source of knowledge, (4c) The students are able to appreciate the opinion from their friends, and (4d) The students are

being discipline during learning process. Those indicators were implemented in the class even those were rarely implemented in each meeting of observation. The next learning characteristics implemented is "Student motivation is increased (especially for adult learners)". There are five indicators of this characteristic, but there were only three indicators which implemented in the learning process namely: (5a) The students raise their hand to respond the teacher's question, (5b) The students are being excited in asking a question about the material during the learning process, (5c) The students show their enthusiasm in doing some activities during learning process. This characteristic can be shown from the way students responded the teacher's question and how they deal with the activities provided by the teacher. The last characteristic implemented was "Students are involved in higher order thinking (analysis, synthesis, and evaluation)". There three indicators implemented in the learning, but there were only two indicators implemented namely: (7a) The students are able to give an opinion during discussion and (7c) The students are able to give comment on the students' performance. in this case, the students were motivated to think critically during the learning.

2. By conducting an interview with the teacher, there are some constraints which are found by the teacher in implementing the students' active learning. One of constraints is come from the students. It makes the teacher is difficult to manage the class because the number of the students and also the students' interest in English is still in standard level. So, that is why the teacher needs to be more aware and creative in providing the media which can motivate and encourage the students in learning English. Besides that, the use of reinforcement is rarely implemented by the teacher. Reinforcements are important in order to encourage the students. In addition, time also become one of the

constraints which influence the implementation of students' active learning cannot be implemented optimally. It is because the teacher needs to encourage students on and on. It used to increase the students' participation in the teaching and learning process. Besides that, constraints are also gained from the observation that conducted by the researcher in four times. There were strength and weaknesses which showed in each meeting of observation. Constraints are found in each meeting were come from the students and the teacher. The teacher did not follow the procedures in applying scientific approach. There were still some mistakes in applying the procedures of every step in scientific approach. It makes the application of scientific approach was not quite in line. The media used by the teacher also limited. In the first and second meeting the teacher only used LKS and text book to facilitate the learning but in the third and fourth meeting the media used by the teacher were improved. The lack of time management. It can be seen from the activities which provided by the teacher. For example in the third meeting, the teacher provided a game. The game did not work well because it made the students tend to discuss and being noisy during the game was running.

## SUGGESTION

The suggestion deals with the teachers and further writers who are interested in conducting study in the same topic. These were several suggestions which can be proposed by the researcher as follows:

### 1. For the teachers

Teachers who taught in the school which is already or not implementing the curriculum 2013 is a must for the teacher to motivate the students for being active in the teaching and learning process. The students centered learning which refers to the

students active learning can be shown from the students' participation in the classroom. A positive relationship between the teacher and the students is the important thing that should be occurred. It can be established by showing interest to the students, giving praise or good feedback as they done a task well, also encouraging the students to learn more and achieve more in the classroom activity. Besides that, the teacher should aware about how to deal with the students who tend to be more passive in the teaching and learning process. The teacher could use the media that could attract the students' attention. The teacher also maximizes the learning opportunities.

### 2. For the students

Some students participate in the class actively, but the rest should be encouraged more in learning English. The students are suggested to be brave in using English in expressing their ideas or opinion. In teaching and learning process, the students should be discipline in order to make the teacher is easier in managing the class. Thus, the students and the teacher can work together to achieve their goals.

### 3. For other researcher

For other researchers who conduct the same study, it is suggested to gain more information about active learning and its characteristics. Besides that, other researchers need to find more empirical review which related with this study. The time management here is really important to manage the schedule in finding the data and analyzing it.

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