

CHAPTER I

INTRODUCTION

A. Background of Study

As novices, pre-service teachers often face challenges in encouraging the students to participate fully in classroom practice. Involving students in the teaching and learning process is crucial to ensuring that they do more than just passively absorb knowledge, but also contribute actively through discussions, questions and collaborative activities. According to Vygotsky's sociocultural theory, learning is a social process and students learn better through interaction and active participation (Nguyen, 2021; Vygotsky, 1978).

It is implied in the Holy Quran Surah An-Nahl verse 125:

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ

أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The significance of awareness and clear communication in guiding others is emphasized in Surah An-Nahl verse 125, which is very relevant to teaching practices. This emphasizes to pre-service teachers how crucial it is to engage their students actively and meaningfully. This is crucial because active engagement promotes deeper understanding, increase students' motivation, and encourages meaningful interaction between teachers and students. By involving

students in the learning process, pre-service teachers can create a classroom environment where learners think critically, collaborate with others, and apply their knowledge in authentic contexts.

Active learning is one strategy that teachers may try in order to achieve that and get students interested. According to (Bonwell and Eison, 1991) active learning is “anything that involves students in doing things and thinking about the things they are doing.” Bonwell and Eison’s definition highlights that active learning not only involves physical engagement but also cognitive involvement, as students critically analyze and reflect on their tasks. This dual focuses helping students connect concepts more effectively and fosters a deeper understanding of the subject matter. In line with that, (Prince, 2004) emphasizes that active learning enhances understanding and retention by involving students in meaningful activities, rather than relying on passive information transmission. This method is in contrast to traditional learning methods which only focus on the teacher as a source of knowledge.

Active learning has become one of the main approaches in modern education because it is able to increase students’ engagement and understanding more deeply compared to traditional teacher-centered learning methods. In the context of teacher education, especially for pre-service teachers or education students who are undergoing teaching practice (PPL), the application of active learning strategies is very important. Through the Teaching Practice I (PPL I) program, pre-service teachers get the opportunity to simulate teaching in the

classroom, observe, and practice various learning strategies, including active learning, which aims to encourage active participation of students in the teaching and learning process.

The experience during PPL I provides many lessons for pre-service teachers, especially in terms of how to create an interactive classroom atmosphere and encourage students to not only be passive listeners, but also actively discuss, ask questions, work together, and engage in various learning activities. Teachers can use active learning strategies as a way to involve active students participation in class. There are some strategies that can be used to engage students in the classroom as explained by Bonwell and Eison, and further supported by Prince, Freeman et al., and Chi & Wylie: (1) questioning and discussion; (2) group discussion/cooperative learning; (3) problem-based learning (PBL); (4) think-pair-share; (5) peer teaching/peer instruction; (6) role playing, simulations, and games; (7) writing activities/minute papers; (8) concept mapping; (9) real time polling; and (10) creating learning artifacts (Bonwell & Eison, 1991; Chi & Wylie, 2014; Freeman et al., 2014; Prince, 2004).

However, in practice, pre-service teachers often face challenges in implementing active learning in the classroom. One of the main challenges is the gap between the theory learned and in college and the reality in the field, such as differences in student's characters, limited time, and facilities in the schools where they practice (Nguyen, 2021). Previous research are also show

that the success of active learning implementation is strongly influenced by contextual factors, (Nguyen, 2021) states one of them is pre-service teachers' ability to adapt and innovate in managing the classroom. Therefore, the experience during PPL I is crucial moment for pre-service teachers to improve their pedagogical skills, especially in implementing effective active learning strategies.

This study will focus on how pre-service teachers' experiences in engaging students through active learning strategies when teaching in the classroom. Since there is a lack of research that specifically addresses pre-service teachers' experiences in implementing active learning to increase student engagement in the classroom. Most of the previous studies have focused on experienced teachers, thus providing less insight into the challenges and strategies faced by pre-service teachers during their teaching practice. In fact, understanding the experiences of pre-service teachers is very important to develop a teacher education curriculum that is more responsive and relevant to the need of the times. Also, previous study was conducted at other universities, so this study will examine students of English Education Department at Antasari State Islamic University who take part in the Teaching Practice II (PPL II) program and analyze which active learning strategies they use when teaching in class, as well as what challenges they face when applying active learning strategies. Data were collected from in-depth interviews and observation. Therefore, the researcher will conduct a study entitled **“ENGAGING**

STUDENTS THROUGH ACTIVE LEARNING: A QUALITATIVE STUDY ON PRE-SERVICE TEACHERS' STRATEGIES IN CLASSROOM PRACTICE.”

B. Definition of Key Terms

1. Experiences

Experience refers to the personal experiences of pre-service teachers during the implementation of active learning strategies in classroom practice. In this study, experience includes the participants' emotions, interactions with students, implementation of active learning activities, and reflections on the use of active learning strategies throughout their teaching practicum.

2. Active Learning

Active learning is a learning strategy that involves students actively in the learning process. When doing this strategy students don't just stay silent to hear the teacher's explanation, but also get involved and participate actively. In this research, active learning refers to the strategies implemented by pre-service teachers to engage students in classroom practice during their teaching experience.

3. Pre-Service Teachers

Students majoring in education who are receiving instruction and training to become professional teachers are known as pre-service teachers. In this research, pre-service teachers refer to students from the English Education

Department at Antasari State Islamic University who are participating in the Teaching Practice II (PPL II) program.

4. Classroom Practice

Classroom practice refers to the various teaching activities, methods, and strategies that educators use to facilitate learning and manage the classroom environment. In this research, classroom practice refers to the teaching experiences of pre-service teachers during the Teaching Practice II (PPL II) program. It focuses on how they implement active learning strategies to engage students, the strategies they use, and the challenges they encounter in real classroom settings.

C. Research Questions

The primary concerns to be answered in this study are:

1. What are pre-service teachers' experiences in implementing active learning strategies to engage students in classroom practice?
2. What challenges do pre-service teachers face when applying active learning strategies in the classroom?

D. Objectives of Study

Based on the research questions, the study intends to look into:

1. To explore what pre-service teachers experiences in implementing active learning strategies to engage students in classroom practice.
2. To examine the challenges faced by pre-service teachers when applying

active learning strategies in the classroom.

E. Significance of Study

1. Theoritically

This study contributes to the development of the literature on active learning by exploring the experiences and strategies used by pre-service teachers to enhance student engagement. Through this study, a deeper understanding is gained of how the concept of active learning is implemented in real-world classroom practice, particularly by pre-service teachers currently participating in teaching practicum programs. Furthermore, this study enriches perspectives in the field of teacher education by highlighting the relationship between teaching strategies, student engagement, and learning effectiveness. Thus, the results of this study are expected to serve as a relevant theoretical foundation for the development of active learning models as well as further research in the field of education.

2. Practically

a. For Pre-Service Teachers

This study benefits pre-service teachers by helping them understand various effective active learning strategies to enhance student engagement in the classroom. Through the findings of this study, pre-service teachers can gain a realistic understanding of the challenges

and experiences they may encounter during their teaching practicum, this not only helps them design more interactive and student-centered lessons but also enhances their readiness, pedagogical skills, and confidence in managing the classroom. Additionally, this study encourages pre-service teachers to be more reflective about their teaching practices so they can continue to make continuous improvements.

b. For Teachers

This study can serve as a reference for mentor teachers in guiding pre-service teachers during their teaching practicum. The findings of this study provide an overview of active learning strategies that can be guided and demonstrated to pre-service teachers to enhance student engagement. In addition, mentor teachers are expected to provide constructive feedback, support the development of pre-service teachers' self-confidence, and help them reflect on their teaching practices to make them more effective.

c. For Next Researcher

This study is expected to serve as a relevant reference for future researchers examining active learning and student engagement. The findings of this study can serve as a foundation for developing broader or more in-depth research, whether using different methods, variables,

or contexts, thereby enriching the body of knowledge in the field of education.