

**INSTILLING CONSTRUCTIVISM STRATEGY IN TEACHING
ENGLISH : A CASE STUDY OF ENGLISH TEACHER IN TEACHING
ENGLISH**

THESIS

**By
NOR HABIBAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2025 A.D / 1446 A.H**

**INSTILLING CONSTRUCTIVISM STRATEGY IN TEACHING
ENGLISH : A CASE STUDY OF ENGLISH TEACHER IN TEACHING
ENGLISH**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By
Nor Habibah
210101030057

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
BANJARMASIN
2025 A.D / 1446 A.H**

STATEMENT OF AUTHENTICITY

I, the undersigned, Nor Habibah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 05 June 2025

The writer,



Nor Habibah



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-291/Un.14/III.1.f/PP.00.9/06/2025

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Nor Habibah
NIM : 210101030057
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

Instilling Constructivism Strategy in Teaching English : A Case Study of English Teacher in Teaching English

Hasil Uji Plagiasi : 3 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.turnitin.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

“Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas Kinerja dan Pelayanan dengan melayani lebih baik, lebih baik melayani”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 16 Juni 2025

Ketua Program Studi
Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : Instilling Constructivism Strategy in Teaching English: A Case Study of English Teacher in Teaching English

Name : Nor Habibah

SRN : 210101030057

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2024/2025

Place/Date of Birth : Pandan Sari, 05 October 2003

Address : Jl. Tatah Bangkal, Desa Pandan Sari RT. 02, RW. 01, Kec. Tatah Makmur, Kab. Banjar

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 05 June 2025

Advisor



Hidayah Nor, M. Pd.

NIP. 198806242023212032

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Antah Linda Sari, M. Pd.

NIP. 198711102015032004

VALIDATION

Title : Instilling Constructivism Strategy in Teaching English: A Case Study of English Teacher in Teaching English

Name Nor Habibah SRN 210101030057 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Day : Friday
Date : 20 June 2025
Score : 86,7

Dean Faculty of Tarbiyah and Teacher
Training
UIN Antasari Banjarmasin



Hamdan, M.Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No.	Name	Signature
1.	Afifah Linda Sari, SS, M. Pd	
2.	Nor Izzatil Hasanah, M. Pd	
3.	Hidayah Nor, S. Pd, M. Pd	

ABSTRACT

Nor Habibah. 2025. Instilling Constructivism Strategy in Teaching English: A Case Study of English Teacher in Teaching English. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Hidayah Nor, M. Pd.

Keywords: Constructivism Strategies, English Language Teaching, Task-based Learning, Problem-based Learning, Role Play.

This study aims to determine how constructivism strategy are implemented in English language teaching by English teachers at SMAS PGRI 7 Banjarmasin, Madrasah Aliyah Darul Imad, and MAN 2 Banjarmasin and what are the advantages for the English teachers when implementing the strategy. Data was gathered by observation, interviews, and documentation using the case study research approach. Three English teachers who worked at the three schools participated in this study. The researcher employed data analysis methods such as data reduction, data display, and conclusion drawing from Miles and Huberman(2014). The results demonstrated that the teachers employed a variety of learning models, such as problem-based learning, task-based learning, and role-playing. There are six advantages when using this strategy, including first, encourage students to solve problems on their own; second, provide a more comfortable learning environment; third, encourage students to be more active and creative; fourth, encourage critical thinking; fifth, allow students to freely express their ideas; and sixth, make learning meaningful. Constructivist teaching strategies are therefore effective in raising the bar for English teaching. Although this strategy stresses student participation in the classroom as a student centre, it offers guidance for English teachers who use it. Still, teachers should be able provide engaging classes for the students, even the more inactive ones. In order, to encourage passive students to participate more actively in class, this strategy works well for teaching English.

ABSTRAK

Nor Habibah. 2025. *Instilling Constructivism Strategy in Teaching English: A Case Study of English Teacher in Teaching English*. Skripsi. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Pembimbing: Hidayah Nor, M. Pd.

Kata Kunci: Strategi Konstruktivisme, Pengajaran Bahasa Inggris, Pembelajaran Berbasis Tugas, Pembelajaran Berbasis Masalah, Bermain Peran.

Penelitian ini bertujuan untuk mengetahui bagaimana strategi konstruktivisme diimplementasikan dalam pengajaran bahasa Inggris oleh guru bahasa Inggris di SMAS PGRI 7 Banjarmasin, Madrasah Aliyah Darul Imad, dan MAN 2 Banjarmasin dan apa saja manfaat yang diperoleh guru bahasa Inggris ketika menerapkan strategi tersebut. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi dengan menggunakan pendekatan penelitian studi kasus. Tiga guru bahasa Inggris yang bekerja di tiga sekolah tersebut berpartisipasi dalam penelitian ini. Peneliti menggunakan metode analisis data seperti reduksi data, display data, dan penarikan kesimpulan dari Miles dan Huberman (2014). Hasil penelitian menunjukkan bahwa para guru menggunakan berbagai model pembelajaran, seperti pembelajaran berbasis masalah, pembelajaran berbasis tugas, dan bermain peran. Ada enam keuntungan ketika menggunakan strategi ini. Pertama, mendorong siswa untuk memecahkan masalah sendiri; kedua, menyediakan lingkungan belajar yang lebih nyaman; ketiga, mendorong siswa untuk lebih aktif dan kreatif; keempat, mendorong pemikiran kritis; kelima, memungkinkan siswa untuk secara bebas mengekspresikan ide-ide mereka; dan keenam, membuat pembelajaran lebih bermakna. Oleh karena itu, strategi pengajaran konstruktivis efektif dalam meningkatkan standar pengajaran bahasa Inggris. Meskipun strategi ini menekankan pada partisipasi siswa di dalam kelas sebagai pusat pembelajaran, strategi ini menawarkan panduan bagi para guru bahasa Inggris yang menggunakannya. Namun, guru harus dapat memberikan kelas yang menarik bagi siswa, bahkan bagi siswa yang kurang aktif sekalipun. Untuk mendorong siswa yang pasif untuk berpartisipasi lebih aktif di kelas, strategi ini bekerja dengan baik untuk pengajaran bahasa Inggris.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

الحمد لله رب العالمين . الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا
ومو لنا محمد وعلى آله وصحبه أجمعين. اما بعد.

Praise to Allah the Almighty who has been giving me guidance till the writer finished this thesis entitled “Instilling Constructivism Strategy in Teaching English: A Case Study of English Teacher in Teaching English”. Peace and salutation always be upon Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer like to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University and all his staff for their help in the Administrative matters.
2. Afifah Linda Sari, S.S, M.Pd, as the Head of English Education Department for the assistance and motivation.
3. My academic advisor, Afifah Linda Sari, S.S, M. Pd, for the guidance and encouragement.
4. My thesis advisor, Hidayah Nor, S. Pd, M. Pd, as the advisor of content and research methods for the advice, helps, suggestion and correction.
5. All lecturers and assistants in Faculty of Tarbiyah and Teacher Training for the priceless knowledge.
6. My beloved father, mother and brother who always strives to provide the best for me until now. He gives me love, affection, life lessons, support, and most importantly, the prayers he offers to God every night, asking for my strength to navigate life. I am forever grateful for your presence in my life.
7. My dearest grandma, though you are no longer with me, your love and care continue to live on in my heart. Your gentle words and guidance helped me grow into a compassionate person. You are gonna live forever in me.

8. Siti Wulandari as my cousin, who always being a supportive listener and offering words of encouragement throughout my undergraduate studies and thesis research.
9. To my entire family, thank you for your unwavering support, encouragement, and boundless love.
10. I also grateful to the English teachers Ms. Halimah at SMAS PGRI 7 Banjarmasin, Ms. Ridha Illahi at Madrasah Aliyah Darul Imad, and Ms. Atia Ilma at MAN 2 Banjarmasin for agreeing to participate in this research. In order for me to finish this thesis on time, I greatly appreciated your time, compassion, sincerity, and humility as my participants.
11. I would also like to express my deepest gratitude to all my friends and the kind individuals that God has placed in my path, and for all the good things they have bestowed upon me. Their support and kindness have been instrumental in helping me complete my thesis.

Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Dzulhijjah, 24th 1438 A.H

June, 20th, 2025 A.D



Nor Habibah

CONTENTS

COVER PAGE	i
TITLE PAGE	ii
STATEMENT OF AUTHENTICITY	iii
PLAGIARISM CERTIFICATE	iv
APPROVAL	iv
VALIDATION.....	v
ABSTRACT	vi
<i>ABSTRAK</i>	viii
ACKNOWLEDGEMENT	ix
CONTENTS.....	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study	1
B. Definition of Key Terms	6
1. Constructivism Strategy	6
2. English Teacher	7
3. Teaching English.....	8
C. Research Questions	8
D. Objectives of Study	8
E. Significance of Study	9
CHAPTER II	10
THEORETICAL REVIEW	10
A. Constructivism Strategy	10
B. The Learning Models of Implementation Constructivism Strategy ..	14
C. Advantages of Constructivism Learning Strategy.....	22
D. Review of Previous Study	25

CHAPTER III	28
RESEARCH METHOD	28
A. Research Design.....	28
B. Research Setting.....	31
C. Population and Sample/Participant	32
E. Technique of Data Collection	32
G. Data Analysis	36
CHAPTER IV.....	39
FINDINGS AND DISCUSSION	39
A. Findings.....	39
B. Discussion	75
CHAPTER V	83
CLOSURE	83
A. Conclusion	83
B. Suggestions	84
REFERENCES.....	86
APPENDICES	91
CURRICULUM VITAE.....	113

LIST OF TABLES

Table 3.1 Obsevation Schedule.....	34
Table 3.2 Interview Schedule.....	35

LIST OF FIGURES

4.1 LKS Book	41
4.2 Teacher Describes The Narrative Text	42
4.3 The Narrative Poster	43
4.4 Teacher Use Picture	44
4.5 Student's Work of Simple Past	47
4.6 Teacher Observes The Students Working.....	48
4.7 Student's Work of Narrative Structure	49
4.8 Students Presenting Task of Simple Past	50
4.9 Students Presenting Task of Narrative Text.....	51
4.10 Teacher Explain Role-Play	53
4.11 The Story of Bawang Merah & Bawang Putih	54
4.12 Students Make The Dialogue	55
4.13 Students Present The Role-Play	56
4.14 Teacher Provide Feedback	57
4.15 The Book About Debate Material	59
4.16 Forming Group Debate	60
4.17 The Paper Catch A Word Game.....	61
4.18 Student As The Moderator	62
4.19 Team Pro of The Effectiveness of Using AI for Students	63
4.20 Team Cons of The Using Makeup Toward Students	64
4.21 Teacher Evaluated Students Performance.....	65
4.22 The Teacher's Assesment	66

LIST OF APPENDICES

1. Translation of Qur'an.....	91
2. Research Instruments	92
3. Research Letter.....	98
4. Photographs.....	105
5. Thesis Consultation Notes	112
6. Curriculum Vitae.....	113