

CHAPTER I

INTRODUCTION

A. Background of Study

Learning theories are of great significance and relevance in the field of education as they contribute to the development of effective learning processes. Learning theories, as defined, serve as conceptual frameworks that explain how knowledge is acquired, processed, and retained during the learning process. The acquisition or loss of understanding, as well as the retention of knowledge and skills, are influenced by cognitive, emotional, and environmental factors, as well as past experiences. Jean Piaget is widely acknowledged as the pioneer of the constructivist theory. Constructivism, as a learning theory, posits that individuals learn by actively engaging with their experiences and “constructing” their understanding based on their existing knowledge and information.(Sasan et al., 2022)

To put it simply, constructivism, originally developed by Piaget, posits that knowledge is something we construct through the process of analyzing information. Learning, according to this perspective, involves actively and continuously forming understanding or knowledge, rather than solely receiving it from a teacher. Methods such as trial and error, dialogue, and learner participation hold significant value in the educational

process as they contribute to the construction of knowledge.(Masgumelar & Mustafa, 2021.)

To improve the quality of education and cultivate competent human resources in Indonesia, it is crucial to advocate for student centered learning across all educational environments. One viable approach that aligns with this objective is the constructivist approach, which views students as active participants who construct knowledge through their own efforts. Saunders suggests that constructivism entails individuals developing their understanding of science by engaging in personal experiences and adapting their knowledge accordingly. (Ramadhani et al., 2023)

Constructivism emphasizes the dynamic relationship between individuals and their surroundings when acquiring and refining skills and knowledge. It shares similar assumptions with social cognitive theory, which underscores the reciprocal interaction between individuals, their behavior, and the environment. Constructivism posits that learners are active participants who construct knowledge for themselves. This occurs when students are provided with opportunities to apply the knowledge they have acquired through activities such as exercises, experiments, and discussions with their peers. Through such means, knowledge is developed and expanded. Therefore, this constructivism strategy can make it easier for students to be more active during the learning process.(Suparlan, 2019)

It is also implied in the Al-Qur'an surah An-Nahl verse 125:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَا دِهِمْ بِالَّتِي هِيَ
أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۖ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (١٢٥)

Based on the implied message in the aforementioned verse, engaging in discussions with fellow students offers an avenue for students to exchange ideas, analyze information, gather perspectives, draw conclusions, and generate diverse solutions to problems. This practice provides students with ample opportunities to delve into their existing knowledge and integrate it with their peers' viewpoints. The constructivist approach is a commonly used method in education, which places emphasis on active student participation and the development of knowledge through personal experiences. This approach allows students to construct their own understanding and knowledge by building upon their accumulated experiences. Educators play a supportive role in facilitating the learning process, ensuring that it progresses smoothly. In the context of children's education, the constructivist approach serves several key purposes. Firstly, it encourages students to actively engage their minds and develop their individual talents. Secondly, it prioritizes learning that is relevant and applicable to everyday life. Lastly, it highlights the importance of collaboration between students and teachers through discussions and group work, facilitating the acquisition of additional knowledge. Collaboration between students and teachers is a crucial aspect

of the constructivist approach. Through interactions such as discussions and group work, students are provided with opportunities to engage with one another, ask questions, share ideas, and collaborate, ultimately enhancing their knowledge. These interactions should be continuous and foster a mutual exchange of knowledge between students and teachers through conversation and critical thinking. In the constructivist approach, the role of the teacher is that of a facilitator of learning. Rather than being the sole source of information, teachers aim to guide students in understanding the underlying structures of the subject matter. Additionally, teachers may provide direct feedback to students to support their learning process. (Ilham & Tiodora, 2023)

The previous research by Sasan, et. al (2022) “Multimedia English Teaching Approach Based on Constructivist Learning Theory” discusses the significance of multimedia and constructivism theory in education, highlighting their influence on learners' learning experiences. It suggests that the combination of both can enhance students' English language learning. However, it emphasizes the importance of recognizing the value of traditional teaching methods, as both approaches have their respective advantages and disadvantages. The review underscores the need for teachers to possess confidence in effectively utilizing multimedia tools and to adapt their teaching perspectives in response to changing conditions. It also emphasizes the continuous nature of learning and the necessity of being able to relearn and unlearn. While previous research has

primarily focused on the utilization of multimedia in implementing constructivist learning strategies, this particular research shifts the focus towards how teachers implement constructivist strategies in English language teaching, be it through models, activities, material and media employed by English teachers.(Sasan et al., 2022)

According to (Mishra, 2023), with a focus on young students as subjects. Constructivist teaching strategy were believed to influence the learning styles of young students. Constructivism is a philosophy that emphasizes student-centered approaches and the importance of letting students actively participate in the teaching-learning process and create meaning. For instance, because constructivism emphasizes learning and creative activities more than traditional education, it was discovered that young pupils in constructivism programs fared better academically. Other more traditional techniques are also employed by generalist teachers, such reading aloud or dictating a chapter from a book and asking students to repeat it, or writing on the board and asking them to copy what they write. Because they restrict their capacity for imaginative play and disregard their desire to play and have fun, these approaches are inappropriate for the qualities of early childhood students.

The results of the earlier study align with Piaget's (1964) theory, according to which the constructivism approach gives young students the freedom to "construct" their own education while offering them

opportunities for learning that are deemed suitable for their developmental stage and age. Thus, it has been shown that teaching young kids the constructivism approach enhances their English competence, particularly in the area of productivity.(Aprilianti, 2024)

This research took place at SMAS PGRI 7 Banjarmasin, Madrasah Aliyah Darul Imad, and MAN 2 Banjarmasin. Because in these schools there will likely be an English teacher who teach English in the teaching practice program and this strategy is typically more commonly used in middle and high school learning, as it prioritizes active student participation in the classroom. Thus, researchers can dig up information from them. This research focuses on how the English teachers implement the constructivism strategy in English and what are the advantages teaching English through the implementation of Constructivism strategy. Therefore, the researcher will conduct a study entitled “Instilling Constructivism Strategy in Teaching English: A Case Study of English Teacher in Teaching English”.

B. Definition of Key Terms

1. Constructivism Strategy

Constructivism is an educational theory that emphasizes the active role of students in constructing their own understanding of knowledge. It highlights the idea that students are not passive recipients of information but actively build their knowledge and

understanding through experiences, interactions, and reflection. In the context of constructivism, the term “constructivist strategies” refers to the teaching methods, techniques, and activities employed by teachers to create a constructivist learning environment. In this research, these strategies can include the implementation of project-based learning, problem based learning, task-based learning and role play. By using these strategies, teachers provide students with opportunities to actively construct their knowledge through exploration, critical thinking, and collaboration.

2. English Teacher

English Teacher is an educator who teaches English as a subject in schools, educational institutions, or language institutions. They are responsible for teaching English which includes listening, speaking, reading, and writing skills. In addition, the teachers also create lesson plans and teaching materials, evaluate students' English skills, and help students improve their English skills at various levels of education, such as elementary school, junior high school, high school, college, and language institutions. In this research, the English teachers referred to English teachers senior high schools at SMAS PGRI 7 Banjarmasin, Madrasah Aliyah Darul Imad, and MAN 2 Banjarmasin who teach their students using constructivism strategies.

3. Teaching English

Teaching English is the process of teaching and learning English as a second or foreign language. It involves developing language skills, comprehending language structures, and improving the ability to communicate effectively using a variety of language abilities, including speaking, writing, listening, and reading. In addition to language schools and English classes, this process can be carried out at all educational levels, from elementary school to college. In this research focusses on English instruction in senior high schools that implementing model of constructivism strategy in teaching English.

C. Research Questions

1. How do the English teachers implement constructivism strategy in teaching English?
2. What are the advantages for English teachers when implementing constructivism strategy in teaching English?

D. Objectives of Study

1. To investigate the way of the English teachers in implementing constructivism strategy in teaching English.
2. To find out the advantages of the implementation constructivism strategy in teaching English.

E. Significance of Study

Potential benefits of this research include a deeper knowledge of how the teachers see the use of constructivist strategies in English language learning environments. Teachers can enhance existing theories and increase our understanding of the efficacy of various learning strategies by learning more about students' perceptions of these strategies. Additionally, the findings of this research can offer valuable new insights for developing more successful English teaching strategies. This strategy fosters curriculum creation and student-centered learning methods. More student-centered methods that consider their perspectives on constructivist tactics can be used by educators to improve the quality of teaching English. Teachers can adapt their teaching strategies to their students' interests and create more engaging, productive, and relevant learning experiences.