

TEACHERS' STRATEGIES AND CHALLENGES TO PROMOTE STUDENTS' ACTIVE ENGLISH LEARNING IN SMK MUHAMMADIYAH 1 PALU

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Abstract

Student engagement has an important aspect in achieving excellent learning outcomes for learners and further improving their abilities. So teachers must have strategies to encourage student involvement. The aim of this research was to investigate the strategies the teachers use in activating students active learning in teaching and learning process and the challenges the teachers face in promoting students active learning. The researcher used qualitative research. The place of the research was in SMKS Muhammadiyah 1 Palu that located in Letjend Seoprapto. The Subject of the research were all English teachers at SMK Muhammadiyah 1 Palu that consist of four teachers. The data collection techniques that wil be used are: In depth Interview, Observation, and Documentation. The data will be analyzed in 3 steps, are Data reduction, data display, and conclusion. After conducting a research in SMK Muhammadiyah 1 Palu, it is found that in stimulating students' active English learning, the teachers use six strategies; Questionning & discussion, visual based instruction, rolep lay, game, project based learning, and discovery based learning. From those six strategies the teachers used in the previous explanation, there are four strategies that are used dominantly; questioning & discussion, visual based instruction, project based learning, and discovery based learning. researcher proposes that future researchers interested in the same issue might do in-depth research on teacher ways to encourage students' active learning in English. For instance, the specific strategy that can stimulate the specific skill.

Keywords: Teachers' Strategies; Active Learning

INTRODUCTION

Student engagement has an important aspect in achieving excellent learning outcomes for learners and further improving their abilities. Participation allows students to draw on their talents, exhibit topic comprehension, gain confidence, and apply theory. It enables students to think creatively and engage in discussions with their classmates and teachers by presenting logical arguments based on previously learned material.

According to William and Burden (2003), teacher strategies are an indicator of success or failure in language acquisition since they are the approaches that decide what language instructions are and how they are performed. Teachers should employ a variety of teaching tactics in order to achieve teaching-learning goals and objectives. This means that teachers must encourage students' involvement in English teaching and learning activities by employing effective teaching tactics. In brief, methods are important because they determine the success of the teaching-learning cycle (Williams and Burden, 2003).

In Independent Curriculum, Active Learning is applied in teaching and learning process where the students actively involve. Active Learning Method consists of thinking, discussion, investigation, and creating (Pertwi, Nurfatimah and Hasna, 2022). All the process is applied in a class. Furthermore, in applying the Active learning approach there are several benefits obtained, such as; the teacher will benefit from this way of enhancing the material. The series in this approach may also help students grasp in detail, students will be able to capture abilities as well as concepts that are taught completely. Thus, students will be given the opportunity to exhibit their abilities and expertise. Students can also explore soft skills in the learning process by working in groups, between groups, and individually.

Additionally to be an active learner, students must actively participate in playing the roles of knowledge searchers while in the classroom, based on the many types of behaviors in the classroom. As stated by Bonwell and Eison (1991), engaging learners in activities and thinking about what they do (Bonwell and Eison, 1991). It highlights the importance of students engaging in diverse activities such as reading, writing, talking, and problem solving. Active forms of classroom participation are defined as actions such as asking additional questions, making recommendations, or simply reacting to questions posed by the teacher or classmates. Through such vocal pledges, students' eagerness and capacity to participate in a classroom will establish a comfortable classroom culture (Davis, 2009).

Students' passiveness is not a new issue to be found in learning process. Some researchers have found that students were passive in learning process due to some factors such as laziness, and less motivation and interest (Harun *et al.*, 2015; Budiana and Nurwaliyah, 2019). Regarding to that issue, the teachers must be creative and keep trying to apply the strategies that are suitable for their students to make them active. Based on the preliminary research the researcher did in SMK Muhammadiyah 1 Palu, the teachers use some strategies to make students active in a class. Those strategies sometimes do not go as the teachers' plan, In fact, there are strategies that do not successful to make students active where it is essential to establish an active learning environment.

Establishing an active learning environment is a difficult task that needs planning and certain strategies on the part of the teacher. Moreover, an active learning atmosphere cannot be created if students feel hesitant and apprehensive throughout the learning process (Marzulina, Pitaloka and Yolanda, 2019). In other words, the learner may lack self-confidence and have unfavorable assumptions about their English abilities (Pratolo and Zahruni, 2020). As a result, students focus on their weaknesses rather than attempting to demonstrate their English ability. For the students who think that they do not have a good English skill will not be motivated in the class, so it can be the factor of their passiveness in the learning process. Regarding to that consideration, teacher must apply strategies that are suitable for their students and can make the students interested. Thus, applying those strategies can be challenging for the teachers. When teachers practice active learning, the quality of their practice is not always sufficient. Large class size, lack of administrative support, lack of materials or equipment needed to facilitate active learning, and students' lack of interest in active learning were identified as problems influencing the practice of active learning (Yenyet, 2021).

The relevant researches about students' active learning have been conducted previously. Ginting (2021) in his study concludes with pedagogical recommendations for techniques to teaching English as a second language, including active learning, classroom flipping, case-based learning, problem-based learning, and peer education (Ginting, 2021). The second research that is relevant with the current research found that active reconnecting learning strategies for increasing student interest and learning activities (Wijaya *et al.*, 2021). The instructor employs this strategy by inviting students to form groups and attempt not to forget the content that was provided swiftly. The other research is conducted by Nguyen et al. (2021), they found that eight strategies to aid implementation of active learning based on

three categories (Nguyen *et al.*, 2021). Explanation strategies included providing students with clarifications and reasons for using active learning. Facilitation strategies entailed working with students and ensuring that the activity functions as intended. Planning strategies involved working outside of the class to improve the active learning experience.

To fill the gap, here are the difference between the previous researches and the current research; the previous researchers focused on the strategies used to stimulate students active learning and how to implement the active learning itself in the class, while the current researcher focuses on the strategies used to promote students active learning, the challenges the teachers faced in implementing it, and the different strategies used and challenges the teachers face based on the class they teach. Based on the explanation above, the researcher decides to investigate the strategies the teachers use in activating students active learning in teaching and learning process and the challenges the teachers face in promoting students active learning.

METHODS

The researcher used qualitative research approach to describe the phenomena or the problems occurred in a society. The research design is a case studies. The case of this research is the teachers' strategies to promote students' active learning in SMK Muhammadiyah 1 Palu and the challenges faced by the teacher in applying those strategies to promote students' active learning. The place of the research was in SMKS Muhammadiyah 1 Palu that located in Letjend Seoprapto. The Subject of the research were all English teachers at SMK Muhammadiyah 1 Palu that consist of four teachers. These teachers were asked about the strategies they use to promote Student Active Learning and the challenges they face in implementing it. data was obtained from three sources, using these three data collection techniques and carried out continuously until the data is saturated. the data collection techniques that will be used are: In depth Interview, Observation, and Documentation. The data will be analyzed in 3 steps, are Data reduction, data display, and conclusion. The interview was conducted with four English teachers in SMK Muhammadiyah 1 Palu in 9th of May 2023. The teachers were asked through the interview guidelines.

RESULTS

1. The Result of Interview

There are 10 questions in the interview which divided into four parts. The first part is about the importance of applying strategy to teach. The second is about the strategies the teacher use to promote students active English Learning. The third is about the strategy that dominantly use by the teachers to promote students' active English learning. And the last is about the challenge the teachers face during the application of the strategies to promote students' active English Learning

The Importance of Applying Strategy in Teaching

Considering the importance of the teaching strategy is necessary for the teacher before deciding what to do in their teaching. Choosing what strategy is best to apply to the students so the objective of the study will be achieved. All teachers that were interviewed believe that strategy has the main role for successful teaching.

Strategy used to promote students' active English learning.

There are 6 strategies that being questioned to the teachers. The strategies are; questioning and discussion, visual based instruction, role play, game, project based learning, and discovery based learning. The first answer is about discussion and questioning strategy. Initially, students are asked questions to assess their knowledge, followed by receiving material, identifying and collecting information, receiving feedback, and concluding their learning on the topic.

Strategy that dominantly used by the teacher

not all the teachers use the same strategy dominantly. Teacher 1, 3, and 4 use the same strategies which are; discussion and questioning, visual based instruction, and project based learning. And teacher 2 often uses discovery based learning

Making students active in a class

Students are expected to be active in a class as it is their job as students. Asking question when they still confused about something, or the do not know it yet, and convey their thought regarding to the topic they are discussing.

Based on the explanation above, the purpose of the teachers apply some strategies is to make the students are engaged to the lesson and active in a class. Students must do

their role in learning, and it is the teachers job to lead the students to the track and make the students interested to the teaching and learning activity.

challenges to promote students active learning

The difficulties that the teacher 4 faced in class include the situation in the classroom, which can be so hot even with a fan that the students lose focus. And as for the content she used to educate her students, she spends a long time preparing it in order to make it interesting for the students

All the four teachers face some challenges in teaching English especially to stimulate students’ active learning. The challenges come from the equipment the school not provide, the environment, the time the teacher needs in preparing the activity and the material. Teacher 1 concerned about the preparation for the class and the time to spend on it. The teacher 2 faces some problems in two categories; the equipment, and environment. The teacher 3 encounters difficulties in displaying the material due to the equipment in the school is limited and it takes much time for her to create authentic material. And for the challenges teacher 4 faces are; hot weather and to create interesting material, teacher 4 needs much time for that.

2. The Result of Observation Checklist

Tabel 1. Observation checklist for discussion and questioning strategy

No	Indicator	Yes	No
1.	Teacher asks the students about their prior knowledge that relates to the current topic.	P	
2.	Teacher asks the students about their opinion about the topic they are discussing.		P
3.	Students are given opportunities for the students to ask or answer the question from their class mates.	P	
4.	Students with the teacher guides discuss about the topic and try to solve the problems they find.	P	
5.	Students actively participate to the question and answer session.	P	
6.	Teacher asks the students about what they have learnt.	P	
7.	Students conclude the material they have been learnt.	P	

Source: Primary Data, 2023

The teachers that have been observed taught different classes, teacher 2 taught tenth grade pharmacy and the topic was narrative text on 18th of May 2023, teacher 3 taught

tenth grade TKJ and the material was about descriptive text on 25th of May 2023, and teacher 4 taught eleventh grade DKV and the lesson was descriptive text on 17th of May 2023, The teachers already did their job as a teacher in applying discussion and questioning strategy. Start from relate the students' experience to the lesson. The teachers asked the students if they know something about the topic they were about to learn, if they ever read or experience that in their life. And after that, with the teachers' help, the students have chances to ask questions and also allowed to answer the questions from their friends. Next, the teachers lead the students to solve the problems they find after discussing it. In the process of that, the teachers make the situation available for the students to ask question about what they have found. After their works have scored, the teachers asked the students what they have found and learnt during the class. At the end, the students conclude the material.

Table 2. Observation checklist for visual based instruction (teacher 2)

No	Indicator	Yes	No
1.	Teacher explains the visual media that will be used to teach English.		P
2.	Teacher tells the lesson for today.	P	
3.	Students are given the opportunity to ask questions related to the topic and the media that will be used.	P	
4.	Teacher uses the media to teach.	P	
5.	Students work in group to do the task given based on the visual media.	P	
6.	Teacher gives feedback.	P	

Source: Primary Data, 2023

Table 3. Observation checklist for visual based instruction (teacher 3 and 4)

No	Indicator	Yes	No
1.	Teacher explains the visual media that will be used to teach English.	P	
2.	Teacher tells the lesson for today.	P	
3.	Students are given the opportunity to ask questions related to the topic and the media that will be used.	P	
4.	Teacher uses the media to teach.	P	
5.	Students work in group to do the task given based on the visual media.	P	

6. Teacher gives feedback. P

Source: Primary Data, 2023

In applying this strategy, all the three teachers used pictures and it was showed to the students using projector. Teacher 2 used pictures to teach comparison degree to the tenth grade farmasi on 15th of May 2023. In her teaching, she did not inform the students that she would use some pictures, she just displayed it after telling the students about the lesson for that day and had the students observe and get information from that. During the lesson, the students asked about the material and the pictures used. For the exercise, the students were given exercises to be worked in group about the difference between two pictures that had displayed in power point slide. For the teacher 3 and 4, since they used visual based strategy to teach descriptive text but in different part, teacher 3 taught tenth grade students of TKJ about describing place on 25th of May 2023 and teacher 4 taught describing people to the eleventh grade students of DKV on 17th of May 2023. These two teachers informed first to the students that they would display some pictures for the lesson. For the task, the students were asked to see the pictures of people and places and describe it with their friends in the group, after that the teachers gave feedback to the students' work.

Table 4. Observation checklist for role play strategy

No	Indicator	Yes	No
1.	Teacher directs the role play by providing prompts.	P	
2.	Teacher goes over the prompts one by one and has students to complete them.	P	
3.	Teacher brings two students to the front and they should strengthen the discourse by providing prompts.	P	
4.	Bring out a few more pairs of students and invite them to have more dialogues based on the topic.	P	

Source: Primary Data, 2023

Based on the observation of the teachers applying the role play in SMK Muhammadiyah 1 Palu, three teachers use the strategy in different topic. Teacher 2 used role play to teach narrative text in tenth perbankan class on 29th of May 2023, she asked the students to make group to pretend to be the characters in the story. Teacher 3 applied role play to teach procedure text in tenth TKJ on 15th of June 2023, so the students pretend to be the chef to cook something. And for the teacher 4, she taught

tenth DPIB class using role play strategy on the asking and giving opinion lesson on 24th of May 2023. The students played a role to be family members and had the conversation about asking and giving opinion about the food they have for dinner.

Table 5. Observation checklist for game strategy

No	Indicator	Yes	No
1.	Teacher informs the students what game they will do in that meeting	P	
2.	Teacher explains the procedures of the game and the goal that need to be achieved	P	
3.	Teacher divides the students into groups.	P	
4.	Students do the activities.	P	
5.	Teacher gives feedback.	P	

Source: Primary Data, 2023

In this strategy, only two teachers; teacher 2 and teacher 3 choose to apply that in their teaching. Teacher 2 taught Descriptive text to the tenth grade pharmacy students using komunikasi game on 22nd of May 2023. In the beginning of it, the students needed to know about some vocabulary, teacher 2 used this type of game to make the students interested to the lesson. The rules are one student was given one word and she or he had to pass the word to their friends one by one by whispering the word, and the last student needed to guess the word. While the teacher 3 used crossword game to teach descriptive text but focus on the vocabulary only text to the tenth grade perbankan class on 3rd of July 2023. To teach vocabulary, the teacher gave the students the paper with the table and some letters in it as the clue, the students need to fill the blank table with the full letters until it becomes one word. The students work in group to do the game. After they found the words they will make a list of it.

Table 6. Observation checklist for project based learning

No	Indicator	Yes	No
1.	Teacher and students choose the topic	P	
2.	Students find the resource of the information for the activity.	P	
3.	Students organize the structure of the task.	P	
4.	Students carry out the activities that have been planned in the previous stage.	P	
5.	Students present their project.	P	
6.	Students get feedback from their teacher and their classmates.	P	

In this session, the teachers asked the students to make a project or an activity that will come to a product at the end. Teacher 2 had the tenth DPIB students to make a report text on 2nd of June 2023. In doing the task, the students needed to do interview with local people about kaili ethnic. To support the information, they were told to go to local library to gain more information and to make the data they got from the informant related. After that the students present their work in front of the class. Teacher 3 when she taught a tenth grade of TKJ students about procedure text, the teacher gave the students task to make a video of cooking activity and it was due on 19th May 2023. And when it was done, their videos will be showed in the class and the teacher and their class mates gave feedback. And for the teacher 4, she made the eleventh perbankan class to make exposition text on 31st of May 2023. They students were divided into groups and were told to gain the information based on the topic they chose with their teacher. And the topic was about cleaning rules in the school, so the students gain the information from the teachers and opinion from other students about that and start to make the text. After the text was done, they presented it in front of their friends

Table 7. Observation checklist for discovery based learning

No	Indicator	Yes	No
1.	Teacher provides stimulations and instructions for monitoring the subject.	P	
2.	Students explore the problems based on the topic that is being delivered.	P	
3.	Students collect the data by observing the objects, interviewing with a resource, doing the experiment alone or with others.	P	
4.	Students process the information obtained through interviews, observations, and other methods.	P	
5.	Students are reviewing the validity of their theories. It should be tied to the result of data processing. Students prove that their work is correct or not.	P	
6.	Students conclude what they have been found.	P	

Source: Primary Data, 2023

All the three teachers that being observed used discovery based learning strategy in their teaching. The first teacher was teacher 2 who taught comparison degree in the tenth farmasi class on 15th of 2023. The core of the activity in this strategy is that the

students observe the objects which were some pictures in different shape. After the students know the context, the students were told to do some exercises to test their understanding. Next, the teacher gave feedback, and at the end the students were asked to give conclusion. The next explanation is teacher 3 that applied discovery based learning to teach descriptive text to teach tenth grade of TKJ students on 25th of May 2023. In the steps of teaching, the teacher showed students some pictures of place to be identified by the students. The students wrote the important aspects of descriptive text such as the definition, purpose, text structure, and the language features. After that the teacher gave the students exercise and gave the opportunity to discuss about their work. And for the last step, students with the teachers' help concluded the material. And for the teacher 4, she did the same steps as the teacher 3 did, but the different is the teacher 4 taught eleventh DKV students, and the focus was about describing people. Some pictures were also used for the students to identify, and it was conducted on 17th of May 2023.

Table 8. Observation checklist teachers' role to apply active learning

No	Indicator	Yes	No
1.	Teachers use different strategies to implement active learning.	P	
2.	Teachers give time to students to express their own view on the topic.		P
3.	Teaching learning activities is student center rather than teacher center.	P	
4.	There is active participation of students in the implementation of active learning.	P	
5.	Teachers use different activities to involve students in the instruction.		P
6.	Teachers encourage students to participate actively in the teaching learning process.	P	
7.	Teachers have good interest to implement active learning.	P	
8.	There is effective implementation of active learning in the school.	P	
9.	In classroom activities teachers go round each group to give guidance.		P

Source: Primary Data, 2023

Based on the observation checklist of the teacher's role to apply active learning, it showed that the teachers almost reached the all categories in the table. The teachers applied some strategies to promote student's active learning. Four teachers used various strategies, including discussion and questioning, visual based instruction, game, role play, project based learning, and discovery based learning. In the process of promoting students' active learning, the teachers did not ask students about their point of view, facilitated students' active participation, and encouraged active engagement. They used the same activities for all students, and encouraged students to ask questions or speak in front of their friends. The teachers' will to make students active in the class was evident, with strategies like visual based instruction and games being effective. However, challenges faced by students, such as limited equipment and hot classroom conditions, hindered the implementation of active learning. Teachers also tended to help students work in groups, avoiding intervention when necessary.

DISCUSSION

Strategies Used by the Teachers to Promote Active English Learning

To encourage students' active participation in English learning, teachers use strategies as the effort. Strategies refer to all the perspectives, responsibilities, plans, and trends stated in the core term; strategy is concerned with how individuals might achieve their goals. The teachers' plan is then referred to as teaching methods, and it consists of a series of activities designed to achieve certain educational goals. In this study, the researcher defines teacher strategies as the method EFL teachers structure the process of teaching-learning to efficiently explain the lessons and enhance students' active learning in English.

However, the findings showed there were six strategies used in SMK Muhammadiyah 1 Palu, those are questioning and discussion, visual based instruction, role play, game, project-based learning, and discovery-based learning.

The first strategies are questioning and discussion, which are commonly employed in classrooms. Teachers at SMK Muhammadiyah 1 Palu employed questioning and discussion strategies to encourage students to participate in class. According to the findings of this study, teachers usually asked questions at the beginning of the class to recall their prior knowledge to build the connection and, in the middle of the lesson to ensure that the students understood the materials that had just been explained, and at the end of the class

to provide feedback while doing the discussion section. Likewise, Pandey (2022) argued that teachers asked questions to encourage students, assess whether or not they comprehend the course, provide feedback, increase learning capacity, and engage students (Pandey, 2022). Similarly, stated that teacher's questions are used in three sessions: at the start, the middle, and the conclusion of the lesson (Paul and Elder, 2002). Therefore, it also found that in the observation session, questions and discussion sessions encouraged to boost the desire of learners to interact and learn more, as well as to improve students' interest in the course. They gained confidence in asking and responding to questions from teachers. As a result of the questioning and discussion strategies used by teachers, this strategy could measure students' output lesson and make students active in a class. Inline to Ariffin, Vadivelu, Mahayudin, and Sundaram (2020) who state that questioning strategy could encourage students to participate actively in the teaching and learning process, as well as develop Higher Order Thinking Skills (HOTS) (Shanmugavelu *et al.*, 2020).

The second strategy is visual based instruction. In SMK Muhammadiyah 1 Palu, the teachers used projector to display the material for their students. Teacher 2 used the pictures to teach comparison degree, teacher 3 used picture of beach to teach students about describing place, and the teacher 4 used pictures to teach students about describing people, and all of the pictures were showed using projector. In the power point slides, the teachers showed the explanation and some pictures that the students can identify and observe and that connect the students with the lesson and the real object. By providing the lesson visually through projector, it could attract students' attention and make them interested to what they see and learn. According to Dzakiah (2022) using visual aids in teaching improves pedagogical approaches and boosts student learning (Dzakiah, 2022). Meanwhile, Lhendup argued that the use of pictures, photographs, power point presentations, and other visual media in education has a positive impact on students' understanding of information, assisting them in resolving the difficulties to learn (Dhendup and Sherab, 2023). In line with Liando, Tatipang, Tamboto, Paluan, and Manuas (2022) who state that Picture is a joyful, non-stressful media that can help students grasp and enjoy what they are learning. To build students' interest in learning, the teachers should begin to construct harmonious picture as a media in their teaching settings to be resulting an active and good learning atmosphere (Liando *et al.*, 2022).

The third strategy is role play. Students in SMK Negeri 1 Muhammadiyah were told to learn Narrative text, procedure text, and asking and giving opinion expression using role

play strategy. For narrative text, teacher 2 asked the students to take the role to be the characters in the story of cindelaras and present it in front of the class. Teacher 3 taught the students about procedure text. In practicing the steps in doing something, teacher e asked the students pretend to cook something while following the stage until the end. And when the students learn about some expression to ask and give opinion, teacher 4 asked the students do some conversation based on the topic in family context. All the students seemed enthusiastic while learning. In line with other research also found that role play was highly efficient in improving general English speaking skills (Yasmin, Qahar and Afzal, 2023). Dhimastoro and Bharati (2022) also found the same result in their research that students get more opportunity to engage with other students in English by employing the role play and also enjoy the can make the students enjoy in the learning process (Dimastoro and Bharati, 2022).

The fourth strategy is game. Three of four teachers in SMK Muhammadiyah 1 Palu used game to teach English but only two of them that were observed by the researcher, they are teacher 2 and teacher 3. They taught vocabulary to the students by applying this strategy. There were two games, teacher 2 used *komunikata* game where the students needed to pass the words they were given to every students in a line by whispering to their ears and the last person would guess the word. While doing the activity students seemed enjoyed and fun and it showed that they could remember the words provided easily. Same as the result of the research that showed the students were excited and motivated during the activity of the *komunikata* game and it proved that this game can improve students' vocabulary mastery (Tanasy and Ali, 2019). And next the teacher 3 applied cross word puzzle game to teach vocabulary to her students. In this session, the students needed to write the words with one letter given and the pictures as the clue that can make the students could guess it correctly. In choosing the game, the teacher considered about how the game is qualified enough and match with the lesson. In line with Fatimah and Masduqi (2021), who said that English teachers should thus pick the games carefully and plan how to utilize them successfully to increase students' communication ability in order to engage the classroom activities to be resulting for students' vocabulary development (Fatimah and Masduqi, 2021). Ramadhan and Mufangati (2022) also figure out that during the game, the students were excited and active, and from the result of the test it showed that applying cross word puzzle game could develop students' vocabulary (Ramadhan and Munfangati, 2023). Meanwhile, other also find out that students were more active in following the lesson, and majority were not

embarrassed to answer the question and they could focus on the lesson and actively followed the teacher's directions (Pohloh and Ma'rifatulloh, 2023).

The fifth strategy is project based learning. Based on the observation in SMK Muhammadiyah 1 Palu, it shows that there were three topics that the teachers applied project based learning while teaching English, the topics were; report text, procedure text and exposition text. In doing the projects, all the students were actively participate and did their role well. The students were dominant in every steps of doing the project from deciding what they will make or do, the time to do all the stages, the role, until it was done and presented, while their teachers were only be there instructed, watched, and helped the students for the difficulties they faced. In line with Nuninsari, Sutopo, and Bharati (2020), that stated teachers emphasized the importance of students as the learning center in the process from set the schedule, the steps of project constructions until the assessment and the teachers only facilitate and help the students if there is any obstacles (Nuninsari, Sutopo and Bharati, 2020). According to Ilham (2022), students viewed project-based learning to be stimulating, challenging, motivating, improving their English, and enhancing their creativity (Ilham, 2022).

The last strategy that teachers in SMK Muhammadiyah 1 Palu used is discovery based learning. This type of strategy stimulated the students to be active in a class by encouraging the students to find the answer and make conclusion. This is in accordance with what stated by Lestari and Endang (2020) Discovery learning is a technique of learning that encourages students to be more active in asking questions and finding to conclusions (Lestari and Endang, 2020). The teachers in SMK Muhammadiyah 1 Palu have followed all the steps of applying discovery based learning, In implementing this strategy, the teachers only function as the facilitator and the students are more dominant in learning and teaching process.

Challenges in Promoting Active English Learning

In implementing active learning in class, there are some factors that can affect the teaching and learning process that are considered as challenges for the teachers. After doing the interview with the four English teachers in SMK Muhammadiyah 1 Palu, it is found that there are some challenges the teachers faced that involved in 3 areas, they are; lack of basic and necessary equipment, physical environment, time use for the class preparation and to create authentic material.

In SMK Muhammadiyah 1 Palu, there is a limitation of projectors provided by the school, so when there is not enough projectors that can be used, not all the teachers could use it. Due to the condition, there is no other choice than teaching the students verbally with the text book. In line with Muhazir and Retnawati (2020) who state that the lack of projection equipment in the classroom constituted a challenge for the teacher in integrating technology in learning (Muhazir and Retnawati, 2020). Zhang (2020) also argued that one issue contributing to the lack of usage of teaching media in the classroom is a shortage of school equipment (Zhang *et al.*, 2020). Projector is one of the important equipment the teachers use to deliver the material to the students. The teacher's PowerPoint slide provides visuals linked to the topic so that it is readily comprehended by students and attracts more attention so that the focus maintains on the teacher (Sofian and Anggraeni, 2021). By using projector, the learning material could be easy to deliver especially it contain pictures or videos. Projector could support teaching and learning process very well. From the previous explanations, the teachers will not be able to display the material to the students without a projector, especially if it contains pictures and videos.

Hot room that indicated as physical environment factor is also one of the challenges the teacher in SMK Muhammadiyah 1 Palu face. Based on the information the researcher got from the interview session with the teacher, it showed that students sometimes feel less concentrate and unmotivated when the temperature is high. In line with Wargoeki, Salazar, and Espinoza (2019) the performance of students decrease if the temperature in the class reach 30°C and increase in temperature between 20°C and 22°C (Wargoeki, Porras-Salazar and Contreras-Espinoza, 2019). In that case, Lala and Hagishima (2023) also figure out that hot weather adversely impairs students' development, well-being, and learning outcomes (Lala and Hagishima, 2023). When the room is hot, the students are hard to concentrate on their study and it also decreases their mood on doing the activity in the class. Teachers in SMK Muhammadiyah 1 Palu use authentic material to teach their students because it could attract students to be motivated and interested. Based on the teachers answer in the interview session, the teachers find it difficult to create the authentic material. In the process of creating the material, the teachers took a lot of time by searching, collecting, and matching it with the students' topic and grade. In line with Primadona and prastiyowati (2018) who stated that the difficulty was in locating appropriate sources that matched student's grade and topic. Authentic material can be an alternative for the teachers to use in their teaching (Primadona and Prastiyowati, 2018). It can make the learning process more

attractive because it provides things that happening in the real life. In creating teaching lesson using authentic material, the teacher should make it relate to the topic and the grade of their students. So it takes time for the teacher should prepare the materials, filter it which one is the suitable for the student's ability and related to the topic will be discussed in the class, and deliver it but it gains student's motivation as the result (Kramersch, 1993). Despite, it is worth to try by teachers. as result, EFL teachers must devote more effort to preparing materials for individual sessions. This is the challenge for EFL teachers who want to improve their students' language abilities by providing realistic instructional resources.

The Dominant Strategies Used by the Teacher to Promote Active English Learning

From the explanation of four teachers in SMK Muhammadiyah 1 Palu, there are some strategies they use often. Questioning and discussion and using media are the two strategies that all the teachers most of the time use in the class. It is because teachers typically employ multimedia to teach students, such as pictures or videos showed on a projector. And for the questioning and discussion, almost all the meeting applies this strategy because it is such an important stage in teaching and learning process. In addition, teachers also use project based learning when the learning out comes is to make a product for the result of their learning. Finally, there id discovery based learning that is used most by the teacher 2 because according to her this strategy could discover students' needs. From the previous explanation, teachers 1,3 and,4 use questioning and discussion, using media, and project based learning dominantly and the teacher 2 uses discovery based learning the most.

CONCLUSION

After conducting a research in SMK Muhammadiyah 1 Palu, it is found that in stimulating students' active English learning, the teachers use six strategies; Questioning & discussion, visual based instruction, rolep lay, game, project based learning, and discovery based learning. Furthermore, the study observed some type of interaction when implementing the teachers' strategies. From those six strategies the teachers used in the previous explanation, there are four strategies that are used dominantly; questioning & discussion, visual based instruction, project based learning, and discovery based learning. In the other hand, in making students active and engaged to the lesson, the teachers encounter some challenges; they are lack of basic and necessary equipment (in this case projector),

physical environment (hot room), time use for the class preparation and to create authentic material. Furthermore, the benefits of strategies to make students actively and engaged in their learning were far greater than any of the challenges, some strategies to actively engage students are even not difficult to implement.

This study's findings might serve as references to the same sample. However, the researcher proposes that future researchers interested in the same issue might do in-depth research on teacher ways to encourage students' active learning in English. For instance, the specific strategy that can stimulate the specific skill.

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