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THE INFLUENCE OF ACTIVE, CREATIVE, EFFECTIVE (ACEJ) LEARNING AND LEARNING INEREST TOWARDS STUDENTS' ENGLISH ACHIEVEMENT AT *PESANTREN* BAHRUL 'ULUM AL – ISLAMY PANTAIRAJA

THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau
in partial fulfillment for the requirements for the degree of
Magister in English Education

UIN SUSKA RIAU

By :
NANDA HIDAYAT
SRN. 21790115640

POSTGRADUATE PROGRAM
STATE ISLAMIC UNIVERSITY
SULTAN SYARIF KASIM RIAU
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STATEMENT OF ACADEMIC INTEGRITY

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah the Most Gracious and the Most Merciful

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace Be upon Him.

This thesis is written and intended to submit a partial requirement for the degree of Magister in English Education at the Postgraduate Program, State Islamic University of Sultan Syarif Kasim Riau entitled " The Influence of ACEJ and Learning Interest Towards Students' English Achievement At Pesantren Bahrul 'Ulum Al Islamy Pantairaja".

I am very happy that I have already completed my final project to fulfill the above requirement. Therefore, I would like to express my grateful thanks to the following persons:

1. Prof. Dr. Suyitno, M.Ag, caretaker Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Prof. Dr. H. Afrizal M, MA, Director of the Postgraduate Program of State Islamic University Sultan Syarif Kasim Riau.
3. Dr. Hj. Andi Murniati, M.Pd, Chairperson of Islamic Education Study Program, State Islamic University Sultan Syarif Kasim Riau and all staffs for their kindness, services, advice and suggestions during the accomplishment of this thesis.

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6. All lecturers of the Postgraduate Program for their teaching and transferring knowledge so that I could finally completed my study at this University.
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However, I realize that there may be some weaknesses in this thesis; therefore, constructive criticisms, suggestions and advice for the improvement of this thesis are highly appreciated. May Allah Almighty, the Lord of the universe bless us all. Aamiin.

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ABSTRACT

Nanda Hidayat (2021): The Influence of ACEJ and Learning Interest Towards Students' English Achievement as Pesantren Bahrul Ulum Al Islamy Pantairaja

The purpose of this study was to investigate the influence of ACEJ and Learning Interest Towards Students' English Achievement. The design of this research was a causal comparison study. The total of population was 420 students and the samples of this research were 196 students. In collecting data, questionnaires and students' achievement were used. In analyzing data, the Independent Sample *t* test and Two way Annova was used. The findings of the research showed that there was no significant different of students' achievement between ACEJ and non ACEJ class because Significant value 0.80 is higher than α (0.05) base on tested of 95% confidence interval. It could be interpreted that the difference between students' achievement is not influence by ACEJ. Students Interest divide into two categories, high and low. For Students high interest it was found that there is no significant difference in students English achievement in ACEJ and Non ACEJ class for students with high interest. Based on two ways annova test the value of significance $0.85 > 0.05$. Then, for the low interest it was found that there is is significant difference in students English achievement in ACEJ and Non ACEJ class for students with low interest because the value of significance $0.000 < 0.05$. Last, it is found that there is no significant interaction effect in ACEJ and learning interest on students' English achievement based on result of two way annova test it can be inferred that the value of significance $0.234 > 0.05$.

Key words: Active, Creative, Effective, and Joyful Learning, Learning Interest, English Achievement

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ABSTRAK

Nanda Hidayat (2021): Pengaruh PAKEM dan Minat Belajar Terhadap Hasil Belajar Siswa Pesantren Bahrul Ulum Al Islami Pantaraja.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh PAKEM dan minat belajar terhadap hasil belajar Siswa. Jenis penelitian ini adalah penelitian perbandingan. Jumlah populasi sebanyak 420 siswa dan sampel penelitian ini sebanyak 196 siswa. Dalam mengumpulkan data, digunakan angket dan nilai hasil belajar siswa. Analisis data menggunakan *Independent sample t test* dan *two ways annova* menggunakan aplikasi SPSS. 26. Hasil penelitian menunjukkan bahwa tidak ada perbedaan hasil belajar yang signifikan antara kelas yang diterapkan PAKEM dan yang tidak dengan nilai signifikan 0,80 lebih besar dari 0,05 dengan taraf signifikan 95%. Hal ini bisa di indikasikan bahwa hasil belajar siswa bukanlah dipengaruhi oleh PAKEM. Untuk minat belajar siswa terbagi kepada dua kategori yaitu kategori tinggi dan yang rendah. Untuk siswa yang memiliki motivasi tinggi ditemukan bahwa tidak ada perbedaan yang signifikan terhadap hasil belajar siswa yang ditunjukkan melalui hasil uji *two ways annova* bahwa nilai signifikan 0.85 lebih besar dari 0,05. Sedangkan untuk siswa yang memiliki minat belajar yang rendah ada perbedaan yang signifikan terhadap hasil belajar siswa pada kelas Pakem dan yang tidak kelas PAKEM dengan nilai signifikan 0,000 lebih kecil dari 0,05. Kemudian, berdasarkan hasil uji *two ways annova* ditemukan tidak adanya interaksi yang signifikan pengaruh PAKEM dan Minat Belajar terhadap hasil belajar siswa karena nilai signifikan 0,234 lebih besar dari 0,05.

Kata Kunci : PAKEM, Minat Belajar, Hasil Belajar

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نـبـذة مـختصرة

ناندا هدايت (2021): تأثير *PAKEM* والاهتمام بالتعلم على مخرجات تعلم الطلاب لمدرسة بحر العلوم الإسلامية بانتراجا الإسلامية الداخلية

كان الغرض من هذه الدراسة هو تحديد تأثير *PAKEM* والاهتمام بالتعلم على نتائج تعلم الطلاب. هذا النوع من البحث هو دراسة مقارنة. مجموع السكان 420 طالبا وعينة البحث 196 طالبا. في جمع البيانات ، تم استخدام الاستبيانات ونتائج تعلم الطلاب. استخدم تحليل البيانات اختبار t للعينة المستقلة وطريقتين عن طريق *Annova* باستخدام تطبيق SPSS. 26. أظهرت النتائج أنه لا يوجد فرق كبير في نتائج التعلم بين الفصول التي يطبقها *PAKEM* وتلك التي لم تكن ذات قيمة معنوية 0.80 أكبر من 0.05 مع مستوى معنوي 95٪. قد يشير هذا إلى أن نتائج تعلم الطلاب لا تتأثر بـ *PAKEM*. ينقسم اهتمام الطلاب بالتعلم إلى فئتين ، وهما الفئتان العالية والمنخفضة. بالنسبة للطلاب الذين لديهم دافع كبير ، وجد أنه لا يوجد فرق كبير في نتائج تعلم الطلاب كما هو مبين في نتائج اختبار *annova* ثنائي الاتجاه أن القيمة المهمة 0.85 أكبر من 0.05. وفي الوقت نفسه ، بالنسبة للطلاب الذين لديهم اهتمام ضئيل بالتعلم ، هناك فرق كبير في نتائج تعلم الطلاب في صف *PAKEM* وأولئك الذين ليسوا في صف *PAKEM* بقيمة كبيرة قدرها 0.000 أقل من 0.05. بعد ذلك ، بناءً على نتائج اختبار *annova* ذو الطريقتين ، وجد أنه لا يوجد تفاعل كبير بين *PAKEM* والاهتمام بالتعلم على نتائج تعلم الطلاب لأن القيمة المعنوية 0.234 كانت أكبر من 0.05.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

The success of learninga language is proved by individual or group able to use the language whether in spoken and written. Spoken language related to how get information from the utterance and able to response it with clear information which able to understand. Some experts said that in spoken grammar has important role to be used in order to avoid the misunderstanding when communicating by using spoken language. On the other hand, experts said that grammar is not the main point that should be used in spoken as long as the listener and speaker understand each other.

As a foreign language, English is taught from primary school up to university level in Indonesia. When related to KTSP curriculum, English usually taught start from year one until year three. English in year one to six, it is the subject which taught in two class hour am week. Many English is dismissed that is caused by the failure in reach the purposes of English itself.

Different with junior high school, English subject is taught using four class hour a week, and at university level it is taught two to six credit which the curriculum emphasized that material on specific purposes.

In private school, English usually taught using materials or topic which related to local materials. The purpose of using local materials is in order to create

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basic competence, develop the competence of verbal language in communication, which able to fulfill the four language skills (listening, speaking, reading, and writing) in education context. Another purpose is to encourage the important of English language when it is used in global competition and modern technology era.

The development of English in Indonesia more focused on communicative competence in spoken language and written language, other reason why English must be developed in Indonesia is to get informational and literary knowledge by developing listening skills, speaking, reading and writing. By mastered all the skills, Indonesian learners are expected to understand and able to apply English whether in spoken or written language that make them able to compete in global and modern era. In addition, it is hope that by mastering English skills the learners are able to improve their language skills, understanding, and able to apply them both related to language and culture (BSNP, 2005).

Eventhough, there are many approach, strategy, and method already created, still the teaching and learning English from what the curriculum expected. There were found that there are many students are not motivated, interest and take serious response to English learning (Hasan, 2012).

Those factors show up that is caused by some of English teachers do not have ability to create variant activities to encouraged the process of teaching and learning in the class. Most of them are not applied students center, while more focus on teaching grammar only.

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Besides, some teachers most likely using memorization to students which create interested view and students feel uninterested to the activities of learning which create bad attitude and lack of motivation in learning English, which the impact is the students are unable to encourage their interest in English class, and often getting sleep in teaching and learning process.

In teaching English, the process of English learning can be using activities and materials related to the real life, using artificial situation, or combination from both of them. Thus, the purpose of learning English can be achieved when the teacher use approach, method, strategy and technique when the teacher are not mastered in knowledge or the art of teaching, there will always be found that the students still fail to master the important elements of English. They will not able to speak fluently, clearly, and appropriately, and also grammar knowledge of students will always be low.

Students' English achievement is the prove of the products which as indicator of the succeed of specific goals of a person. The focused on activities of the environment instruction whether in school, college, and university level.

In learning English, there are factors that contributing to affect the achievement of students' academic and psychological and sociological factors related to the factors which exist in outside of internal elements which include emotional aspect, and the domain of cognitive. Meanwhile, sociological factor related to the factors which exist in outside of internal elements, such as : environments, friends, and family.

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In learning English, there are factors that contributing to affect the achievement of students' academic and psychological and sociological factors related to the factors which exist in outside of internal elements which include emotional aspect, and the domain of cognitive. Meanwhile, sociological factor related to the factors which exist in outside of internal elements, such as : environments, friends, and family.

In conclusion, the main point of communication is to avoid misunderstanding between the speakers and listeners and the message is can understand well. Besides, in order to measure the achievement of students can be determined through the score based on the written test as a measurement of the students' achievement.

Students English achievement represents the outcomes that indicate which a person has accomplished specific goals thatfocus on activities of instructional environments, specifically in school, college, and university. It is used to describe capability of person's learning and his ability to apply what has learnt. It is one of the indicators used to measure the success of a learning process in English lesson.

According to Awang et al (2013: 22),there are two main contributing factors to students' academic achievement that are psychological and sociological factors. Psychological factors mean the internal elements of individual including emotional and cognitive domains, whereas sociological factors refer to external factors such as socio-environment and friendship.

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According to Winkel (1983: 43), the learner's factors consist of physical factors and non-physical factors. The physical factors include intellectual aspects (intelligence, learning ability, learning strategies) and non-intellectual aspects (motivation, attitude, interest, physics condition). The physical factors pertain of the physical condition such as the healthy of the body, the normality of the senses.

In order to reach good learning outcomes, it is a must to apply good approach and learning strategies so that the goal what have been plan can be achieved and running well in teaching and learning process as scientific approach show that the leaning must be students center not teacher center, the process of learning must be unconsciousness make students happy and interest in learning English.

In 2013 curriculum, scientific approach is emphasized to be applied in teaching and learning process. The purpose of this approach is to finding out science information, which using experiment as an instrument to test the ideas. So that decision can be made as a result of the analysis. Longman (2014) state that, this approach as a body of technique that used to investigate a phenomena, knowledge acquisition, correcting and integrating previous knowledge.

Tang et.al (2009) state that scientific approach is an approach which also known as a characteristic of " doing science ". Through scientific approach, teachers are allowed to make an improvement in learning English process and clear instruction when conducting the learning of the students.

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According to Hasan (2015), students in Riau Province mostly unmotivated and uninterested in learning English. Those findings are caused by monotonous activities which mostly created by the teacher in teaching and learning process. This situation unconsciously create negative attitude toward English, which the impact is students' motivation getting low and able to make students low motivation in speaking and unable to achieve good achievement in order to make individual differences among them.

In teaching and learning process students should learn the language through unconsciousness and every teacher should able to make students active, creative, effective and joyful (ACEJ) that will creating positives attribute in learning such as auditory, body kinesthetic and using affect (Hasan,et al. 2012).

As stated before, the way teacher build the learning environment will be affected by how the teacher created the environment itself which is the impact make the students interest toward the teaching and Learning process. When the students have been interested, they will easy to understands, enthusiasm, active and enjoy the teaching and learning process.

Anderson and Krathwohl (2001:65) stated that: "A focus on meaningful learning is consistent with the view of learning as knowledge construction, in which student seek to make sense of their experiences. In constructivist learning, students engage in active cognitive processing, as paying attention into coherent representation, and mentally organizing incoming information with existing knowledge."

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Pesantren as an education institution that create good environment to influence the improvement of students' achievement, whether the knowledge or the practice. In fact, there still many problems that still make the learning and application of English itself cannot be improve well such as ; the level of students boring is high because in pesantren they have many activities, home works, memorizing many subjects. Besides, some of students still have low motivations, thought English is difficult, boring, and not really important.

Hidi in Harackiewicz and Hulleman(2010) Interest is often thought of as a process that contributes to learning and achievement. That is, being interested in a topic is a mental resource that enhances learning, which then leads to better performance and achievement .

When discussing about English achievement, many factors that influence students' achievement, as following as : learning motivation of the students which affect by the strategy, students' attitude, and students' interest. Lack of learning facilities, method which are not relevant, and language learning strategies which are not relevant that used to the students English learning which created unsuccessful teaching strategies which caused hind the teaching and learning process of English (Zainil, 2015).

English that is taught in Indonesia as a foreign language mostly focus classroom activities which mostly focused on grammatical aspect, and sometime avoid the use of English itself in daily life context. This situation create passive

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students that only have the knowledge of English language but they unable to use English in their daily life.

The standard of English language mastery in Indonesia is declining due to the delimitations of the environment in which they are learning the language. English language in Indonesia is taught and learned as a foreign language. In other words, it is not used as a means of communication in daily life. Indonesian students use English only in classrooms when learning the language. Once they study other courses or when they go out of the classroom, they do not use English or they do not hear it being used by the people around them. In addition, they are too shy to practice speaking in English.

Harackiewicz and Hulleman (2010) mentioned that as important as interest is for performance and achievement, however, it believed that interest is critically important in its own right. Indeed, one of the primary goals of education is to help students discover their true interests and chart a life course based on interests developed and nurtured in college. Thus interest may be viewed as essential with respect to adjustment and happiness in life. Relegating interest to the role of a mediator (i.e. a motivational process that is important only because it influences performance) misses the central importance of interest in our lives

Teaching and learning process should create well, apply good strategy, make students active, interesting, and joyful. In fact, teaching and learning process now a day still focus on the transfer of knowledge that students intended

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to understand the materials by using textbook that students intended to master every chapter in the text book.

The phenomena above, indicated that the communicative language teaching concept, and the technique of classroom not implemented well yet. It necessarily for the teacher to understand and implement the strategies related to the students' need. The connection among the theories of language learning strategies can be through active, creative, effective and joyful learning toward students' English language achievement.

Besides, in pesantren curriculum only focus on the memorizing technique that is applied not in the teaching and learning process which the goal is students memorize many words than they will able to use English. It rarely that teaching English in pesantren applied good strategies.

It is necessary that teaching language different with another subjects in pesantren. The only thing that is need is just applied the right strategies in to make students, interest in teaching and learning process.

Based on explanation above, it is interested in conducting a research entitled **"The Influence of Active, Creative, Effective And Joyful (ACEJ) and Learning Interest Towards Students' English Achievement At *Pesantren* Bahrul 'Ulum Al – Islamy Pantairaja**".

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1.2 Statement of the Problem

In the classroom, to achieve the language it is a must to create the interesting of the students towards the subject first, then it will make more easy to measure students capability use English language in written or spoken. Besides, the curriculum emphasize that students should mastered four English skills. On the other hand, the curriculum only gives one meeting in a week that make the teaching and learning process is limited.

Besides, the students' motivation is limited which caused students do not really interesting on English. Some of students have potential but they were confusing how to speak that is caused by their background knowledge, so their silence is the best way to reduce their nervous. Students do not confident to communicate or use English in front of their friends. .

So, this study was focused on ACEJ learning and interest as determinant as psychology factors of second/foreign language learning achievement.

Because of those problems that the students had in academic achievement, so it would be an interesting research to see the influence ACEJ implementation and learning interesting in learning English toward English achievement. Those phenomena were needed to find out.

What factors influenced their academic achievement? What did ACEL learning and interest look like in teaching and learning process in a language classroom? How did ACEJ and interest develop on students' English achievement? How could schools best be made to foster learning process and the interest ? How did

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they apply ACEJ and students. interest in daily life? What were the possible reasons behind their interest and uninterested towards learning English as a foreign language? The students mostly unable to explore and express their thought in teaching and learning process, when solving the problems students try hard to solve the difficulties when teaching and learning process, when doing English task, the students mostly getting low score.

1.3 Limitation of the Problem

This research was focused on investigating the influence of Active, Creative, Effective And Joyful (ACEJ) and Learning Interest towards Students' English Achievement At *Pesantren* Bahrul 'Ulum Al – Islamy Pantairaja. Then, the limitation of population in this study was the tenth and eleventh grade and all population was served as respondents. However, few studies had been conducted to see the influence of ACEJ and learning interest in learning English toward their English achievement at Senior High School level.

In this regard, this study, through small in nature provided a document on achievement level of senior high school students affected by ACEJ and interest. Moreover, data dealing with ACEJ and interest were by using questionnaires and documented data were used for English achievement.

1.4. Research questions

Based on the limitation of the problem above, three research questions were formulated as the following questions:

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1. Is there any differences of Students' achievement between ACEJ class and non ACEJ class in learning English at Pesantren Bahrul Ulum Al Islamy ?
2. For students with high interest, Is there any differences of students' achievement between ACEJ class and non ACEJ class in learning English at Pesantren Bahrul Ulum Al Islamy ?
3. For students with low interest, is there any differences Students' English achievement in ACEJ class and non ACEJ Class in learning English at Pesantren Bahrul Ulum Al Islamy ?
4. Is there any significant interaction of ACEJ and Learning Interest towards students' Englih Achievement as Pesantren Bahrul Ulum Al Islamy ?

1.5. Purpose and Objectives of the Study

The purpose of this study was to examine the influence of ACEJ and Learning Interest toward English Achievement at Pesantren BahrulUlum. Specifically, the study was done to fulfill the objectives that could be stated as follows:

1. To find out is there any differences of Students' achievement between ACEJ class and non ACEJ class in learning English at Pesantren Bahrul Ulum Al Islamy.
2. To find out the difference of students' achievement between ACEJ class and non ACEJ class for students with high interest in learning English at Pesantren Bahrul Ulum Al Islamy.

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3. To find out the differences Students' English achievement in ACEJ class and non ACEJ Class with low interest in learning English at Pesantren Bahrul Ulum Al Islamy.
4. To find out is there any significant interaction of ACEJ and Learning Interest towards students' Englih Achievement as Pesantren Bahrul Ulum Al Islamy.

1.6. Significance of the Study

The reasons why this study was significant could be explained from three aspects. Firstly, this study investigated Pesantren as private school of the implementing ACEJ and how the students' learning interest towards English achievement. Consequently, this research might offer some empirical messages for English teachers in Pesantren about factors that influence students' English achievement.

Secondly, the results of how students' achievement in learning English could inspire teachers to provide appropriate stimulations to their students. Lastly, it was hoped that this study might help Pesantren students for providing the information of how they can improve their achievement in English learning.

1.7. Rationale of the study

This study was conducted to assess the influence of ACEJ and Learning interest toward English achievement. The improvement of ACEJ implementation and Learning interest toward English is one of the keys to improve students' achievement.

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Unfortunately, the implementation of ACEJ learning and interest toward English might influence the students' English achievement. ACEJ learning is believed to be contributed to the increasing of English language achievement which create positive and meaningful learning whereby students learn through various modalities such as body kinesthetic and using affect (Hasan, 2012).

Teaching and learning process of scientific approach through ICT with the strength of attitude, skill and knowledge made the students became more active, creative, effective and joyful learning to achieve the learning objectives. It also made the class became student centered instruction (Hasan, 2018).

Implementation of Scientific approach in teaching and learning process, which apply using ICT that combine with good attitude, ability and knowledge able to create students become active, encourage students' creativity, students become joyful, learning goal can achieve, and learning process become students center (Hasan, 2015).

In learning English, interest become one of the strongest motivation, and it is also known as another factors which affecting the learning of English (Gardner, 19985). In order to make an achievement, motivation and learning simultaneously having the same importance. It correlate each other because learning able to make new knowledge, while motivation combine with skill able to be encouraged through the process of learning (Wimolmas, 2013)

Then, the teachers' role as a facilitator in the class should find a way to help the students improve their achievement. In addition, academic achievement is

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a standard of the students' successful in learning. It means that when students get high achievement, they would get success in achieving or gaining their goal, in the other words, when the students do not get success in achieving their goal, it means that the students have low in achievement.

The phenomena about achievement above meant that the teacher should give the students chance to be creative in solving the problems and have a positive attitude and perception toward the English subject. So that by knowing some students' factors that influence students' achievement, it would be very important not only to the students as object of education but also for teachers and all stakeholder of school to improve the students' achievement, especially in English achievement.

1.8 Definition of Key Terms

To avoid the perception and similarity concepts in interpreting the term it is necessary to emphasize some terms as follows:

1. **ACEJ learning** in Indonesian basic education, Active, Creative, Effective and Joyful learning or in Indonesian term 'PAKEM' which is the acronym for 'Pembelajaran Aktif, Kreatif, Efektif and Menyenangkan (in the local language) ' is the term which is usually applied to active learning in primary schools (Hasan, 2015). This study focused on how isthe implementation of ACEJ learning toward English. In this study, the learning process refers to the learning using ACEJ at Pesantren Bahrul Ulum toward English learning achievement.

2. **Learning Interest** defined as "the enjoyment people experience when doing a task, or their subjective interest in the content of the task" (Wigfield & Eccles, 1992, pp. 280).
3. **English achievement:** achievement is a power to accomplish a test of knowledge or skill **(Morgan, 1989: 3).** Result of learning activities or students' English achievement that stated in form of symbols, numbers, letters, or words that may reflect results that have been achieved by the students in a given period of students' achievement in English subject. In this study, students' English achievement referred to the students learning outcomes at Pesantren Bahrul Ulum Al – Islamy Pantaiaraja .

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CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Learning Strategy

Accordinng to Oxford (1990) Steps that can be taken in order to enhance students' language is through language strategies. Strategies become special in learning because strategies role as tools to create activeness, self-direct involvement, that having essential role in developing communicative competence. Strategies of learning which implemented appropriately able to improved proficiency and encourage self-confidence.

The appropriate of strategies in learning language, can be oriented as the broad goal in communicative competence. Through learning strategies, students would be helped to participate in learning actively in communication authentically. Good strategies able to encourage communicative competence development.

In learning strategies, there are two major divisions they are direct learning strategies and indirect learning strategies. Both them have essential role in order to reach the successful of a performance. Direct strategies, closely related to the general management for the language in learning process which directly involved to encourage the target language. Meanwhile indirect strategies not directly getting involved to the target language.

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There two major classes of strategies classification that divided into six group as following as : the strategies of memory, the strategies of cognitive, the strategies of compensation, the strategies of metacognitive, the strategies of affective, the strategies of social (Oxford, 1990).

Learning strategies in this research focused on the implementation on Active, Creative, Effective and Joyful Learning.

2.2. ACEJ Learning Strategies

Schumaker and Deshler (2006) states that the strategy of learning as "an individual's approach to a task. It includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes. Learning mostly thought that doing unconsciously. For example, when reading content mostly slow down which caused by the difficulties in understanding, and it is need to used variety of strategies in order to organize and remembering the both key elements in the process of learning.

Because of many characteristics about people, it created wide variation that related to the terms of the strategies of learning numbers that can be known about how to use them. For example, us the students who already known the approached of new task type which able to figure out about how to apply the knowledge in order to solve the problem with enthusiasm.

Students who have better development in metacognitive skills usually having the strength of sense and what related to the process of learning having good needs. Students who have the skills in metacognitive skills usually mostly

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used it unconsciously. For notice, usually the students likely to using and selecting the strategy of learning that is most effective in order to help students in the task or learning particularly.

"Researchers and practitioners who have studied and applied learning strategy instruction in the classroom generally agree on the how of instruction" (Clarke, 2008). Three components of the skill are considered essential—knowledge of what the strategy is, how to apply it, and when and where to use it (Jones, Polincsar, Ogle, & Carr, 1987). Effective instruction must address all three components.

First, learning skills are most effectively taught in the context of contentarea instruction. Perkins-Gough (2002) discusses some related findings of the Rand Reading Study Group, specifically: whilst students are helped to broaden gaining knowledge of strategies within the context of studying about content material, they : receive extra opportunities for instructor support than they might if the guidance turned into furnished only at some point of pullout classes or unique sessions that specialize in take a look at capabilities training; and n Have more—and greater significant—opportunities to practice the skills.

however, there are three caveats to meshing method and content area guidance. the first is that most effective one new element ought to be supplied at a time. as a consequence, preparation on a new approach have to be offered inside the context of acquainted content material. in any other case, struggling students are likely to overload and be unlikely to research both the strategy or the content.

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Second, the competencies taught—and the strategies used to educate them— ought to be age- and grade-appropriate. as an instance, the metacognitive talent of summarizing might be addressed with number one-grades children by means of small-institution discussions about a tale, with the instructor writing down scholar comments. The teacher might then read the feedback aloud and ask, "What have been the two bi matters this tale become about?" college students could gain knowledge of exceptional methods to summarize and to "file" their summaries as they superior through the grades.

Third, instruction about techniques have to be specific. It should start with the trainer's modeling of the talent or strategy, observed by established opportunities for college students to exercise and practice the competencies—with trainer remarks provided to reinforce suitable use of the approach and correction or reteaching if the strategy is incorrectly implemented. The practise should additionally encompass elements that assist students discover ways to correctly generalize use of a strategy to different duties and instructions (Kiewra, 2002).

Consistent with Kiewra, properly strategy teachers: n Introduce the method through modeling it and describing it; n sell the strategy by means of telling why it really works; n Generalize the method by using telling where else it's miles beneficial; and n help students ideal the strategy by using imparting practice possibilities. teacher modeling is an in particular crucial element of method coaching. students who have tested an incapacity to use strategies—or to generalize a strategy they've used effectively to some other task—want extra than

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definitely listening to an outline. They need to see it in movement and, even higher, see it implemented to three barely distinctive responsibilities.

Protheroe (2003) adds some other detail to modeling by using using suggesting that instructors constantly “assume out loud” and encourage their college students to do the same. to apply this approach, instructors communicate through use of the approach while they use it. This enables students apprehend learning techniques and a manner to apply them “because they might see how a thoughts actively responds to wondering thru problem spots and building meaning from the text” (Vacca & Vacca, 2005). Protheroe (2003) presents some other cause to apply the “questioning-out-loud” technique to help college students use getting to know techniques. The teacher: who encourages it at the part of students also has an great diagnostic tool to be had. Strengths and weaknesses of character students within the place of metacognitive capabilities and approach use are straight away apparent. The teacher can use the data amassed to begin addressing beside the point use of strategies by way of some students, pinpoint the kind of both classwide and individualized coaching needed, and use powerful beginners’ techniques for instance for people with weaknesses in the region.

The final factors cautioned by means of Kiewra—possibilities for exercise— is also seriously important. college students who do not increase their personal techniques naturally need on the way to take a learned approach from the abstract to the concrete.

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Although teacher modeling helps with this, practice with the approach, followed by using comments from the trainer and help in correcting use of the approach if there is a trouble, will help to make the approach a probably useful dependancy. eventually, the aim of method instruction ought to no longer be rote memorization of a specific method but as an alternative the improvement of a repertoire of equipment a scholar can get right of entry to as needed.

Accordingly, instructors should construct in possibilities for college kids to generalize use of a approach to a brand new kind of project. this is some other skill that most particularly powerful beginners have. They mentally—and, again, often subconsciously—choose from among an expansion of strategies. In comparison, much less powerful freshmen may additionally fixate at the skill learned maximum these days or one which labored well for them inside the past—although in regard to a totally distinctive form of challenge. this is a cause why college extensive implementation of approach education can be specifically powerful.

As college students input fifth grade, for example, all fifth-grade instructors will know what studying strategies had been taught in third and fourth grade and remind college students to use appropriate ones. in addition, a approach taught in a math class can be pointed to via a technology instructor as one that would be beneficial for a specific technology mission.

In end, it may be recognized that there are three essential links between learning strategies and educational achievement. First, powerful use of gaining

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knowledge of techniques can decorate a student's potential to acquire academically. second, while some college students independently understand and follow a wide repertoire of studying strategies, others do now not.

finally, those techniques can successfully be taught as a part of contentarea practise. Principals can help make certain that scholars receive the necessary practise with the aid of educating instructors about the significance of mastering techniques, specifically for struggling students. further, they can paintings with their teachers to increase a college wide approach that offers ongoing and specific practise within the use of key strategies.Oxford (1990) classifies language learning strategies in two classes: direct strategy and indirect strategy. Moreover, Oxford (1990) elaborates these two classes of strategies in six groups; each group consists of specific behavior and thinking process. Direct strategy consists of memory strategy, cognitive strategy, and compensation strategy (Oxford, 1990).

Memory strategy helps language learners to store new information, cognitive strategy helps language learners to understand and use target language in many ways, and compensation strategy keeps language learners using target language even though their knowledge in target language is still insufficient (Oxford, 1990).

Indirect strategy consists of metacognitive strategy, affective strategy, and social strategy (Oxford, 1990). Metacognitive strategy enables language learners to control their cognition independently, affective strategy helps self-regulation on

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emotion, motivation, and attitude, and social strategy makes language learners learn language through social interaction among their peers (Oxford, 1990).

Based on classification of language learning strategies, Oxford (1989) develops an instrument to identify what strategies tend to be used by language learners called Strategy Inventory for Language Learning (SILL). SILL is a reference for language teachers on what strategies that have been used by their language learners. From English language teachers in EFL context's perspective, Hapsari (2013) states that nonnative speaker instructors of English have better strategic competence to teach English than native speaker instructors.

Nonnative speaker instructors of English have both the knowledge of language structure from their native language (if it is in Indonesia, then the native language is Bahasa Indonesia) and English as the target language. In addition, nonnative speaker instructors of English can do code switching and code mixing to explain the aspects of English language which is the target language of their language learners. Meanwhile in the perspective of language learners' strategic competence, Oxford (2001) as cited in Celce-Murcia (2007) states that language learners who use a variety of language learning strategies learn language faster than those who only use particular kind of strategies.

Sadighi dan Zarafshan (2006), for example, explore the effect of attitude and motivation in language learning strategies of 126 Iranian students who learn EFL by using modified Oxford (1989)'s SILL Worksheet. Other studies which use Ox ford's (1989) SILL Worksheet are Deneme (2008), Wu (2008), Yang

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(2010), Bodian (2015), and Kunasaraphan (2015). Deneme (2008) maps strategies used by 50 Turkish English language learners and reveals that metacognitive and compensation strategies are the least used by most of the students while memory, cognitive, affective and social strategy are frequently used.

Wu (2008) maps strategies used by Taiwanese English language learners and reveals that language learners who have better English language proficiency use more strategies than those who score lower and the most frequently used strategies are cognitive, metacognitive, and social strategies.

Yang (2010) maps 300 Korean English language learners in a university in Korea. The study reveals that language learners use the strategies on medium scale, the most frequently used strategies is compensation strategy and the least used is memory strategy. Bodian (2015) finds that language learners in Universitas Kelantan, Malaysia, applies more indirect strategies than direct strategies in learning French.

Finally, Kunasaraphan (2015) identifies language learning strategies used by 290 Thai English language learners in their first year in Suan Sunadha Rajabhat International College and reveals that the respondents use the six language strategies on medium scale. From previous studies for language learners in EFL context, it can be concluded that the use of language learning strategies can be different depending on the characteristic of language learners.

Language studying techniques, being particular actions, behaviors, tactics, or strategies, facilitate the getting to know of the target language by using the

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language learner. All language freshmen, unnecessary to say, use language getting to know techniques inside the learning process. because the factors like age, gender, persona, motivation, self-idea, lifestyles-enjoy, studying fashion, exhilaration, tension, and so forth. affect the way wherein language learners study the target language, it is not reasonable to guide the concept that each one language inexperienced persons use the same correct language getting to know strategies or have to be trained in using and developing the identical techniques to turn out to be successful newcomers.

As Lessard-Clouston (1997:8) mentions, studies to be performed on language gaining knowledge of techniques and strategy training need to move past descriptive taxonomies of language getting to know strategies and try to search for solutions to a huge variety of questions, which include: What sorts of language gaining knowledge of strategies appear to work great with what newbies in which contexts? Does language learning strategies or language mastering strategies education switch without problems between L2 and FL contexts? what's the position of language skillability in language learning strategies use and education? How long does it take to educate specific newbies in sure language gaining knowledge of strategies? How can one great determine and measure fulfillment in language mastering techniques use or education? Are positive language studying strategies found out extra without difficulty in lecture room and non-study room contexts? What language gaining knowledge of strategies need to learn at specific talent stages? it may be anticipated that solutions to the above referred to and many different questions from studies in an expansion of settings

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will pave the way for building the idea that appears necessary for greater language studying techniques work to be relevant to modern L2 / FL teaching exercise.

In line with Fedderholdt (1997:1), the language learner able to the use of a extensive style of language mastering techniques as it should be can improve his language competencies in a better manner. Metacognitive strategies improve employer of mastering time, self-tracking, and self-assessment. Cognitive strategies include using preceding knowledge to assist solve new problems. Socio affective techniques encompass asking native speakers to accurate their pronunciation, or asking a classmate to work together on a particular language trouble.

Growing abilties in three areas, along with metacognitive, cognitive, and socioaffective can help the language learner build up learner independence and autonomy wherein he can take manipulate of his personal studying. Lessard-Clouston (1997:three) states that language learning techniques make a contribution to the improvement of the communicative competence of the students.

Being a huge idea, language studying techniques are used to consult all strategies foreign language beginners use in gaining knowledge of the target language and conversation techniques are one kind of language learning techniques. It follows from this that language teachers aiming at developing the communicative competence of the scholars and language learning must be familiar with language mastering strategies. As Oxford (1990:1) states, language

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getting to know techniques "... are specially vital for language getting to know due to the fact they're gear for energetic, self-directed movement, that is crucial for developing communicative competence."

Besides developing the communicative competence of the scholars, instructors who teach college students to apply language getting to know techniques can assist them come to be higher language newbies. supporting students apprehend correct language learning techniques and schooling them to expand and use such desirable language learning strategies can be taken into consideration to be the favored characteristics of a very good language instructor (Lessard-Clouston 1997:three). studies into the good language gaining knowledge of strategies revealed some of nice strategies in order that such strategies may also be utilized by bad language newcomers looking to come to be greater a hit in language learning. however, there is usually the possibility that terrible language novices also can use the equal good language gaining knowledge of strategies while turning into unsuccessful because of some other reasons.

At this factor, it ought to be strongly harassed that the usage of the equal good language gaining knowledge of strategies does no longer assure that awful rookies will even become a success in language gaining knowledge of seeing that other factors may additionally play function in success.

Language learning strategies, being unique moves, behaviors, approaches, or strategies, facilitate the gaining knowledge of of the goal language via the language learner. All language newbies, needless to mention, use language getting

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to know strategies within the learning system. for the reason that factors like age, gender, personality, motivation, self-idea, life-revel in, getting to know fashion, excitement, anxiety, etc. affect the way in which language learners learn the target language, it isn't reasonable to support the concept that all language newcomers use the identical proper language mastering techniques or must study in the use of and growing the identical techniques to end up a success newbies.

As Lessard-Clouston (1997:8) mentions, studies to be done on language getting to know strategies and approach training must circulate beyond descriptive taxonomies of language gaining knowledge of strategies and try and seek for answers to a wide variety of questions, inclusive of: What types of language mastering strategies seem to work pleasant with what rookies wherein contexts? Does language studying techniques or language studying strategies training switch without problems among L2 and FL contexts? what is the function of language talent in language gaining knowledge of techniques use and schooling? How long does it take to train specific newbies in sure language getting to know techniques? How can one best determine and measure success in language mastering strategies use or education? Are certain language learning strategies learned more easily in classroom and non-school room contexts? What language learning strategies ought to study at exclusive proficiency ranges? it can be anticipated that solutions to the above cited and plenty of other questions from studies in a ramification of settings will pave the way for building the principle that seems essential for greater language studying techniques paintings to be applicable to present day L2 / FL teaching practice.

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According to Khaeruddin (2018) there are characteristics of ACEJ or PAKEM as follow as :

1. The learning is well planned, which is based on the results in the identification of goals and initial ability of students and includes the sequence of learning, classroom organizing, management of learning resources and ways assessment to be used.
2. The learning is interesting and challenging that is characterized by the role of teachers and not always dominant, while students actively perform learning activities.
3. Learning can also increase learning motivation, improve critical thinking skills; solve problems, including open tasks.
4. Students as learning centers, which are marked by the demands that students actively involved, participate, work, interaction among the student, find and solve problems.
5. Activate the learners
6. Encourage students' creativity & teachers,
7. Effective learning,
8. The learning is fun especially for learners. Purpose learning objectives goals;
9. Assess individual capabilities through specific tasks,

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10. Determine learning needs,
11. Help and encourage students,
12. Help and encourage teachers to teach better
13. Define learning strategies, Institutional accountability,
14. Improving the quality of education.

2.3. Nature of PAKEM (Active, Creative, Effective and Joyful) Learning

2.3.1 Active Learning

Energetic gaining knowledge of phrases is used to describe a lecture room technique which recognizes that rookies are lively in the learning manner via building knowledge and know-how in reaction to learning opportunities provided through the lecturers. This contrasts with a version of practise wherein understanding is imparted or transmitted from the trainer to college students. besides, lively studying way that newcomers take growing obligation for his or her getting to know, and that teachers are enablers and activators of gaining knowledge of, instead of lecturers or deliverers of ideas (Mark 2017).

Active learning is a time period that refers to several models of education that consciousness the duty of mastering on beginners. Bonwell and Eison (1991) popularized this approach to instruction. but in line with Mayer (2004), strategies like ―active gaining knowledge of‖ advanced out of the paintings of an earlier organization of theorists who promoted discovery studying. practice after preliminary mastering, is of essential significance in one‘s training/profession,

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and it's far critical for cognitive development, however practice is required gaining knowledge of.

Bell, D & Kahrhoof, J.(2006) state that active learning is a manner in which college students are actively engaged in constructing knowledge of records, ideas, and skills thru the final touch of teacher directed duties and activities. it's miles any type of hobby that gets college students worried in the getting to know method. In active studying, essentially, all of those sports are student targeted learning and require the learner to be actively concerned within the construction of understanding or the constructing of information.

Adams & Burns (1999) claim that scholars are actively engaged within the creation of expertise which makes a speciality of things which are critical to the beginners. individuals work collectively to clear up a mutual problem.

Primarily based on Hasan (2019) right here are examples of active gaining knowledge of activities that contain numerous learning strategies:

a. Class Discussion

Can be held in unison, in individual or in an online environment. This surroundings lets in for teacher or instructor steerage. firstly, each instructor and freshmen sing an English tune which is associated with the topic being taught. Secondly, the trainer offers a model of a venture as an initial instruction on how and what sports must be finished with the aid of the beginners. Secondly, they are attempting to follow the instruction and practice among them. ultimately, the trainer asks them to do in a pair work and a collection work interest.

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b. A Pair Work

Activity is whilst learners take a minute to ponder the previous lesson, later to talk about or practice it with one or greater in their peers and sooner or later percentage it with the elegance as part of a proper dialogue. in the course of this pair paintings pastime the teacher or teacher need to take a look at and make clear false impression or incorrect exercise. however newbies want a history within the concern rely to communicate in a significant way of interest. therefore a pair work interest is beneficial while novices can discover and relate the hobby to actual situations and situation what they recognize to others.

c. A Group Work Activity

Occurs after a pair paintings activity whilst the learners need to exercise or share with greater buddies. each organization consists of four or five folks and led by way of a chairperson. on the stop of a set paintings activity, a member of the group reviews or gives the undertaking to the whole magnificence.

In teaching EFL, it is a must to know the need of the target in this case are learner. Different cultures also have different traditions in the way classrooms and schools are run, with some cultures focused very much on the importance of the teacher. In such classrooms, and in classrooms with relatively limited resources, it is tempting to think that active learning cannot take place.

However, group work and careful, learner-focused questioning and instruction can still secure a classroom within which active learning happens. Carefully planned direct instruction, involving whole-class interactions rather than

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the teacher just lecturing students, can be one effective teaching methodology associated with active learning.

Learners must realize that understanding is more important than memorizing. There is more chance of success in building long-term understanding rather than just learning facts. They should approach lessons in this way, realizing that they have to actively 'make sense' of ideas rather than just remember facts, and that success depends on their willingness to make mistakes, to engage in discussion, to realize and accept they are sometimes wrong, and to learn from each other.

Besides, some teachers perceive active learning as a form of progressive education, expecting the learner to learn by themselves or in groups with the teacher acting solely as a facilitator.

As Professor Elizabeth Rata (2012) argues, "A teacher who says 'I co-inquire with my students', 'I learn from them', 'We construct knowledge together' does not deserve that status." Active learning requires highly skilled teaching that uses a wide range of instruction that incorporates scaffolding of tasks, a deep appreciation of how assessment can be used in support of learning and recognition of the need for differentiation as learners are at different levels. According to Mark (2017) there are some benefits of active learning:

Active learning fosters understanding (rather than rote learning facts), which students can then apply to diverse contexts and problems. It is this understanding and problem solving approach that employers and universities seek.

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Active learning fosters students' learning and their autonomy, giving them greater involvement and control over their learning and giving them skills to foster life-long learning in the future. It is closely associated with learning how to learn.

Learners will be better able to revise for examinations in the sense that revision really is 're-vision' of the ideas that they already understand.

According to Cameron (1999) Active learning is talking about encouraging students to participate in their learning. Students able to use the knowledge not only acquire it. They can apply, practice and understand it whether in written or spoken language. Students enjoy, and actively participate in the teaching and learning process.

While active learning places an emphasis on the student's role in the learning experience, there is no doubt that the success of any active learning strategy starts with the thought and planning of a conscientious instructor (Raudys, 2018).

According to Justin Raudys (2018), there eight active learning strategies that can be implemented in the teaching and learning process, as following as:

1. Reciprocal questioning

Encourage an open dialogue wherein students take at the function of the instructor and create their personal questions about a topic, analyzing phase, or lesson.

2. Three step interviews

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Encourages students to increase lively listening talents with the aid of quizzing each other, sharing their mind, and taking notes

3. The pause procedure

Intersperse strategic pauses into the class lectures and beautify scholar knowledge of teaching materials.

4. The muddiest point technique

Entails asking students to jot down notes at the most uncertain or most confusing detail of a given homework task, lecture, or magnificence dialogue

5. The devil's advocate approach

This approach recommend technique asks one or extra students to take the opposing facet of a major argument or point of view being discussed at some point of a lesson.

This approach can help domesticate active learning within the classroom by using encouraging students to:

1. assume greater significantly, challenging individuals to make bigger their knowledge of the views surrounding an issue and to view it via a special lens.

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2. come to be extra engaged, fostering involvement by using drawing out reviews to discover the complexity of an problem being studied.
3. Produce deeper information of subjects or problems, the usage of rigorous evaluation together make clear, probe, and pose options to issues being mentioned

4. Peer teaching activities

A flexible and multi-faceted technique to energetic studying, peer guidance encompasses quite a number situations wherein students teach capabilities or give an explanation for ideas to classmates.

Besides, there some popular options include:

1. Reading Buddies — A cooperative gaining knowledge of strategy that pairs two students who work together to examine an assigned text.
2. Cross – age peer tutoring — A peer learning strategy regarding students in specific grades, in which which one student instructs some other on cloth in which the first student is superior and the second student is a beginner.
3. Role play — a collection of students is split into smaller organizations and given a particular assignment to finish, like in small group work. however, similarly to running on a particular assignment, the participants of every group are requested to play a certain “role”. not like in conventional position-play, all participants of one group play the identical role, not personally assigned roles

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4. Game based learning platform

game-based learning platform add intensity and differentiation to the educational method and permit students to work with their teachers to obtain their learning goals.

5. Rotating chair group discussions

Rotating chair group discussions inspire students to actively pay attention to chose speakers who follow a sample of guiding magnificence dialogue and summarizing previous points.

Students lead and stimulate class dialogue as they "rotate" roles, again and again deciding on the subsequent speaker. to apply this method efficiently, make sure that students desires to take part, they must raise their hand**,** The student who is speaking calls on the next speaker, ideally someone who has not yet contributed**,** The student who has been called upon briefly summarizes what the previous student said before developing the idea further.

2.3.2. Creative Learning

In education, the term creativity is regularly used but seldom defined. in line with Baghetto mentioned in Hasan (2018:39) teachers may ask students to apply their creativity within the design of a assignment, or may confer with a student's response as creative, without explaining what they suggest.

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A lack of definition of this idea might bring about inaccurate assumptions, main academic actors (which includes teachers, students, parents, and coverage makers) to become aware of creativity only work with skills, the humanities and personal traits.

Baghetto (2005) points out, teachers might ask students to apply their creativity within the design of a assignment, or may confer with a pupil‘s reaction as innovative, with out explaining what they mean. A lack of definition of this idea may bring about inaccurate assumptions (Baghetto, 2005), main instructional actors (which include teachers, students, parents, and policy makers) to perceive creativity handiest with skills, the humanities and personal characteristics.

Creativity is regularly visible as a skill, or as a feature of eminent human beings. different persona trends had been recognized to exemplify an innovative thoughts. some of research recognize that creativity can be improved and cultivated.

Creativity lets in for the making of connections throughout unique regions of expertise (Burke, 2007). this is an vital point, as research suggests that students, and specifically young kids, find it very hard to transfer studying from one place to any other, or to apply former expertise to new subject matter (Sharp, 2004). They need to learn and taught how to make connections and to construct on preceding knowledge. In flip, this scaffolding allows a spread of know-how.

The connection among creativity and information may want to consequently be visible as a virtuous circle, where creativity stimulates

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understanding acquisition and new information allows new and creative questioning paths.

In addition, constructing a creative bridge between special domains provide consequences in holistic method to know-how. gaining knowledge of in a creative way is sincerely a form of that means making. Constructivist strategies to studying involve information and making new and treasured connections among old and new know-how. As Piaget (1973) had claimed, ‘to recognize is to invent‘.

Knowledge is a shape of which means advent- just as creativity is. therefore, creativity is an aspect of getting to know (Craft, 2005). innovative learning is therefore any mastering which requires knowledge, invention, making new connections, seeing matters in a extraordinary attitude. Noncreative gaining knowledge of, at the contrary, contains all studying privileging memorization over knowledge; rote mastering and learning of facts.

Powerful gaining knowledge of is the capability to perform a reason of studying; functioning correctly. people who will do nothing except they get something out of it for themselves are regularly highly effective individuals. the other definition is generating or able to generating an supposed result or having a placing impact.

Futhermore, Hewitt (2008) states that effective studying is an information and conscious reflection on studying techniques that are inadequate for powerful studying: the learner must recognize which approach is right, a way to use it and whilst to apply it most as it should be.

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Brown (2001) adapted from Brophy said powerful reward for developing a classroom climate that is positive, stimulating, and energizing because the followings; a teacher : - shows real delight and subject, - shows verbal and nonverbal variety, - specifies the particular of an accomplishment, so students recognise precisely what changed into accomplished properly, - is obtainable in reputation of noteworthy attempt on difficult assignment, - attributes achievement to effort, implying that comparable achievement may be expected in the future, - fosters intrinsic motivation to maintain to pursue desires, - is delivered without disrupting the communicative flow of ongoing interaction.

The use of the analogy does no longer suggest any similarly preconceptions about the expertise that guides instructors' classroom exercise. instructors of course do have other forms of information, which they use for different purposes, and their craft knowledge is probably to be extra or less included with the totality of their professional expertise; but it's far with their professional craft understanding, the information that informs their regular classroom teaching, that we are particularly involved.

Getting to know in a creative way is in reality a form of meaning making. Constructivist procedures to gaining knowledge of contain information and making new and valuable connections among antique and new know-how.

As Pieget in Hasan (2018:42) had claimed, to understand is to invent. Understanding is a form of meaning creation just as creativity is. Therefore,

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creativity is an aspect of learning which requires understanding, invention, making new connections, seeing things in a different perspective.

Consequently, if we need our learners to apply and expand their brains we want to train for meaningfulness. before going any in addition, it's miles critical to mention all twelve ideas, which, it may contribute to the search for which means in one manner or another:

The mind Is a Parallel Processor: The human mind is usually doing many stuff at one time. consequently, teaching should be based on theories and methodologies that guide the teacher to make orchestration possible. teachers need a body of reference that allows them to choose from the good sized repertoire of strategies and tactics that are to be had.

getting to know Engages the complete physiology: The mind is a physiological organ functioning in line with physiological regulations. strain and chance have an effect on the brain differently from peace, project, boredom and happiness. the whole thing that impacts our physiological functioning affects our capacity to analyze. stress management, nutrients, workout, and relaxation, in addition to other facets of fitness management, have to be completely integrated into the learning method.

The look for which means Is Inborn: The human mind attempts to make feel of our everyday stories. this is in its nature, and we can't stop it in any respect. therefore, in our classes we need to excite our learners, and arouse their interest.

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Our learners want to discover statistics themselves. in this manner, they will be challenged.

The search for meaning happens through Patterning: Patterning refers to the meaningful organization and categorization of statistics. The mind is designed to understand and generate styles. "Meaningless" styles are remoted pieces of records. learners are patterning, or perceiving and growing meanings all the time. we can have an impact on the direction, the data should be prepared in a way that permits brains to extract patterns.

Feelings Are crucial to Patterning: What we learn is prompted and prepared by means of emotions. feelings are essential to memory due to the fact they facilitate the storage and recall of facts. The emotional weather within the school and lecture room should be monitored on a regular basis. The environment wishes to be supportive and marked via mutual recognize.

The mind strategies parts and Wholes concurrently: There are large differences between left and proper hemispheres of the mind. however, the two hemispheres are interactive.

Learning involves each targeted interest and Peripheral belief: The mind absorbs data of which it's miles immediately conscious and to which it is paying attention. because of this the brain responds to the entire sensory context wherein coaching or conversation takes place.

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Mastering always involves conscious and unconscious processes: college students need to check how and why they learned. this may allow them to take price in their personal mastering and they'll expand personal meanings.

At the least there are one-of-a-kind types of reminiscence: A Spatial memory system and a fixed of systems for Rote gaining knowledge of: we've a natural, spatial reminiscence device that doesn't want practice session and permits for instant memory of reports. but, information and abilties that are treated in isolation are prepared in another way by using the mind and want extra practice and practice session. We, as educators, need to know that coaching dedicated to memorization does no longer facilitate the switch of mastering and in fact will intervene with the improvement of know-how.

It could be recognizing and don't forget excellent while records and talents are embedded in herbal, spatial memory: while research languages thru a couple of interactive stories related to vocabulary and grammar. The language is formed each by means of inner processes and social interactions. consequently, success in mastering a second language will depend upon the usage of all the senses and immersing the learner in a mess of complicated and interactive reviews. therefore, studying Is stronger with the aid of mission and Inhibited by hazard: The brain downshifts beneath danger, and it learns optimally when as it should be challenged.

Each Brain Is Unique: Systems in every individual brain is integrated differently, which means that we need to provide choices to attract individual brains.

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The innovative learning Initiative model is comprehensive, supplying support at the classroom degree, the district degree, and the network level. despite the fact that this may seem like numerous shifting pieces, studies indicates that tasks presenting aid at all levels of an academic system are greater a hit at meeting their closing goals for reaching scholar fulfillment (hall et. al., 1993).

The innovative learning initiative uses a collective effect framework to bring together leaders from distinctive sectors to deal with community priorities through: commonplace goals; at the same time reinforcing activities; shared size; continuous verbal exchange; and a "spine" agency to serve and support the initiative because it movements ahead (Kania& Kramer, 2011).

2.3.3. Effective Learning

According to Hasan (2018:43) effective learning is the ability to accomplish a motive of studying, functioning efficiently. those who will do nothing unless they get something out of it for themselves are regularly particularly effective people. the alternative definition is generating or able to generating an supposed result or having a striking impact.

Furthermore, Howitt (2006) states that effective learning is an expertise and aware reflection on studying strategies that are inadequate for powerful gaining knowledge of; the inexperienced persons ought to realize which strategy is proper, a way to use it and when to use it most as it should be.

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Brown in Hasan (2018:43) adapted from Brophy stated powerful reward for growing a study room weather this is wonderful, stimulating, and energizing because the followings a teacher:

1. suggests actual pride and challenge
2. suggests verbal and nonverbal range
3. Specifies the precise of an accomplishment, so students realize precisely what was finished well
4. is offered in recognition of noteworthy effort on hard assignment

five. Attributes achievement to effort, implying that similar fulfillment can be anticipated in the destiny

6. Fosters intrinsic motivation to hold to pursue dreams which introduced without disrupting the communicative flow of ongoing interaction.

moreover, Cooper and Donald Mc Intyr (1998) declare that the way forward ought to be one that recognizes the risks of making assumptions approximately what takes place in school rooms or what powerful coaching includes and which takes as its start line the try to recognize what humans in school rooms are looking to do, and the way they move approximately seeking to do it successfully. there is no inspiration right here that the folks who paintings in classrooms already realize all approximately powerful teaching and gaining knowledge of, but 3 things are suggested.

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First and maximum critical, the things that teachers and scholars attempt to reap of their school room teaching and studying. The methods they are trying to reap these things and the problems they come upon offer very fruitful beginning points for producing hypotheses about powerful school rooms teaching and studying.

Simplest through knowing approximately instructors and pupils' school room practices and the thinking that underlies them will it be feasible to theorize incisively approximately the constraints of contemporary lecture room practice.

Most effective via understanding approximately teachers and scholars' classroom practices and the thinking that underlies twill it be feasible to train starting teachers or to plot curricula or in other approaches to devise intelligently for the development of classroom exercise.

2.3.4. Joyful Learning

According to Hasan (2018:46) the intention of joyful learning is to make rookies to be happy and experience satisfaction in the course of the process of teaching and getting to know so that they're courageous to specific their ideas and deliver reaction to a person's idea in addition to to behave and act out joyfully.

Then, the remaining purpose of completely satisfied getting to know is to make learners lively and innovative in a completely happy condition and state of affairs to create harmonious interactions among the trainer and the learners and amongst inexperienced persons themselves inside enough and restrained time with a purpose to obtain coaching and mastering goals.

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According to Jagtap (2017) mentioned that joyful learning is important teaching strategy. mostly teacher ignore joyful learning or teacher is not trying for joyful learning in classroom. Teacher should try for joyful leering in our pedagogical subject. As teachers, it is a must to create joy in the classroom as it facilitates more learning and certainly faster learning.

Kohn (2004) as a neurologist and classroom teacher has shown that there are several benefits of joy in the classroom. Neuro imaging studies and measurement of Brain chemical transmitters reveal that students' comfort level can influence information transmission and storage in the brain (Thanos et all, 1999).

When students are engaged and motivated and feel minimal stress, information flows freely through the affective filter in the amygdale and they achieve higher levels of cognition, make connections, and experience “aha” moments. Such learning comes not from quiet classrooms and directed lectures, but from classrooms with an atmosphere of exuberant discovery (Kohn, 2004).

Based on explanation above, school teacher will aware about joyful learning. Teacher will teach to our student through joyful learning. Teacher will adopt some strategy about joyful teaching and learning. Teacher will try about think out of box of teaching. Innovation will be creating in among the teachers about joyful learning.

Furthermore, Brown (2001) states the way to create a advantageous classroom climate by means of establishing rapport. Rapport is a extremely

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slippery however essential idea in growing fine energy inside the classroom. Rapport is the relationship or connection the trainer establishes together with his/her students a dating constructed on accept as true with and appreciate that results in college students' feeling capable, in a position and creative in addition to comfortable mastering. here are how a teacher sets up one of these connection by:

1. showing hobby in each college students as a person
2. Giving feedback on every person's progress
3. brazenly soliciting students' thoughts and emotions
4. Valuing and respecting what students assume and say

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2.4. Learning Interest

Interest is one of the strongest motivations for mastering English, and motivation has been recognized as one of the predominant elements affecting English language learning (Gardner, 1985). studying and motivation have the identical significance inorder to acquire something. whilst learning makes us get new understanding and skills andmotivation pushes us to go through the studying technique (Wimolmas, 2013).

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Kusmayarti and Amertaningrum(2017) stated that Learning can be considered as a process of getting knowledge. Student's interest is important in learning and interests also play a important role in developing student's thinking ability.Interestspowerfully influence student's academic and professional choices. That is of course the teacher 's responsibility to establish the relations between student's interest and new knowledge.

When students are interested in what they are learning, hopefully they will pay closer attention, they will also process the information more efficiently, and employ more effective learning strategies, such as engaging in critical thinking, making connections between old and new knowledge, and attending to deep structure instead of surface features. Further, when the students are interested in a task, they will work harder and persist longer, bringing more of their self-regulatory skills into play.

Idit Katz et.all. (2006) call Interest as intrinsicinterest or intrinsic valuedefined as "the enjoyment peopleexperience when doing a task, or their subjectiveinterest in the contentof the task" (Wigfield & Eccles, 1992, pp. 280). Intrinsic interest may also enable kids to stay occupied in a venture withoutreceiving instantaneous comments due to the fact it is able to allow them to perceivethe undertaking as fun and as containing personally significant facts,which they can connect with various issues that hobby them.

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Further, kids who've an hobby in a positive subject matter, is probably able to rely oninternal cues as to how properly they may be doing because of their enjoy withsimilar duties.

2.4.1. Indicators of Students' Interest

According to Slameto (2003) indicators of students' interest can be shown through attention, asking to the teacher about the material, looking for other sources about the material or the lesso, concentration while learning, focus while the teacher explains the material, try to do the task difficult as any, still learning although the teacher did not go to class, enthusiastic to follow the lesson, diligently read the english book.

Needs is a condition in the person of a student who driving him to certain activities in order to achieve a goal. For examples:

1. Learn English in order to succeed in a career.
2. The awareness to make their own notes while learning process.
3. Feelings happy or joyful feelings
4. Enjoy in doing the task or exercise given by the teacher at school.
5. Always enthusiastic to follow the lessons.
6. Take a note from the material.
7. Teaching Materials and Teachers' Good Attitudes.
8. Teachers' attention makes the students motivated in learning English.
9. Students feel that learning English is fun.
10. Have a high enthusiastic to the lesson and the teacher.

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11. Teachers' explanation make the students understand about the lesson.
12. Ask if do not understand the material.
13. Always do the task given by the teacher.
14. Answer the question from the teacher.

2.5. Achievement in Learning English

Morgan (1981) states that the term " achievement' refers to what someone has completed. This term need to be prominent from " capability' which refers to something someone can do. similarly, Morgan offers a definition that "achievement' is accomplishment on a test of understanding or ability, also a private motive. In brief, _achievement .is the end result this is gained via someone after mastering the substances of a topic matter within certain period of time.

Success is closely related to mastering due to the fact studying itself is the method, at the same time as the achievement is the result. gaining knowledge of as a method of getting understanding and a brand new ability can be clearly influenced with the aid of learning elements. The mastery of the understanding and the new talent will no longer be effectively done if it is not supported via the getting to know elements.

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In step with exceptional and Kahn (1989), fulfillment exams try and degree what an man or woman has found out. they're specially helpful in figuring out man or woman or institution popularity in academic getting to know. achievement test rankings are utilized in diagnosing strengths and weaknesses and as a foundation for awarding prizes, scholarships, or levels.

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Then, Carter and Nunan (2001) said that language fulfillment is the volume to which the scholars have found out the contents or executed the targets of a specific curriculum of a language program.

Brown (2000: 7) states that getting to know is a exceptionally everlasting changes in behavioral tendency and it's far the result of bolstered exercise. In different words, getting to know is a change in behavior and wanted a reinforcement to enhance it. It implies that learning began when human was born till the cease of their life. learning is a process no longer simplest getting training from the formal schooling but also getting understanding from daily events came about in their life. In different words, humans can be known as learning in the event that they usually want to trade their behaviors, skills better than in the beyond.

So, studying may be defined as permanent change in behavior of an person based on his/her stories or discoveries. It approach that the manner of experience or discovery result in a new knowledge and allow to received knowledge in new conditions. Then, know-how acquisition includes procedure that transforms statistics from revel in into organized facts. In brief, a permanent exchange in behavior due to revel in.Learning is a complex process, much more complex than the stimulus-response connections envisioned by behavioral psychologists or the information processes conceived by the cognitive psychologists who succeeded them (Jonassen and Missouri, 2000: 1). It can be assumed that learning is not a simple process as we think; it is a complex mental process that related to psychology.

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Brown (2000:7) defines learning as acquiring or getting of knowledge of a subject or a skill by study experience or instruction. In addition, Brown classifies the term “learning” into several components as follows:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent, but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice. Learning is a change in behavior.

From the definitions above, it can be said that learning is a process done by people to get a better result of the society interaction. It can be indicated by people’s changes from interaction among other people or with his environment. This process can happen in a day, a week, a month or even for many years.

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2.5.1. Nature of Achievement

Nabila (2015) states thatachievement means a standardized series of educational test to describe what the students have learned which they have done

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with their effort and skill. It means that achievement is the way to measure and describe students' ability that designed by test.

Nabila also states that the concept of achievement consist of three aspects namely knowledge, skills and attitudes. In other words, achievement is considered as a key of criterions of test to see how the students have already done in learning process.

An Achievement test provides evidence about a student's status or level of learning. They may deal with knowledge of facts and principles in complex and usually life like situations (Payne 2003:450). In general, it can be concluded that achievement is the progress that the students make in their learning. Achievement can be measured with either standardized or teacher made tests. The test is used to describe performance in the subjects of the curriculum.

According to Payne (2003:449) an achievement test measures:

1. The effects of special programs
2. The effects of a relatively standardized set of experience
3. The effects of learning that occur under partially known and controlled conditions and
4. What the individual students can do at a given point in time.

Meriam – Webster Collegiate Dictionary (2004: 10) asserts that there are 3 definitions approximately achievement, they may be:

1) achievement is the act of attaining, accomplishment

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2) achievement is the end result won by using attempt

3) achievement is a superb or heroic deed

4) achievement is the high-quality and amount of a students' task.In education area, achievement is as a standard of learners' success in learning. It is determined with scores decided by the institutional of education itself. This achievement is given in the end of teaching and learning process based on students' performance during study, especially in the school; the achievement is given by the teachers.

In short, it means that something done successfully with efforts. So, achievement in learning means the results that the students get by doing activities like exercise and test in a learning process.

David Bong (2021) state that language learners at the novice level need to focus on memorizing vocabulary and the basic building blocks of language so achievement exercises/tests are particularly appropriate and important at this level. So you can just ignore those ads for some language learning programs that claim you won't need to do any of that needless memorization.

Memorization is important, but it is only part of the picture. Without beginning to apply those memorized words and phrases into an unscripted proficiency-based learning environment, learners will not learn how to improvise and respond to the unexpected and incompletely understood situations they will

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experience in the real world. Instead they risk becoming fearful of any situation in which they do not know every single word.

This fear of the uncertain is the experience that many learners have sadly been given in traditional classrooms that focus on rote memorization and regurgitation. So, achievement assessments are important, but if used excessively, can produce learners who are incapable of real world use of the language elements they have learned in class.

As learners advance and accumulate more building blocks of language, classroom exercises and assessments that encourage learners to practice familiar topics in an unscripted, but comfortable environment can be effective in easing them into real-world proficiency situations. These performance type exercises and assessments lie between achievement and proficiency, but are clearly distinct from proficiency, which is based on topics that are unplanned and potentially unpracticed, but that are appropriate for a learner's level.

A proficiency assessment that questions a novice learner about politics will be meaningless, but one that asks about personal information about an exchange student, for example, is appropriate even if the learner hasn't studied vocabulary or a dialogue specific to that situation. The exchange student question will ask the learner to pull together language that s/he has learned in a way that replicates real world language, i.e. proficiency situation.

Many research have been carried out on factors that affect mastering and achievement of students in colleges. preceding studies indicated that many factors

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are associated with students' educational success. a number of the factors which are given interest by researchers are self efficacy and achievement motivation. overview of literature confirmed that self efficacy and achievement motivation play an important role in figuring out scholar's instructional achievement.

overview of literature confirmed that self efficacy and success motivation play an essential position in determining a scholar's instructional success. as a result, the power of self efficacy and fulfillment motivation ought to be diagnosed a good way to help students enhance their performance. Self-efficacy is one of the elements that are critical to supply extraordinary students. college students who accept as true with that they're able to do certain responsibilities can have a excessive self belief and will reap higher effects.

at the contrary, people who've low self efficacy tend to avoid doing obligations and incline to be in despair whilst facing problems or troubles. Self efficacy is intently associated with self-motivation due to the fact it's far belief that it impacts one another. high self efficacy will increase motivation and on the equal time high self efficacy can also boom achievement motivation (Woolfolk, 2008). fulfillment motivation has been described as the tendency of an person to achieve delight based at the achievement acquired which is primarily based on the diploma of excellence.

success motivation may be defined because the want for achievement or the attainment of excellence. individuals will satisfy their wishes thru

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extraordinary manner, and are driven to be triumphant for varying motives each internal and external.

Many research performed through psychologists discovered that there may be a relationship between achievement motivation and the achievement of an individual in any field. inside the context of this examine, scholar's self efficacy in English language and success motivation in technological know-how subject which is taught in English had been examined to become aware of the position of language on pupil fulfillment as counseled through Vygotsky's Socio-cultural idea.In this research, learning English achievement is measured from students' achievement in mastering the language skill; they are receptive skill (listening and reading) and productive skills (speaking and writing). It can be meant the result that achieved by students in learning process. In this study, the learning achievement refers to the students' achievement in English subject of the students of Pesantren BahrulUlum Al – Islamy Pantairaja.

2.5.2. Factors Affecting Learning Achievement

there are numerous elements affecting college students' studying success. factors that have an impact on getting to know success can be divided into standard companies those are inner and outside factors.it's miles supported by using Suryabrata assertion (1983:1),he states that factors influencing college students' gaining knowledge of fulfillment are factors that come from college students' outside and internal facets. In short, both students' external and internal factors can affect students' achievement.

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Internal factors mean factors inside the students that influence them in learning English. There are two general groups in internal factor, namely; physiological factors and psychological factors.

In physiological factors, there are types of situations, they're; general body structure situation and specific physiology condition. wellknown physiology situation influences college students mastering manner primarily based on students' healthful circumstance. A student who's unwell or has bad health situation has vulnerable physic, so their sensory and motorist nerve grow to be susceptible and they'll be hard to analyze or observe.

particular physiology circumstance that related to the feature of five senses in gaining knowledge of manner mainly sight and hearing, and also any other bodily disorder will disturb college students' awareness in mastering process.

mental element is split into sorts; those are cognitive and non-cognitive variable. Cognitive variable includes skills and intelligence. at the same time as, non-cognitive variables include; interest, motivation and students adulthood.

The external factor is learner subjects for example English because of the influence from outside. They need to learn English because there is English lesson at school.

Meanwhile, other factors that affect the learning process are:

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Learning depends on mental age. Before learning takes place the sensory motor and pervious structure should reach a certain level of maturity. Matual.exporation of both muscles and brain are necessary in any skill learning situation.

2. Observation

The ability for observation is a prerequisite for good perception and consequently for learning. Learning process is affected by observation. An individual observes process, behavior and phenomena and later copy them in his own way.

3. Insight

Insight also plays an important part in learning. Insight is defined as a sudden flash of thought or solution in mind that helps one to face a problem solving situation.

4. Attention

Attention plays an important role in the education, and training process. Attention was associated earlier with will, judgment, reasoning etc. but attention is a selective activity of our consciousness. Attention is not a power of the mind. It is not static.

5. Interest

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Interest is an inner disposition or tendency of readiness to perceive. Interest therefore elicits attention. Effective learning requires assimilation and interest. Creating interest in learning is a principal function of the instructor as interest forms the prime basis of learning.

6. Motivation

Motivation leads to attain objectives and goals. Motivation is also one of the psychological factors that gives much effect on language learning. In teaching and learning method of lively. creative, effective and joyful learning, motivation is the most essential affective elements to be owned with the aid of the novices, the higher the motivation, the higher the gaining knowledge of achievement will be.

Winne (2004) described that"motivation' is as cause that inspired individuals to act in _types of behavior'. moreover, Harlen and Crick (2003) say that motivation is a multifaceted idea, deeply associated with a number of mental factors, non-public willpower, 6ba8f6984f70c7ac4038c462a50eeca3, self efficacy, effort, self law, locus of manipulate and purpose orientation.

In addition, the idea of success motivation is not a single concept, alternatively, it is a complicated notion that entails a range of of factors that motivate college students to attain. Then, Escribe and Huet (2005) described success motivation as the " individuals" belief or motive towards their success, even as Carol, Kaplan, and Michael (2001) defined it as 'the functions for behavior which are perceived or pursued in a competence-relevant putting'.

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achievement motivation consists of numerous regions including dreams orientation, intrinsic motivation, brief and lengthy terms " goals "

However, this have a look at became designed and constrained to dreams orientation specifically mastery intention performance intention and overall performance-avoidance goal orientations in getting to know English. The mastery goal addresses students' reasons to interact in getting to know English throughout their teaching and learning method the usage of deeper cognitive and meta-cognitive techniques to gather understanding. Mastery aim orientation refers to how college students interact in studying for the sake of understanding.

Performance goal offers with students 'reasons to have interaction in getting to know for the cause of grades or opposition. performance-avoidance intention is associated with students'low capability belief, and avoidance behaviors of it refers to college students' motivation to avoid bad effects and perceived failure as a result of inadequate ability.

(Elizabeth and Pintrich 2003) Salwa (1999) affords enormous evidence and documented findings to conclude that principle of success motivation merges numerous motivational elements, such extrinsic incentive, students' belief in the direction of mastering activities, mother and father and domestic impact, instructors' interplay and strategies of coaching, getting to know environments and peers' consequences, dreams and venture cost among others.

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7. Fatigue

Cause of fatigue is loss of energy, loss of oxygen, limited storage of energy, loss of interest, development of dislike etc. Mental fatigue is caused by loss of interest and monotonous of learning.

2.5.3. Measurement of Learning Achievement

Achievement means the proficiency that students have in their learning process. It is an indicator that what students get in their learning. There is a kind of test to measure it, and it is called achievement test. It indicates information that students have mastered in learning process. It is designed in the scores by test score or teachers' marks. In formal education system, educational achievement is the main criterion for measuring education system in accomplishing to educational purposes (Pour, 2015:144).

It can be assumed that, academic achievement is the way to measure of education system in other to get some academic purposes.It is quality and quantity of student's activity.

From the reason above, achievement can be stated as the accumulative end result of mastering method. it can be used to see how some distance the capability of the students. In English learning success, it can be intended as the end result of English learning manner that the students get from the trainer in form of rating. The score may be a test that a teacher makes or a kind of standardized test.

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Schooling achievement is measured by the grades pupils obtain in the different taught subjects **(**Berlin and Tavani, 2013: 1). It means that developed and gained knowledge in the school subjects is measured by the marks or scores that the students get.

2.6. Review of Related Studies

This section provides several researchers that had related studies brought out on active, creative, effective, and joyful (ACEJ) learning as follows:

Abdullah Hasan, et.al (2015) the usage of active, creative, effective and joyful (ACEJ) learning strategies in the direction of English achievement and their Behavioural adjustments amongst primary school college students : ACEJ Language gaining knowledge of techniques specializing in its results closer to students' English language fulfillment and their behavioural modifications. records is collected through a quantitative and qualitative approach. A quasi-experimental technique is adopted with a pre-publish-check analysis.

A total of 181 year-four college students of elementary schools in Riau province and 3 teachers had been worried as the members of the study. The quantitative data showed extensive variations on college students' English language success scores among experimental and manage agencies via ACEJ mastering. The qualitative data on the other hand, dealt with teachers' perception towards college students' behavioural adjustments at some stage in the process of the treatment of LLS via energetic, innovative, powerful and joyful gaining knowledge of.

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Ichwan et.al (2014) Determinants of Active, Creative, Effective and Joyful Learning Behold by Teachers : elements affecting active, creative, effective and joyful learning were examined in this research. The inquest turned into considered from school curicullum, school governance and teacher perspectives in making prepared students with recognize to the calls of the twenty first century abilties. It became geared in the direction of reviewing and describing elements and the most capacity aspect of them in individuals of the family to shaping powerful teaching and studying manner in the study room behold mainly via Indonesian teachers.

The research modified into carried out below quantitative method with the useful resource of using direction evaluation. Survey turned into finished to acquire records from one hundred and twenty eligible respondents the usage of easy random sampling strategies. 5 hypotheses were developed to examine statistically what could be factors and the maximum influencing issue to effective coaching and gaining knowledge of technique in the school room.

Four sets of instruments within the shape of questionnaires were developed and processed to inferentially make the perception. It turn out to be ultimately located that four of the hypotheses were tested drastically with the useful resource of the assessment. The maximum influencing factor in generating powerful education and gaining knowledge of system come to be the school curriculum.

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Michael seen more youthful (2018) Indonesia's active, modern, effective and thrilled mastering: From a university trainer education software to high school lecture rooms : This take a look at requested how and to what quantity professors have been modeling and encouraging active-studying techniques within the students' English and training guides in response to decentralization reforms on the university of Banten, in Serang, Indonesia.

A dialogue of the records of PAKEM (pembelajaran aktif, kreatif, efektif dan menyenangkan) insurance and its implementation builds a framework for identifying and deciphering specific demanding situations which impact English trainer training and the know-how and implementation of PAKEM lively gaining knowledge of techniques. PAKEM represents a detail of ongoing decentralization coverage and have become explored thematically through an ethnographic evaluation of in-depth money owed of professors, instructors, and college students on the campus over ten months.

The speak offers huge and various evidence of dynamic responses to PAKEM policy changes. instructors were nicely knowledgeable about and engaged inside the implementation of energetic getting to know methods in schooling. Findings are positioned among similar case research at the implementation of energetic gaining knowledge of pedagogies and consistencies are identified and noted.

Isnaini Wahab(2018) The Using of "Pakem Approach" In The Students' Learning English Activity. This study was aimed to know the teaching method of

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the teacher, and to know the active learning of students in the classroom. The research method used in this research was a descriptive study. Which the result is students' active ness is good.

Rizki., et.al (2018) Implementation of comfortable mastering technique in presenting mastering Motivation for primary school scholar. on this studies it's far determined that pleased learning capable of modify kid's mental improvement by way of presenting studying in a nice surroundings, it is anticipated that the mastering process is achieved in a relaxed, no-load way, and children have gaining knowledge of motivation.

Syamsul Bari, et.,a; (2011) Action Research on the Implementation of Active Learning at an Elementary School in Aceh. In this research it is found that after receiving training in active learning, and their tentative understanding prevented their active experimentation with what they had learned.

A brief retraining session focused on arriving at a common understanding of the concept, committed school leadership, and learning from peers appeared to have a significant impact on teachers' willingness and ability to try to teach for active learning.

Abdullah Hasan and Mohd Majzub, Prof Puan Sri Dr Rohaty (2014) *The effects of active, creative, effective and joyful learning strategies toward English language achievement among primary school students in Riau province, Indonesia.* PhD thesis, UKM. In this research determined that it showed the significant effects of LLS through ACEJ learning toward students' English

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language achievement between EG and CG. The qualitative data were collected using an interview protocol of three English teachers of selected schools and the responses were analyzed through a content analysis. Data generated based on interview illustrated that the teachers gave very positive comments on their perceptions of the students' language learning strategies toward students' behavioral change through ACEJ learning of the elements presented in the English classroom.

Noldi Pelenkahu (2017) Improving Speaking Skill Through Joyful, Active, Creative, Effective Approach (JACEA): Classroom Action Research at Fourth Grade Student. The research implicated that JACEA should be used as an English learning approach to improve four grade student speaking skill.

Kluth and Udvari – Solner (2017) Joyful Learning: Active and Collaborative Learning in Inclusive Classrooms. In this view, Joyful Learning presents a range of strategies that can be used at both the elementary and secondary levels to engage students in discussion, debate, creative thinking, questioning, and teamwork.

Providing classroom-tested examples, specific guidelines, and reproducibles, the book provides tools for teachers to promote relationship building and interdependence, help students teach one another as they make discoveries about course content, support learners in preparing for assessments, engage in whole-class learning while assisting students who need personalized instruction, assess learner understanding and celebrate growth.

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Isnaini Wahab (2018) did a research entitled The Using of "Pakem Approach" In the Students' Learning English Activity. This study was aimed to know the teaching method of the teacher, and to know the active learning of students in the classroom. The research method used in this research was a descriptive study.

The population of this research was the sixth grade of SD Kartika XX-I Makassar with the sample consist of 26 students. Data collection is taken by giving the test. The students were asked to rearrange the picture in groups. The results found that the method used by teachers is PAKEM method.

The result of the low score is 75.05 with a standard deviation of 16.2. It is known that the range of values of 80-100 are 7 people (26.9%) with excellent category, 66-79 ranges of 6 (23.1%) with good category, the range of values 56-65 is 3 (11, 5%) with moderate category, 40-55 value ranges were 6 persons (23.1%) with the category of less, 30-39 score range was 4 persons (15,4%) with failed category. It can be concluded that student activeness in class is good.

2.7. The Operational Concept and Indicators

The operational concept is a primary element to keep away from misunderstanding and misinterpretation from the research in carrying out this research. it is necessary to clarify in brief the variable used in reading the facts.

In this research, there were three variables; two of them are independent variables. The first independent variable in this research was students' attitude.

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The second independent variable was perception, and one dependent variable was English achievement.

Based on explanations above, it could be seen that The indicators of students' ACEJ as variable ($X^{1)}$ are:

1. Behavioral aspect: deals with the way one behaves and reacts in particular situations. In this case, behavioral related to how students react to the learning process in the classroom.
2. Cognitive Aspect: involves the beliefs of the language beginners approximately the information that they receive and their expertise in the system of language studying. In this case related to students' understanding about the teaching materials and also as a measurement whether the learning goals reached or not.
3. Emotional Aspect: feelings and emotions of learners that impact their views and their attitudes toward the target language which related to how English being taught to the students and how their responses.

2.7.1. Indicators of ACEJ (Active, Creative, Effective and Joyful) Learning (X_1)

ACEJ learning In Indonesian fundamental education, lively, creative, effective and joyful learning or in Indonesian terminology called 'PAKEM' that is the acronym for 'Pembelajaran Aktif, Kreatif, Efektif and Menyenangkan (within the local language) ' is the term that is normally implemented to active study in primary schools (Hasan, 2015).

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It is necessary to know that how is the implementation of ACEJ in the teaching and learning process. There are some indicators in ACEJ, as following as :

1. Students learning well (goals, the sequence of learning, classroom organizing, learning management resources and assessment).
2. Students are interesting and challenging in learning, increase learning motivation, improve critical thinking skills; solve problems open tasks
3. Students as learning centers, (students actively involved, participate, work, interaction among the student, find and solve problems).
4. The learners are active
5. Students' creativity encouraged,
6. Students learning effective (related to time management)
7. fun learning for learners.
8. Assess individual capabilities through specific tasks,
9. Students learning needs is determined
10. Students are encouraged,
11. Encourage the learners to learn better
12. Students learning using strategies, Institutional accountability,
13. Students contribute to the quality of education.

2.7.2. Indicators of Students' Interest (X_2)

1. Students pay attention while the teacher explains the material.
2. The students have good willingness

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3. Students try to do the task difficult as any.
4. Still learning although the teacher did not go to class.
5. Enthusiastic to follow the lesson.
6. Diligently read the English book.
7. Learn English in order to succeed in a career.
8. The awareness to make their own notes while learning process.
9. Enjoy in doing the task or exercise given by the teacher at school.
10. Always enthusiastic to follow the lessons.
11. Take a note from the material.
12. Teachers' attention makes the students motivated in learning English.
13. Students feel that learning English is fun.
14. Have a high enthusiastic to the lesson and the teacher.
15. Teachers' explanation make the students understand about the lesson.
16. Ask if do not understand the material.
17. Always do the task given by the teacher.
18. Answer the question from the teacher.

2.7.3. The Indicators of Students' Achievement (Y)

The data about the students' achievement in learning English are obtained through the examination conducted by the school, the student's score or achievement into some measurable categories are interpreted as follows:

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Table II.1 The Category of Students' Achievement

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
46-55	Less
05-45	Fail

Sudijono (in Duha, 2009: 54)

The standard minimum score (KKM) for English lesson of the second year of Pesantren BahrulUlum Al – Islamy Pantairaja is 75 point. The scores of dependent variable (Y) can be seen based on English achievement obtained from the teacher's documentation which consist of students' daily task score, MID test score, and final test score.

2.8. Hypothesis

H0 1 : There is no significant difference of Students' achievement between ACEJ class and non ACEJ class in learning English at Pesantren Bahrul Ulum Al Islamy.

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Ha 1 : There is significant difference of Students' achievement between ACEJ class and non ACEJ class in learning English at Pesantren Bahrul Ulum Al Islamy.

H0 2: For Students high Interest, there is no significant difference of students' Achievement between ACEJ class and non ACEJ class in learning English at Pesantren Bahrul Ulum Al Islamy.

Ha 2 : For Students high Interest, there is significant difference of students' interest between ACEJ class and non ACEJ class in learning English at Pesantren Bahrul Ulum Al Islamy

H0 3 : For Students low interest ,there is no significant difference Students' achievement between ACEJ class and non ACEJ Class in learning English at Pesantren Bahrul Ulum Al Islamy.

Ha 3 : For Students low interest, there is significant difference Students' Achievement Score between ACEJ class and non ACEJ Class in learning English at Pesantren Bahrul Ulum Al Islamy.

H0 4: There is no significant interaction of ACEJ and Learning Interest towards students' Englih Achievement as Pesantren Bahrul Ulum Al Islamy.

Ha 4 : There is significant interaction of ACEJ and Learning Interest towards students' Englih Achievement as Pesantren Bahrul Ulum Al Islamy

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CHAPTER III

RESEARCH METHODOLOGY

1.1.Research Design

This research used used was factorial design. A factorial design is one of the which two or more variables are manipulated simultaneously in order to study then independent effect of each variable on dependent variable as well as the effects due to interaction among the several variable (Cresswell, 2014)..

The quantitative approach would be used to obtain the relationship between ACEJ learning and Learning Interest toward English achievement at Pesantren Bahrul Ulum Al – Islamy Pantairaja.

on this studies, there were two forms of variables: unbiased and structured. unbiased variables have been those the investigators pick to examine (and regularly control) that allows you to verify their possible effect(s) on one or more variables.

An independent variable become presumed to have an effect on, to persuade one way or the other, every other variable (Wallen and Fraenkel, 1991: 36). on this studies, there have been 3 variables used in this studies, firstly unbiased variable ACEJ gaining knowledge of that become symbolized with the aid of “X1” and students’ interest in studying English which changed into symbolized with the aid of “X2”, and based variable become English success symbolized by means of “Y”.

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The research design can be seen on the table below :

Table 3.1. Research Design

Achievement	ACEJ Learning (A1)		Learning Interest (A2)	
	ACEJ Class	Non ACEJ Class	ACEJ Class	Non ACEJ Class
High Achievement	A1B1 A2B1		A1B1 A2B1	
Low Achievement	A1B2 A2B2		A1B2 A2B2	

Note:

A : Independent Variables

B : Achievement

A1 : ACEJ Learning

A2 : Learning Interest

B1 : Student that have high Achievement

B2 : Student that have low Achievement

1.2.The Population and Sample of the Research

According to Gay (2000) the population was sampled comprise the individual's item or events selected from a larger. Furthermore, Healey (1987), a

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population is the total of a collection of all cases in which the researcher is interested. furthermore, McMillan (1992) states that a population is a set of elements or cases, whether individuals, gadgets, or evens that agree to particular standards and to which we intend to generalize the outcomes of the studies.

The population of this research are students of Pesantren Bahrul Ulum Al Islamy Pantairaja. They are consist of 404 students. The duration of this research was started from 18 September to 18 November 2020.

For more detail of population can be seen in the table below :

Table III.1 Students Population of Pesantren Bahrul Ulum Al Islamy

No	Grade	Male	Female	Total
1	VII	37	47	84
2	VIII	44	60	104
3	IX	44	36	80
4	X	16	32	48
5	XI	18	27	45
6	XII	10	33	43
Total		169	235	404

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Because of the number of students are so many, random stratified sampling was used in this study. Sample is representative part of all population to serve as respondents. In this research 49 % of 404 population taken as sample, there are 196 students as sample (Krejcie & Morgan, 1970).

It can be seen in table below :

Table III. 2 The sample of ACEJ Class

No	Class	Population		Sample (49 %)		Total Sample
		Male	Female	Male	Female	
1	VII	37	40	18	21	39
2	IX	40	36	19	17	36
3	X	17	32	8	15	23
Total		94	108	35	5	98

Table III. 3 The sample of Non ACEJ Class

No	Class	Population		Sample (49 %)		Total Sample
		Male	Female	Male	Female	
1	VIII	42	60	21	29	50
2	XI	20	27	9	14	23

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3	XII	20	33	9	16	25
Total		82	120	39	59	98

1.3.The Technique of Data Collection

In order to get data for this research, the techniques would be applied as follows:

a. Questionnaire

In line with Hornby (1995: 688), questionnaire is a listing of questions to be spoke back by using a set of people as a way to get facts or facts. Arikunto (1998: 140) also stated that a questionnaire is a set of questions that must be responded by respondents with the intention to get the data of respondents' information, experience, mind-set, information, and opinion.This research the questionnaire was used to investigate and to collect information about the students' attitude and creativity toward English achievement. All population would be asked to fill out the questionnaires in the presence of the writer. The likert scale would be used to give the weight of each questionnaire, they are: strongly agree (SA) agree (A) undecided (U) disagree (D), and strongly disagree (SD). The score of every item depended on the statement. The positive range of the score is as 5-4-3-2-1 and 1-2-3-4-5 for the negative range of score.

The types of questionnaires by Joseph Muri (2005: 134):

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1. Closed Questionnaire, questionnaires alternative predefined answers. Respondents only choose between alternatives that have been provided. They are not given any probability to give long answer in his or her way of explanation because the respondents only have to choose the available options. In this study, closed questionnaire would be used to measure the perception of students' attitude and creativity in learning English.
2. Open Questionnaire, this questionnaire provides an opportunity for students to express their opinions about something in question in accordance with the views and abilities. Alternative answers are not provided. They created their own answers and sentences in the language itself. It enables the respondent to answer the question freely according to his or her interpretation and opinion.
3. Closed and open questionnaire, this questionnaire is a combination of the two forms that have been discussed. This questionnaire is a combination of the two forms that have been discussed.

b. Documentation

Documentation that was used in this research was students' English achievement data. In this research, final test was used to know the students' English achievement. The data would be collected from the English teacher. With this documented data the researchers obtained a value of the data or the results of student achievement, which these data was processed to determine the influence of ACEJ and students' interest in learning English toward their achievement of English at Pesantren Bahrul Ulum Al Islamy Pantairaja.

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3.4.The Technique of Data Analysis

In order to find out whether there were significant correlations between ACEJ toward achievement in learning English, and students' interest toward English achievement, the data would be analyzed statistically. The data were obtained from the questionnaire and the achievement test.

The questionnaire for ACEJ was analyzed by using Attitude Scale and the questionnaire for students' interest was analyzed by using Likert scale formula. To score the scale, the response options were credited 5, 4, 3, 2, and 1 from absolutely agree to absolutely disagree statements. The analysis of description percentage would be used to measure ACEJ and students' interest.

3.5 Validity and Reliability Test

3.5.1 The validity of instrument

earlier than amassing the statistics, each item of questions became examined in an effort to be ideally to attempt out. The reason of the strive out is to discover the high-quality of the check objects. b that a test is approach of a measuring someone's capability, expertise, or performance in a given area. Validity is the extent to which inferences make from assessment effects which are appropriate, meaningful, and useful in terms of the cause of the assessment.

To measure whether or not the take a look at become legitimate in this research, the researcher used content material validity which became an attempt to determine how an person functioned in a set of actual conditions. rather than

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setting individuals in every real state of affairs, a check was used as a shortcut to decide their behaviors or performances inside the set of conditions.

The formula for item difficulty is as follows:

$$p = \frac{x}{n} x100\%$$

(Arikunto, 1998: 244)

P= the percentage

X= the total value of answer

N= the total value of ideal answer

Then, statistical inferences were used to determine if the instruments were valid or not. The coefficient correlation of the test result (rho) t was compared to the coefficient from the table (r table). Furthermore, an instrument is claimed to be valid when the rho is higher than r table. The result of validity test can be seen as follow:

Table III. 4 The Result of Validity Test X1 (ACEJ)

Items	N	r Table	R Observed	Valid / Invalid
X1_1	60	0,254	.419**	Valid
X1_2	60	0,254	0.240	Invalid

X1_3	60	0,254	0.107	Invalid
X1_4	60	0,254	0.222	Invalid
X1_5	60	0,254	.442**	Valid
X1_6	60	0,254	.605**	Valid
X1_7	60	0,254	.545**	Valid
X1_8	60	0,254	.460**	Valid
X1_9	60	0,254	.459**	Valid
X1_10	60	0,254	.565**	Valid
X1_11	60	0,254	.418**	Valid
X1_12	60	0,254	.525**	Valid
X1_13	60	0,254	.559**	Valid
X1_14	60	0,254	.627**	Valid
X1_15	60	0,254	.654**	Valid
X1_16	60	0,254	.524**	Valid
X1_17	60	0,254	.521**	Valid
X1_18	60	0,254	.395**	Valid
X1_19	60	0,254	.621**	Valid

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X1_20	60	0,254	.481**	Valid
X1_21	60	0,254	0.131	Invalid
X1_22	60	0,254	.313*	Valid
X1_23	60	0,254	.381**	Valid
X1_24	60	0,254	.530**	Valid
X1_25	60	0,254	.575**	Valid
X1_26	60	0,254	.497**	Valid
X1_27	60	0,254	.369**	Valid
X1_28	60	0,254	-0.049	Invalid
X1_29	60	0,254	.416**	Valid
X1_30	60	0,254	.563**	Valid
X1_31	60	0,254	.643**	Valid
X1_32	60	0,254	.724**	Valid
X1_33	60	0,254	.526**	Valid
X1_34	60	0,254	.626**	Valid
X1_35	60	0,254	.319*	Valid
X1_36	60	0,254	.604**	Valid

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X1_37	60	0,254	.394**	Valid
X1_38	60	0,254	.487**	Valid
X1_39	60	0,254	.611**	Valid
X1_40	60	0,254	.663**	Valid
X1_41	60	0,254	.418**	Valid
X1_42	60	0,254	.644**	Valid
X1_43	60	0,254	.723**	Valid
X1_44	60	0,254	.663**	Valid
X1_45	60	0,254	.630**	Valid
X1_46	60	0,254	.634**	Valid
X1_47	60	0,254	.633**	Valid
X1_48	60	0,254	.601**	Valid
X1_49	60	0,254	.459**	Valid
X1_50	60	0,254	0.245	Invalid
X1_51	60	0,254	.604**	Valid
X1_52	60	0,254	.439**	Valid
X1_53	60	0,254	.515**	Valid

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X1_54	60	0,254	.579**	Valid
X1_55	60	0,254	.449**	Valid
X1_56	60	0,254	.706**	Valid
X1_57	60	0,254	.612**	Valid

Based on the table III. 4 there are 51 items which valid and 6 items are not valid they are item no. 2, item no. 3, item no. 4, item no. 21, item no. 28 and item no. 50.

Table III. 5 The Result of Validity Test X2 (Learning Interest)

Items	N	r Table	R Observed	Valid/Invalid
X2_1	60	0,254	.400**	Valid
X2_2	60	0,254	.346**	Valid
X2_3	60	0,254	.559**	Valid
X2_4	60	0,254	0.240	Invalid
X2_5	60	0,254	.387**	Valid
X2_6	60	0,254	.484**	Valid
X2_7	60	0,254	.533**	Valid
X2_8	60	0,254	0.248	Invalid

X2_9	60	0,254	.425**	Valid
X2_10	60	0,254	.401**	Valid
X2_11	60	0,254	.435**	Valid
X2_12	60	0,254	0.201	Invalid
X2_13	60	0,254	.576**	Valid
X2_14	60	0,254	.523**	Valid
X2_15	60	0,254	.338**	Valid
X2_16	60	0,254	.492**	Valid
X2_17	60	0,254	.562**	Valid
X2_18	60	0,254	.305*	Valid
X2_19	60	0,254	.350**	Valid
X2_20	60	0,254	.539**	Valid
X2_21	60	0,254	.533**	Valid
X2_22	60	0,254	0.082	Invalid
X2_23	60	0,254	.725**	Valid
X2_24	60	0,254	.741**	Valid

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X2_25	60	0,254	.556**	Valid
X2_26	60	0,254	.565**	Valid
X2_27	60	0,254	.403**	Valid
X2_28	60	0,254	.555**	Valid
X2_29	60	0,254	.476**	Valid
X2_30	60	0,254	.563**	Valid
X2_31	60	0,254	.659**	Valid
X2_32	60	0,254	.610**	Valid
X2_33	60	0,254	.604**	Valid
X2_34	60	0,254	.686**	Valid
X2_35	60	0,254	.743**	Valid
X2_36	60	0,254	.644**	Valid
X2_37	60	0,254	.688**	Valid
X2_38	60	0,254	.530**	Valid
X2_39	60	0,254	.529**	Valid
X2_40	60	0,254	.651**	Valid

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X2_41	60	0,254	.282*	Valid
X2_42	60	0,254	.460**	Valid
X2_43	60	0,254	.612**	Valid
X2_44	60	0,254	.428**	Valid
X2_45	60	0,254	.489**	Valid
X2_46	60	0,254	.418**	Valid
X2_47	60	0,254	.585**	Valid
X2_48	60	0,254	.541**	Valid
X2_49	60	0,254	.420**	Valid
X2_50	60	0,254	.392**	Valid
X2_51	60	0,254	.417**	Valid
X2_52	60	0,254	.343**	Valid
X2_53	60	0,254	.627**	Valid
X2_54	60	0,254	.663**	Valid
X2_55	60	0,254	.323*	Valid
X2_56	60	0,254	.320*	Valid

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X2_57	60	0,254	.306*	Valid
X2_58	60	0,254	.343**	Valid
X2_59	60	0,254	0.223	Invalid
X2_60	60	0,254	.339**	Valid

Based on table III. 5 learning interest questionnaire consist of 60 items, which valid items are 55 items and invalid items are 5 items, they are item no. 4, item no. 8, item no. 12, item no. 22, and item no. 59.

1.5.2. The Reliability of Instrument

Reliability is an vital feature of an excellent test. it is done to attain the solid and constant result of the tool used. in keeping with Brown (2003: 19-27), a reliability has to do with accuracy of the tool. in order to calculate the reliability of the test, the mean of the scholars' ratings the standard deviation may be sought.

To find out the reliability of the take a look at the subsequent formula is used; the discrimination index of an item shows the quantity to which the item discriminates between the scholars, separating the more able college students from the less capable. the following formula was taken from Heaton (1975: 164) as comply with:

Where : rtt = reliability

∑si = total variant of all items

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S_t = total variant

K = number of tems

The classification of reliability as follow :

Between 0.800 to 1.00 = very high reliability

Between 0.600 to 0.800 = high reliability

Between 0.400 to 0.600 = moderate

Between 0.200 to 0.400 = low reliability

Between 0.00 to 0.200 = very low reliability

Table III. 6 Reliability Test of XI and X2

Variables	Reliability Statistic	Items	Classification
ACEJ (X1)	0.944	57	Very high Reliability
Learning Interest (X2)	0.944	60	Very high Reliability

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Based on the result of reliability statistic test, Cronbach alpha of ACEJ (X 1) is 0.944 which categorized to very high reliability, then Cronbach alpha of Learning interest (X2) is 0.944 which categorized to very high reliability. Based on the explanation, it means that the items of the questionnaire reliable to be tested to the respondents.

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CHAPTER V

CONCLUSION, IMPLICATION OF THE RESEARCH AND RECOMMENDATION

V.1. Conclusion

The main goal of the research was to find out the influence of ACEJ and Learning Interest towards students' English learning achievement at Pesantren Bahrul Ulum Al Islami.

In order to answer research questions related to the influence of ACEJ towards students' English learning achievement and the influence of Learning Interest towards students' English learning achievement, two ways annova was used to find out the influence of ACEJ and Learning Interest towards students' English learning achievement.

As a result, the first finding of this research was indicated that there was no significant difference of students' English achievement in ACEJ class and non ACEJ Class which proved by the statistic score in 5% significant level shows that Sig. 0.080 > 0.05. Then, second finding is there is no significant different English achievement between ACEJ class and non ACEJ class with high interest, the result of statistic score shows that the value of Sig. (2-tailed) was 0.085 > 0.05 in 5% significant level.

The third finding is there is a significant difference Students' achievement between ACEJ class and non ACEJ class with low interest which proved by result

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of significant aspect, shows that sig. 0.000 < 0.05. The last result is there is no significant interaction of ACEJ and Learning Interest towards students' Achievement which showed by the value of Sig. 0.234 > 0,05.

In conclusion, ACEJ and Learning Interest is not aspect which influenced students' achievement but it can be influenced by another factors. Active, Creative, Effective, and Joyful (ACEJ) more closely have influence to the learning process, the activities, encourage students' passion, will, spirit, and interest .

V.2. Implication of the Research

The finding of this study indicated that there was a significant influence of ACEJ and learning hobby towards students' English learning success. ACEJ getting to know indicates significant outcomes to improve the students' conduct to advantageous ones moreover, Ramona Henter (2014) additionally said that the studying technique depends on a chain of factors: cognitive factors (language flair, gaining knowledge of techniques), affective factors (ACEJs, interest, tension), metacognitive factors, and demographic factors. they've chosen to investigate how affective elements contribute to first 12 months Psychology and educational Sciences college students' English proficiency. They were tested with AMTB and an English language test.

There have been identified great variations in how affective elements influence gaining knowledge of a foreign language among this category of students and people coming from a faculty of letters. It additionally manner that as

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a form of affective factors, ACEJ have an impact on the scholars' English gaining knowledge of achievement.

This finding become additionally much like Abdullah Hasan, Phd (2015), ACEJ mastering is one getting to know method that is indirectly an technique that maximizes the learning effects to obtain the getting to know goals more effectively and extra successfully according with college students' capacity.

The studies findings of language studying techniques thru ACEJ mastering highlight the high-quality and tremendous results on students' English language success and their conduct adjustments at number one faculty stage. As a studying strategy, ACEJ gaining knowledge of suggests that it is able to enhance the scholars' functionality to reap the favored studying objective more efficiently and efficiently.

it's also highlighted that next, Clark R. Colaste (2018) did a studies approximately The impact of ACEJ in the direction of English Language on educational achievement. at the giant relationship among the respondents' MPS and the ACEJ towards English, the manner that scholars suppose and behave towards English language whether advantageous or negative is highly correlated to their instructional performance. once more, it means that ACEJ can have an impact on students' English educational success.

further, Rajib Ahmed Faisal (2019) investigated approximately impact of persona and getting to know patterns in English Language success. on this have a look at, a few demographic factors, mastering hobby and mastering kinds of the

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newcomers have been discovered to have an critical connection with GPA. take a look at outcomes suggest that there's a statistically massive affiliation among Multimodal and educational fulfillment. at the identical time, the connection between the trait extraversion and EFL beginners, English language fulfillment is likewise discovered statistically vast.

furthermore, Akbar Molaei (2013) investigated about The impact of Conscientiousness persona Trait on Language learning approach software in EFL Context. He observed that conscientiousness persona trait and its sides are powerful factors within the choice, usage and frequency of using language studying strategies. In end, this locating of take a look at can supply superb implication in instructional machine and also help each teachers and college students in coaching and gaining knowledge of method.

5.3. Recommendation

After conducting this research, it seems very important for the researcher to give suggestions for the English teachers or students in order to get successful in teaching and learning English as a foreign language. By implementing of ACEJ and encourage Learning Interest, the teacher will be easier to trait the students in teaching and learning process. Therefore, giving the attention to ACEJ and Learning Interest can build good relation among teacher and students.

Therefore, it seems very important for the researcher to give suggestions for the teachers and the students.

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Based on the result of the research, the researcher offers some suggestions as follows:

1. English teachers apply ACEJ in order to encourage the students' participation in learning activities.
2. The teacher should pay attention to the students' Learning Interest which must be encouraged through implementing ACEJ.
3. The teacher should implement ACEJ and encourage students' Learning Interest in order to build good characters and good learning environment for the students.
4. Schools should provide ACEJ learning and personality indicators in order to increase students' academic achievement.
5. For further research, it is suggested to the next researchers to investigate ACEJ and Learning Interest applied other subjects, not only English subject.

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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Nanda Hidayat
ID Number : 21790115640
Date of Birth : March 10 , 1993
Sex : Male
Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension	: 49
Structure & Written Expressions	: 68
Reading Comprehension	: 52
Overall Score	: 560

Expired Date : March 20, 2022

The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003

The Committee of Language Development center
CLDC
State Islamic University of Sultan Syarif Kasim Riau

English Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address ; Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004
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LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الحكومية الاسلامية

SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Nanda Hidayat

Nomor ID : 21790115640
Jenis Kelamin : Laki-Laki
Tanggal Lahir : 10 Maret 1993

بيان النتائج لاختبار اللغة العربيّة لمعرفة الكفاءة اللغويّة

الاستماع : 54
القواعد : 55
القراءة : 48
النتيجة : 523

Berlaku Hingga : 30 April 2021

Arabic Proficiency Test® Certificate Provided by
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Mahyudin Syukri, M. Ag
The Head of Language Development Center

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PASCASARJANA
كلية الدراسات العليا
THE GRADUATE PROGRAMME
UIN SUSKA RIAU
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

Nomor :664/Un.04/Ps/PP.00.9/2020 Pekanbaru, 14 September 2020
Lamp. :1 berkas
Hal :Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu Riau
Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: NANDA HIDAYAT
NIM	: 21790115640
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VII (Tujuh) / 2020
Judul Tesis/Disertasi	: THE INFLUENCE OF ACTIVE, CREATIVE, EFFECTIVE AND JOYFUL (ACEJ) AND LEARNING INTEREST ON STUDENTS' ENGLISH ACHIEVEMENT AT PESANTREN BAHRUL 'ULUM AL – ISLAMY PANTAIRAJA

untuk melakukan penelitian sekaligus pengumpulkan data dan informasi yang diperlukannya dari Pondok Pesantren Bahrul 'Ulum Al-Islami Pantairaja

Waktu Penelitian: 3 Bulan (15 September 2020 s.d 15 Oktober 2020)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

Prof. Dr. Afrizal. M, MA
NIP. 19591015 198903 1 001

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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/35338

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 0938/Un.04/Ps/PP.00.9/2020 Tanggal 25 Juni 2020**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**NANDA HIDAYAT**
2. NIM / KTP	:	21790115640
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	**THE INFLUENCE OF ACTIVE, CREATIVE, EFFECTIVE, AND JOYFUL (ACEJ) AND LEARNING INTEREST ON STUDENTS' ENGLISH ACHIEVEMENT AT PESANTREN BAHRUL ULUM AL - ISLAMY PANTAIRAJA**
7. Lokasi Penelitian	:	PONDOK PESANTREN BAHRUL ULUM AL - ISLAMY PANTAIRAJA, PERHENTIAN RAJA - KAMPAR - RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 17 September 2020

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
   Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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JL. PEKANBARU - TLK. KUANTAN KM. 23 TELP. (0761) 5508442
PANTAI RAJA - KAMPAR - RIAU

BANK MANDIRI
Jl. Ahmad Yani
PEKANBARU
No. Rek. 108 - 0093002872

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 054/PIM/PPBU-YDJ/I/XII/2020

Sehubungan dengan surat dari Pemerintah Kabupaten Kampar Kecamatan Perhentian Raja No. 503/DPMPTSP/NON IZIN RISET/35338 Tanggal 17 September 2019 perihal Rekomendasi izin melaksanakan penelitian di Pondok Pesantren Bahrul 'Ulum Al-Islamy, Dengan ini menyatakan bahwa :

Nama	: **NANDA HIDAYAT**
Nim	: 21790115640
Universitas	: Universitas Islam Negeri Suska Riau
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Jenjang	: Strata 2 /S2
Judul Penelitian	:"THE INFLUENCE OF ACTIVE, CRETIVE, EFFECTIVE, AND JOYFUL (ACEJ) AND LEARNING INTEREST ON STTUDENTS' ENGLISH ACHIEVEMENT AT PESANTREN BAHRUL 'ULUM AL-ISLAMY PANTAI RAJA"
Lokasi Penelitian	: PONDOK PESANTREN BAHRUL ULUM AL-ISLAMY PANTAI RAJA KABUPATEN KAMPAR

Telah melakukan penelitian dalam rangka penyelesaian tugas akhir / Tesis di Pondok Pesantren Bahrul 'Ulum Al-Islamy Pantai Raja Kecamatan Perhentian Raja Kabupaten Kampar dari tanggal 23 September 2020 sampai tanggal 30 November 2020.

Demikian disampaikan agar dapat dipergunakan sebagai mana mestinya, Atas perhatian dan kerjasamanya diucapkan terimakasih.

Di Keluarkan : Di Pantai Raja

Pada Tanggal : 01 Desember 2020

Pimpinan,

Muhammad Isnaini Lubis, M.Pd.I

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MADRASAH ALIYAH

AKREDITASI : B

BANK MUAMALAT
Jl. Jend. Sudirman
PEKANBARU
No. Rek. 2210046633

JALAN RAYA PEKANBARU - TALUK KUANTAN KM. 23 TELP. 0823 8720 4026
PANTAI RAJA - KAMPAR - RIAU

NPSN : 10498782

NSM : 131214010019

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor :131 /KEP/MA/PPBU/II/XII/2020

Sehubungan dengan surat dari Pemerintah Kabupaten Kampar Kecamatan Perhentian Raja No 503/DPMPTSP/NON IZIN RISET/35338 Tanggal 17 September 2019 perihal Rekomendasi izin melaksanakan penelitian di Madrasah Aliyah Pondok Pesantren Bahrul 'Ulum, maka bersama surat ini kami menyatakan bahwa :

Nama	: **NANDA HIDAYAT**
Nim	: 21790115640
Universitas	: Universitas Islam Negeri Suska Riau
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Jenjang	: S 2
Judul Penelitian	:"THE INFLUENCE OF ACTIVE, CRETIVE, EFFECTIVE, AND JOYFUL (ACEJ) AND LEARNING INTEREST ON STTUDENTS' ENGLISH ACHIEVEMENT AT PESANTREN BAHRUL 'ULUM AL-ISLAMY PANTAI RAJA"
Lokasi Penelitian	: MA. PP BAHRUL ULUM PANTAI RAJA, KABUPATEN KAMPAR

Telah melaksanakan penelitian untuk penulisan Tesis dalam penyelesaian tugas akhir kuliah Manajemen Pendidikan Islam di MA. PP. Bahrul 'Ulum Pantai Raja Kecamatan Perhentian Raja Kabupaten Kampar dari tanggal 23 September 2020 sampai tanggal 30 November 2020.

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagai mana mestinya, atas perhatian dan kerjasamanya diucapkan terimakasih.

Di Keluarkan : Di Pantai Raja
Pada Tanggal : 01 Desember 2020

Kepala,

Muklan Mardia Siregar, S.Pd.I

Motto : Isi Hati Dengan Iman, Isi Otak Dengan Ilmu, Bekali Tangan Dengan Keterampilan

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NPSN : 6975221

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Nomor : 120 /KEP/MTs/PPBU/III/XII/2020

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Nama	: **NANDA HIDAYAT**
Nim	: 21790115640
Universitas	: Universitas Islam Negeri Suska Riau
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Jenjang	: S 2
Judul Penelitian	:"THE INFLUENCE OF ACTIVE, CRETIVE, EFFECTIVE, AND JOYFUL (ACEJ) AND LEARNING INTEREST ON STTUDENTS' ENGLISH ACHIEVEMENT AT PESANTREN BAHRUL 'ULUM AL-ISLAMY PANTAI RAJA"
Lokasi Penelitian	: MTs. PP BAHRUL ULUM PANTAI RAJA, KABUPATEN KAMPAR

Telah melaksanakan penelitian untuk penulisan Tesis dalam penyelesaian tugas akhir kuliah Manajemen Pendidikan Islam di MTs. PP. Bahrul 'Ulum Pantai Raja Kecamatan Perhentian Raja Kabupaten Kampar dari tanggal 23 September 2020 sampai tanggal 30 November 2020.

Demikian surat ini kami sampaikan agar dapat dipergunakan sebagai mana mestinya, atas perhatian dan kerjasamanya diucapkan terimakasih.

Di Keluarkan : Di Pantai Raja
Pada Tanggal : 01 Desember 2020
Kepala,

Husnidar, SE., M.Pd

Motto : Isi Hati Dengan Iman, Isi Otak Dengan Ilmu, Bekali Tangan Dengan Ke...

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KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor *	Keterangan
1.	24/11/202	Chapter 1-3 & bibliography		improved instrument.
2.	14/12/2020	instrument		acc.
3.	21/12	chapter 4		improved.
4.	22/12	chapter 4&5		
5.	23/12	chapter 1-5		acc
6.	15/1/21	chapter 1-5		approved.

Catatan :
*Coret yang tidak perlu

Pekanbaru, 23-12 2020

Pembimbing II / Promotor*

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor *	Keterangan
1.	23/12/2020	chapter 1-3		Acc
2.	28/12/2020	instrument		Acc
3.	04/01/2021	Chapter 4		Improved
4.	06/01/2021	chapter 4 & 5		Improved
5.	12/01/2021	Chapter 1-5		Acc
6.	15/01/2021	Chapter 1-5		Approved

Catatan :
*Coret yang tidak perlu

Pekanbaru, 15 - 01 2021

Pembimbing II / Co Promotor*

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KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	:	NANDA HIDAYAT
NIM	:	21790115640
PROGRAM STUDI	:	PAI
KONSENTRASI	:	BAHASA INGGRIS
PEMBIMBING I / PROMOTOR	:	
PEMBIMBING II /CO PROMOTOR	:	
JUDUL TESIS/DISERTASI	:	

PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU

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ANGKET ACTIVE, CREATIVE, EFFECTIVE and JOYFUL LEARNING (X 1)

Identitas Responden

Jenis Kelamin : .....

Usia : .....

Kelas/ Sekolah : .....

Petunjuk Pengisian Angket

Angket ini dimaksudkan untuk mengungkapkan suatu gambaran yang jelas tentang pembelajaran aktif, kreatif, efektif dan menyenangkan. Oleh karena itu bantuan dan kerjasama santriwan dan santriwati sekalian untuk mengisi angket ini sangat kami harapkan. Hasil angket ini tidak akan mempengaruhi penilaian terhadap kemampuan santri dan akan kerahasiaannya. Atas segala perhatian, kesediaan dan bantuan santri sekalian kami ucapkan terimakasih.

Contoh pengisian angket :

Berilah tanda check list (√) pada salah satu alternative jawaban yang tersedia sesuai dengan pilihan dan kebiasaan anda.

Keterangan Alternatif Jawaban:

SS	**: Sangat Setuju (Very Agree)**	**: 5**
S	**: Setuju (Agree)**	**: 4**
R	**: Ragu-ragu (Undecided)**	**: 3**
TS	**: Tidak Setuju (Disagree)**	**: 2**
STS	**: Sangat Tidak Setuju (Very Disagree)**	**: 1**

No	Pernyataan	Alternatif Jawaban				
		SS	S	R	TS	STS
Active Learning						
1.	Saya tertarik untuk belajar *I interest to learn*					
2.	Saya mengikuti pelajaran dengan baik *I follow the learning well*					
3.	Saya tertantang dalam belajar *The learning is challenging me*					
4.	*Saya berinteraksi dengan teman dalam belajar* *I interact with friends*					
5.	Motivasi saya meningkat *My motivation is increased*					
6.	Kemampuan berfikir saya meningkat *Increasing my thinking ability*					
7.	Saya aktif dalam pembelajaran dikelas *Active in learning process*					
8.	Kreatifitas saya terbangun *My creatifity encouraged*					
9.	Saya senang ketika belajar Bahasa inggris *I am happy when learning english*					
10.	Saya membantu kawan dalam belajar *I help my friend when learning*					
11.	Pembelajaran sesuai dengan kebutuhan saya *The learning related to my needs*					
12.	Proses pembelajaran menarik *Learning process is interesting*					
13.	Berpartisipasi aktif dalam kelas *Active participating in the class*					
14.	Mengerjakan semua latihan *Doing all the task*					
15.	Masuk jam pelajaran tepat waktu *Come on time*					
16.	Aktif bertanya dalam proses pembelajaran					

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22.	Terbuka pada teman sejawat *Open minded to classmate*					
23.	Membaca buku pelajaran *Reading text book*					
24.	Mengemukakan gagasan dan ide – ide dalam belajar *Showing the ideas in learning*					
25.	Menanggapi pendapat orang lain dalam diskusi *Response the others opinion in discussion*					
	Effective Learning					
26.	Siswa berpartisipasi dalam menetapkan tujuan kegiatan pembelajaran *Participate in establishing learning gols*					
27	Siswa mengungkapkan informasi dengan bahasa mereka sendiri *Expressing information using own language*					
28	Siswa diberikan peluang membuat contoh – contoh sendiri *Having change to make own example*					
29	Selama belajar siswa sudah benar-benar aktif mengolah ilmu yang diperoleh *During learning, active in processing knowledge which already got*					
30	Siswa diberikan kesempatan untuk mengolah sendiri ilmu yang diperoleh *Having chance to explore by self the knowledge which already got*					
31	Siswa berpartisipasi secara bertanggungjawab dalam proses belajar *Participate and responsibly in learning proccess*					
32	Keterlibatan siswa secara penuh dan sungguh-sungguh dalam belajar *Fully and truly involve in learning*					
33	Siswa berani mencoba dan berbuat *Be courage to try and to do*					
34	Siswa berani bertanya *Be courage to questioning*					
35	Siswa berani mengemukakan pendapat *Be courage to express the statement*					
36	Siswa berani mempertanyakan gagasan orang lain *Be courage to give response others' ideas*					
37	Pada proses pembelajaran siswa tidak takut salah *Not afraid to make mistake in learning proccess*					
38	Pada proses pembelajaran siswa tidak takut ditertawakan *Not afraid to be ridiculed*					
39	Pada proses pembelajaran siswa tidak takut disepelekan *Not Afraid to be underestimated in learning proccess*					
40	Siswa aktif dalam bertanya, mengemukakan gagasan, mempertanyakan gagasan orang lain dan gagasannya, *Active in questioning, expressing ideas, and commenting other's opinion.*					
41	Siswa kreatif dalam menulis /merangkum, merancang dan menemuakan sesuatu yang baru bagi diri siswa *Active in writing, summarizing, designing, and finding something new*					
42	Siswa menguasai ketrampilan yang dibutuhkan oleh siswa *Mastering skills what is need,*					
43	Siswa berani mencoba atau berbuat, berani bertanya, berani mengemukakan gagasan, berani mempertanyakan gagasan orang lain. *Be courage to try, make, ask, express ideas, and comment others' opinion*					
	Joyful Learning					
44	Siswa benar-benar lebih asyik belajar, betah tinggal di kelas, *Truly joy in learning and stay in the class*					
45	Membuat munculnya berbagai potensi siswa. *Make students' potential appear*					
46	Mendorong maksimalnya daya serap para siswa terhadap materi pelajaran. *Encourage students' maximum absorption towards learning materials*					
47	Mendorong perkembangan intelektual siswa *intellectual growth*					
48	Membangun ketrampilan sosial siswa *building social skills*					
49	Membantu perkembangan emosi siswa					

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54	Siswa terlibat dalam berbagai kegiatan yang mengembangkan pemahaman dan kemampuan mereka dengan penekanan pada belajar melalui berbuat *Participate in many agendas which develop understanding and ability through learning by doing*					
55	Guru menggunakan berbagai berbagai cara dalam membangkitkan semangat, termasuk menggunakan lingkungan sebagai sumber belajar untuk menjadikan pembelajaran menarik, menyenangkan, dan cocok bagi siswa *Teacher uses various ways to encourage passion and uses environment as learning source to make learning become interesting, joyful, dan suitable*					
56	Guru menerapkan cara mengajar yang kooperatif dan interaktif, *Using cooperative and interactive learning*					
57	Guru mendorong siswa untuk menemukan caranya sendiri dalam pemecahan suatu masalah, untuk mengungkapkan gagasannya. *Encourage students' to do problem solving and express the ideas*					

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ANGKET MINAT BELAJAR (LEARNING INTEREST) (X2)

Identitas Responden

Jenis Kelamin : .....

Usia : .....

Kelas/ Sekolah : .....

Petunjuk Pengisian Angket

Angket ini dimaksudkan untuk mengungkapkan suatu gambaran yang jelas tentang minat belajar siswa (*Student's Learning Interest*). Oleh karena itu bantuan dan kerjasama santriwan dan santriwati sekalian untuk mengisi angket ini sangat kami harapkan. Hasil angket ini tidak akan mempengaruhi penilaian terhadap kemampuan santriwan dan santriwati dan akan kerahasiaannya. Atas segala perhatian, kesediaan dan bantuan santriwan dan santriwati kami ucapkan terimakasih.

Contoh pengisian angket :

Berilah tanda check list (√) pada salah satu alternative jawaban yang tersedia sesuai dengan pilihan dan kebiasaan anda.

Keterangan Alternatif Jawaban:

SS	**: Sangat Setuju (Very Agree)**	**: 5**
S	**: Setuju (Agree)**	**: 4**
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TS	**: Tidak Setuju (Disagree)**	**: 2**
STS	**: Sangat Tidak Setuju (Very Disagree)**	**: 1**

NO	Pernyataan	Alternatif Jawaban				
		SS	S	R	TS	STS
1.	Memperhatikan pada saat guru menerangkan pelajaran *Students pay attention while the teacher explains the material.*					
2.	Mempunyai keinginan yang baik *The students have good willingness*					
3.	Siswa mencoba menyelesaikan tugas sesulit apapun *Students try to do the task difficult as any.*					
4.	Tetap belajar meskipun guru tidak masuk *Still learning although the teacher did not go to class.*					
5.	Bersemangat dalam mengikuti pelajaran *Enthusiastic to follow the lesson.*					
6.	Rajin membaca buku Bahasa Inggris *Diligently read the English book.*					
7.	Mempelajari Bahasa Inggris untuk kesuksesan karir *Learn English in order to succeed in a career.*					
8.	Punya kesadaran sendiri untuk mencatat pada saat belajar *The awareness to make their own notes while learning process.*					
9.	Senang dalam mengerjakan tugas atau latihan yang diberikan oleh guru *Enjoy in doing the task or exercise which given by the teacher.*					
10.	Bersemangat dalam mengikuti pelajaran *Enthusiastic to follow the lessons.*					
11.	Membuat catatan dari materi *Take a note from the material.*					
12.	Perhatian guru membuat sisea termotivasi dalam belajar Bahasa Inggris *Teachers' attention makes the students motivated in learning English.*					
13.	Siswa merasa pembelajaran Bahasa Inggris menyenangkan *Students feel that learning English is fun.*					
14.	Memiliki semangat yang tinggi terhadap pembelajaran dan guru *Have a high enthusiastic to the lesson and the teacher.*					
15.	Penjelasan guru membuat siswa mengerti tentang pembelajaran *Teacher's explanation make the students understand about the lesson.*					
	Bertanya ketika tidak paham					

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22.	Saya berusaha mengerjakan soal tanpa membuka buku dan bantuan orang lain. *Try to do the task without open the book and help from other.*					
23.	Setelah mendapatkan pelajaran saya mencoba lagi asrama *After the lesson finished, I try out in dormitory*					
24.	Setiap ada tugas saya berusaha supaya pekerjaan saya baik *I try to do well for every task*					
25.	Kalau ada tugas dari guru saya langsung mengerjakan *When there is a task , I do it as soon as possible*					
26	Sebelum pembelajaran dimulai saya membaca buku pelajaran yang akan diberikan *I read texk book before the lesson begin*					
27	Jika mengalami kesulitan pelajaran saya bertanya langsung pada guru *When having difficulties, I immediately asking question to the teacher.*					
28	Setiap akan memulai pelajaran perasaan saya takut kalau pelajarannya sulit. *When learning will started, I afraid that the learning will difficult.*					
29	Pada saat ulangan berusaha mengerjakan sebaik – baiknya agar mendapat nilai bagus *I try to do well the task in order to get high score*					
30	Saya memperhatikan pelajaran karena menyenangkan *I pay attantion to the lesson because it is joyful .*					
31	Tetap mengerjakan tugas meskipun ada agenda pesantren yang Menarik (Muhadhoroh, Lomba, Pensi) *Finish the homework even there are many interesting agendas in Pesantren*					
32	Setiap mengerjaka tugas baru saya merasa bias menyelesaikan meskipun harus berusaha keras *When doing the new task, I able to finish it even need hardwork*					
33	Apabila ada pelajaran yang sulit maka saya berusaha terus sampai bisa *I keep trying even the lesson is dificult*					
34	Saya sudah belajar pada malam hari sebelum pelajaran esok hari *I already learnt at the evening for tomorrow lesson*					
35	Saya sampai di sekolah sebelum pukul 07.30 *I arrived at school before 07.30 Am*					
36	Saya sangat antusias saat mengikuti pelajaran mata pelajaran Bahasa Inggris *I am passionate when learning English Lesson*					
37	Saya mengumpulkan informasi tentang materi Bahasa Inggris dari berbagai sumber untuk menambah wawasan. *I collect information about English lesson from many sources to increase my insight.*					
38	Saya memperoleh informasi tentang materi B.Inggris dengan berdiskusi bersama orang lain yang menurut saya lebih menguasai *I get knowledge about English material through discussion with classmate who has more understanding.*					
39	Saya menyukai hal-hal yang berhubungan dengan Bahasa Inggris *I like things related to English*					
40	Saya tidak malu untuk bertanya kepada guru apabila saya mengalami kesulitan memahami materi Bahasa Inggris *I am not shame to asking when I do not understand the material*					
41	Guru yang mengajar sangat mengerti cara membuat kami mudah memahami Bahasa Inggris. *The teacher knows well how to make us easy to understand English.*					
42	Metode pengajaran yang diterapkan membuat saya semangat mempelajari Bahasa Inggris dan betah berlama-lama di kelas *The learning method make me enthusiastic in learning English.*					
43	Setelah mempelajari Bahasa Inggris saya merasa tertantang untuk mengembangkannya. *After learning English, it is challenging me to develop it.*					
44	Saya tidak mengalami kesulitan dalam mengerjakan soal-soal pelajaran Bahasa Inggris di kelas					

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48	Saya membuat ringkasan dari materi pelajaran Bahasa Inggris yang dijelaskan guru. *I make summary of teacher explanation.*					
49	Dengan belajar saya percaya akan menambah wawasan saya *By learning, I believe that my insight can be increased*					
50	Saya belajar demi kepentingan diri saya sendiri *I learn because of my self benefit.*					
51	Saya belajar untuk meningkatkan prestasi saya *I learn to increase my performance*					
52	Saya mengulangi materi pelajaran yang saya dapatkan dari sekolah *I repeat the learning material what already learnt.*					
53	Dengan belajar saya percaya ujian akan lebih mudah dikerjakan *By learning, I believe that examination whould be easier*					
54	Saya rajin belajar karena ingin mendapatkan ilmu pengetahuan *I learn diligently, because I want to get knowledge*					
55	Saya lebih senang belajar daripada bermain *I like learning than playing*					
56	Sambil belajar, saya mempunyai keinginan membuat ringkasan untuk lusa *When learning, I urge to make summary for tomorrow lesson*					
57	Perhatian saya sangat besar dalam belajar *I have big attention in learning*					
58	Perhatian belajar saya menjadi hilang apabila ada keributan di kelas *I lose my focus when the class noisy.*					
59	Senang rasanya bisa menghabiskan waktu dengan belajar					
60	Perhatian saya lebih tertuju pada guru yang menggunakan metode pembelajaran yang menarik *My attention is more focused on the teacher who use interesting learning method*					

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3. SMAN 1 Rokan IV Koto Graduate in 2012
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