The Strategies in Building an Active Learning Environment in English Classroom: Pre-service Teachers' Perceptions

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Abstract The study is aimed to investigate the strategies and preparations for building an active learning environment. The study involved five students who had a good experience in teaching for at least one month to two months and are considered capable of creating an active learning environment in the classroom. The in-depth interview structure conducted in this study has two main objectives, namely: (1) to identify what kind of strategies that can be applied to implement the active learning environment in the classroom; and (2) to find out what must be prepared by the pre-service English teachers in conducting the teaching and learning process at school. The findings of the study showed that there are four main strategies and three main things that should be prepared by the participants in building an active learning environment. The strategies are: Combining student's interests with instructional media, Providing motivational videos to improve student's enthusiasm, Applying TPR method to enhance student's vocabulary, and Practicing English through web-based learning. Meanwhile, the preparations to run the strategies are: Adjusting the teaching environment, Selecting learning resources, and Supplying interactive media to increase student's interest in learning English. Thus, these findings can be used as reference for English teachers who are facing the problems in building an active learning environment during teaching and learning process.

Keywords Active Learning Environment, Learning

Strategies, Pre-service English Teacher, Perceptions

1. Introduction

Active learning is a learning activity that involved students actively with their peers in learning process [1]. Meanwhile, other study asserted that active learning involves an interaction between the students and the teachers [2]. The common problem that can hamper the student's confidence and creativity in learning is the lack of active learning environment. This problem surely decrease the student's productivity in learning especially the implementation of English language itself in the classroom. Thus, it is very important to build an active learning environment. Creating an active learning is not an easy task, the teacher needs preparation and some strategies to accomplish it. Furthermore, the teacher's preparation as educator tend to lack of systematic preparation in teaching [3]. In addition, an active learning environment cannot be achieved if the students are shy and nervous in their learning process [4]. In other words, the student may lack of self-confidence and will have negative assumption about themselves regarding their English ability [5]. As the result, the students think more about their lack rather than attemting to perform their English ability [6]. Therefore, the learning strategies is needed to build an active learning

environment which can ease pre-service teacher's works and to enhance student's confidence.

Furthermore, based on previous study's concern, learning strategies are viewed as an essential section in formal education [7]. Learning strategies provide posiitive steps to run language learning and to acquire vocabulary [8]. But, learning strategies must be matched with its the time of implementation and field of pedagogy or its purposes [9]. The implementation of learning strategies can be inside and outside of the classroom. Thus, learning strategies are very important since it is the platform to master pedagogical skills [10]

In many inquiry, studying a perception is the same as we study an idea, thought, and broad images in a thing [11]. In other words, Perception is a way to think about something, an idea or thing that humans are feeling [12]. Besides, the pre-service teachers are expected to be able to make good decisions regarding continuous learning activities, motivation, student guidance, and evaluating the abilities of each student [13]. However, the successful teaching are mainly affected by what they prepare and what strategies they have. Responding these matter, it surely important to investigate pre-service teachers' perceptions toward strategies and preparation in teaching. Therefore, this study is aimed to find out the strategies and its preparations in building an active learning environtment according to pre-service teacher's perceptions.

Besides, in raising the students' enthusiasm in learning, many schools have implemented active learning approach in any teaching process [14]. Even, other previous study believed that this approach also can be applied in an online-based learning class [15]. Regarding its goal, the teacher must be able to create an interactive atmosphere to make the process of delivering the material become fun and well-received. In addition, the communication that exists between the students and the teachers also influences learning activities in the classroom, so that the learning process becomes more effective and communicative. Therefore, through an active interaction, the teacher can see what aspects need to be improved and know what activities are liked or deemed by students.

Meanwhile, in implementing the active learning, the teachers must create an innovative strategies and provide the opportunities for the students to respond the learning topics [16]. The differential of students' character during the learning process requires the teacher to be better and able to make a preparation in controling the classroom in order to provide active learning atmosphere for the students. A good preparation and design is needed in order to create an active learning environment for the students. Therefore, this study is aimed to investigate the strategies that can be done by pre-service English teacher in building an active learning environment that are preferred by the students. The aims of this study is meant to provide significant implication especially for pre-service teacher. The implication that can be obtained from this study is: first, to

provide the appropriate and sistematical preparation for building an active learning environment. The second. to recognize and provide the effective strategies for creating an active learning atmosphere.

Besides, to look more closely at the problem of applying the strategy in building active learning environment in the classroom, this study synthesize the previous literature to find the synopsis of the strategy to create an active learning and its preparation by English teachers. Concerning the previous study, Castañeda-trujillo & Aguirre-hernández [17], Crimmins & Midkiff [18], Stover, & Ziswiler [15], du Rocher [19], and Amran, Yokoyama, & Nishino [20] had their own insight and characteristic regarding active learning. Meanwhile, this study focus on the strategies and its preparation that pre-service English teacher have in building an actrive environment. In the findings and discussion in this study, the focus will be on answering and exploring the formulated research questions, namely: 1) what the strategies that can be applied to build an active learning environment in the classroom, 2) what must be prepared by the pre-service English teachers for achieving an active learning in teaching process.

2. Review of Literature

Active learning is something that influences the involvement of students in their work [19]. In this sense, active learning refers to a learning process where the students are involved or participate actively in giving ideas, solving problems, developing their understanding on facts, and developing their skills through the completion of tasks and activities given by teachers at school. This idea also supported by other study who asserted that active learning is an activity that involves students directly in the learning process [21]. Active learning encourage students to have meaningful interactions in learning activities with their peers that can create ejoyful learning atmosphere [1]. In summary, this approach is meant to make an interactive atmosphere in learning [18] and as a pedagogical improvement for boring lectures or classes [22].

However, in building an active learning environment, it is necessary to have strategies and method to support the student's participation in the classroom that can lead to an active learning environment. As stated by Fryer & Vermunt [7] that learning strategies are surely the important aspect in formal education. In other words, active learning strategies encourage the teacher to provide a challanging and interesting atmosphere that can influence the level of thinking of the students, and these skills can be developed in education [23]. Furthermore, active learning is an approach where students focus on the responsibilities of their own learning process, in this implementation some assessments and evaluations were used as reflection for students at the end of the learning process. In this way, students can be more aware of what they are doing in their

communication related to the material and learning process in the classroom [24]. Besides, active learning is not a teacher-center that only listening the teacher's lectures, but a learner-center that encourage the students to have more interaction in their learning. [25]. Thus, it can be confirmed and concluded that learning strategies are needed to build an active learning environment.

Concerning pre-service teacher's perception, perception is a way to think about something, an idea or thing that you are feeling [12]. It is a truth which formed from various kinds of perception itself [26]. Studying a perception is the same as we study an idea, thought, and broad images in a thing [11]. Meanwhile, other study believed that perception is a goal that helps achieve a behavior [27]. Therefore, pre-service teacher's perception is very important to concern in accomplishing the goal of teaching and learning before being a professional teacher.

In addition, a pre-service teacher must be able to understand the meaning of pedagogical knowledge [28]. In other words, a pre-service teacher' skills as a mentor and partner are needed in teaching and learning process in order that the process of delivering the material can be carried out effectively. Meanwhile, in many inquiry, the pre-service teachers are expected to be able to make good decisions regarding continuous learning activities, motivation, student guidance, and evaluation on the abilities of each student [13]. Some recognition in the field of teacher training showed that pre-service teachers often misunderstand the meaning of the training material given before teaching at school [29]. Whereas, the main objective of training for pre-service teachers is to improve their skills and competencies in teaching based on strategy and experience [30]. Therefore, it is really essential to analyze and provide some strategies and confirmed preparation to the candidate of the future teachers.

The first things that need to be prepared by the pre-service English teacher is the awareness about their own identity as an English teacher that related to their roles, responsibility, and capability in teaching. The result of a research concerning pre-services experiences or identity can be shared to other pre-service teacher as refferences in enhancing the awareness toward the performances and strategies in teaching [31]. The most important thing is how a teacher can see his identity as a teacher who always provides knowledge and guide the activities in the classroom. The identity produced by the pre-service English teacher can be seen from their experiences and works. Through reviewing the results of English pre-service teacher identity and experiences, it can be the source for preparing learning strategies for teaching. Therefore, it is very important to investigate, categorize, and understand pre-service teacher's identity and experiences since it can be the sources for preparing learning strategies and understanding learning process [32].

Although the research on the strategies in building an active learning environment has been extensively studied, but, it is very little elaboration about the clear and complete evidences of how pre-service English create strategies to get the active learning environments in the classroom. As a research conducted by Castañeda-trujillo & Aguirre-hernández [17] who identified that the pre-service English teachers who have undergone the practicum at school can develop their awareness while carrying out assignments. The role of the supervising teacher also has a big influence in providing experience and references to pre-service English teachers. In the end, pre-service English teachers can reflect to evaluate the style and methods of providing learning material to students in schools properly. Another study was conducted by Amran, Yokoyama, & Nishino [20] who revealed that the finding showed an active learning trigger the students to use the technology as a medium to be used as a teaching and learning process at the school. By using the technology, the students become more comfortable in the learning process it is attractive, effective, and create variety of learning strategies. Meanwhile, Crimmins & Midkiff [18], Hartikainen [1], and Stover & Ziswiler [15] focus on the concept and the outcomes of the implementation of active learning. However, these previous studies do not clearly provide an exlusive potrayal of how the participants respond to the strategies and preparation in building an active learning. Therefore, this research is aimed to complete and fill-in the gaps about what strategies can be employed by pre-service English teachers in building an active learning environments and what things should be prepared before the implementation of active learning in the classroom. Thus, the implication of the study was to provide the confirmed and valid strategies for other teachers in builing an active learning environment in their classroom.

3. Methods

3.1. Research Aims

The aim of the study was to investigate the strategies and preparation in building and active learning environment based on pre-service teacher's perception. The pre-service teachers'perception was needed to obtain the contextual and actual information concerning the strategies and their preparation in building an active learning in English language teaching. The research question sof the study are:
1) what the strategies that can be applied to build an active learning environment in the classroom,
2) what must be prepared by the pre-service English teachers for achieving an active learning in teaching process.

3.2. Research design

The study is a qualitative case study research in which all the data were analyzed and presented through

description. The data was analyzed qualitatively since the result needs to be present the detail description of pre-service teacher's perception. This is in line with other researchers whose employed a qualitive approach to analyze student's perceptions [33]. The description can very helpful for potraying the participant's strategies and their preparation in building an active learning environment. The detail description surely can describe the participant's experiences, knowledge, feeling, and step in the strategies and preparation in creating an atmosphere that indicate an active learning. A semi-structure inverview was carried out to obtain the data. Meanwhile, the samples of the study were taken purposively to ensure the pre-service teachers have experiences, knowledge, or eligible capability in teaching.

3.3 Participant and Setting

The research is a case study conducted on December, 2019 which involved five students of English education study programs from a private university in Yogyakarta who have had practical teaching experience in school for a maximum of two months and a minimum of one month. This study involved only five students as partivipant because the study was meant to be focus on the details of students's voices as pre-service teachers, not focus on the quantity of general information for the data. The five students were involed intensively for the research to obtain the credible and valid data. Therefore, the participants in this study only involved five students. Thus, the analysis on these students are adequate to represent what strategies in building an active learning environtment. Although there are only five participants in this study, each of them has a way and innovation and good creativity in creating a strategy in the active learning environment in the school where they teach. Each participant were provided certain criteria in this study such as creative in creating interactive learning media, able to make a preparation to gain students' interest, and control the atmosphere of the classroom through their own creativities.

3.4. Procedure

The data collection in this study was carried out by semi-structured interviews. The interview process was conducted and then stored in a document on a laptop to be processed into data and findings in the results of this study. Participants who involved in this research had also been told that in the process of writing names and identities which in this study will be disguised by researchers. In obtaining valid data as the participants comfort, participants may answer using English or Indonesia. The primary data was in the form audio recording that had been transcribed. The data was as suggested by Creswell [34] that the first process is reading the raw data that has been transcribed. Second, the results of the text transcription are divided into several small parts in order to be easily identified, categorized, and noted.

4. Findings

In this section, the researcher will explain the findings that will confirm the research questions about what strategies that can make the process of active learning environment can run well and what preparations that English teacher must do before the implementation of the strategies. To support the findings in this study, the results from the interviews are quoted to present clearer description the strategies and preparations. The active learing strategies and its preparations are described as follows.

4.1. Active Learning Strategies

Based on the investigation and analysis related to learning strategies in building an active learning environments, Following are some important points that show the learning strategies and preparations for creating an active learning environment.

4.1.1. Combining Student's Interests with Instructional Media

To ease the teacher in delivering the materials attractively, the teacher should observe their students' interest or the interests that fovored by the students and an appropriate instructional media. In this way, an active learning atmosphere will be easier to build since the combination between students' interest and instructional media build creativity which make students actively explore their own interest in learning English. The evidence of this matter can be seen in pre-service statement as following excerpt.

[Excerpt 1]

"I dig for an information related to what things are liked by students while telling stories in front of the class" (DBA).

[Excerpt 2]

"I give a piece of paper to students to write their hobbies and interests as my information" (KRS).

[Excerpt 3]

"I asked the students to write whatever things they like on the board write" (ASH).

Based on the results of the interview (excerpt 1 to 3), it can be implied that there is a strategy implemented by the English teacher in order to find out what interests are favored by the students, so that the teacher can combine between students' interests and the topic discussion. Thus, the students are attracted to learn and being active naturally

in the classroom.

4.1.2. Providing Motivational Videos to Improve Student's Learning Enthusiasm

Video has become one of the media used to arouse student's enthusiasm and to increase their imagination on what they will do in English learning activities. In this finding, one of participant (initial name: DBA) used video about *traveling* to motivate his/her students to be enthusistic and attracted in learning English. The content provided by the participant (DBA) show the conversation among people while having pleasure in their vacation. The participants showed how the situation and the atmosphere of traveling as seen in the video. After watching the video, the students relized that English is important to master since they have to use English to communicate in abroad. In this way, the students enthusiasm was triggered to learn and being active in the classroom. The evidence can be seen as following excerpt.

[Excerpt 4]

"Based on the observations I made, I decided to use video traveling to increase the enthusiasm of students in learning English, and emphasize that English has an important role. The video I chose does have foreign scenes and the scenes such as people traveling to Australia, England, America, etc., so that makes them become interested in learning English. (DBA).

Based on excerpt 4, it can be seen that the existence of motivational videos, the students can open their point of view to be broader and increase their enthusiasm for learning English since it affect their awereness on the important of English and the attractive things about English. Therefore, this strategy strongly activate students imagination and interest in learning English.

4.1.3. Applying Total Phisical Response (TPR) Method to Enhance Students' Vocabulary

Applying TPR method can be the primer strategy for pre-service English teachers in improving students' vocabulary since the nature of TPR method is learning through body signal or active phisical movement. In this study, several participants namely (ASH) and (EK) applied the TPR method to teach English vocabulary which had not understood yet by the students. The real description of this matter can be seen as following excerpt.

[Excerpt 5]

"I applied the TPR method in order to add insight into the students' vocabulary by making a guessing style game, with the application of the game, students showed a good attitude of interaction and responded to the instructions and explanations that I gave" (ASH).

[Excerpt 6]

"I use body language, or TPR in an effort to help

students understand the English I use. I mention English vocabulary while moving my body, and ask students to translate it"* (EK).

Based on excerpt 5 and 6, it indicate that through the implementation of TPR method, students and teachers are able to provide good and unique communication during the learning process, for example when students do not understand the meaning of a vocabulary which asked by the teacher, they can use body language or gestures (TPR method) to convey the correct meaning of the vocabulary. In other words, this strategy (applying TPR method) automatically make the learning environment become active and attractive.

4.1.4. Providing Web-Based Learning to Assist Students to learn English

Providing web-based learning is one of the efforts that can be carried out to improve students ablity and enthusiasm learning English. Furthermore, the implementation of web-based learning can provide variation on learning activities and learning atmosphere. Besides, these matters can be occured since web-based learning tends to be less boring or has attractive learning sources. In summary, this strategy provide various materials and interesting topics which can raise the activeness of learning environment. The participant statement regarding web-based learning can be seen as following excerpt.

[Excerpt 7]

"I use online English games in the website such as guessing objects and composing sentences with online games that I present on the LCD projector and it turns out to be very effective in getting the attention of students in the process of learning while playing like this. I can easily teach vocabulary through online English games with a very pleasant atmosphere" (FJR).

Based on the comment given by participant (FJR) as seen at excerpt 7, it can be implied that the media he use in web-based learning is an online game that contains English language learning games. This strategy is quite effective to make the students feel cheerful and relaxed in learning the materials. Some participants in this study use web-based learning as a platform to convey learning materials to their students. The evidences of these matters can be seen as following excerpt.

[Excerpt 8]

"I use YouTube as a medium to play short films about English, then ask students to record part of speech from the subtitles that appear on the show" (ASH).

[Excerpt 9]

"I surfed the internet then played an English podcast and then asked students to imitate what the speakers

said in the podcast. I do this in order to practice the English pronunciation of students directly with native speakers but through podcasts on web-based learning" (KRS).

Based on the results of the discussion at excerpt 8 and 9. It clearly show that web-based learning strongly make learning atmosphere more active. In other words, the use of web-based learning can build an enthusiastic, interactive and attractive learning environment for both students and pre-service English teachers.

4.2. The Preparation for Active Learning Environment

4.2.1. Adjusting the Teaching Environment

Based on the results of joint research with participants related to improving active learning environments in English classrooms, the following are some initial steps in preparing what can be anticipated or taken before starting to implement an active learning environment in English classrooms.

[Excerpt 10]

"I made an observation to find information that I could make as a reference in teaching" (EK).

"Of course I do the surveys and observations to find out what preparations I have to do before starting to teach" (DBA).

[Excerpt 11]

"To get to know the characters and determine methods for teaching, I made observations as my first step before teaching" (ASH).

[Excerpt 12]

"I apply an approach to communicate directly with students early before the learning process begins, which is usually called observation" (KRS).

[Excerpt 13]

"Usually I determine the material and teaching methods after making an observations" (FJR).

Based on the results of interviews, it can be seen that an appropriate approach and communication can help students and teachers to create an active learning environment in a classroom.

4.2.2. Selecting Learning Resources to Support Teaching Activities

The selection of a learning material is very important in supporting the activities and learning process in the classroom because with the right selection of materials, students can feel comfortable when the English learning process is taking place without feeling bored when they learn with the teacher.

[Excerpt 14]

"I put up a short story video, then make a transcript of the English subtitles and then after I finish playing the video clip, the students can underline the part of speech that exists in the subtitleBy the use of the media like this, it can provide a better sense of calm and the concentration in the classroom" (DBA).

In this case, the participant (DBA) conducted the teaching process with the theme *the part of speech* in the form of *a short story* along with its transcript. participant asked the students to identify *the part of speech* in the transcript of the short story. This way create the environment more fun comparing with teaching *of part of speech* through memorizing. The quotation can be seen as follows:

[Excerpt 15]

"In order to improve students' vocabulary insights, I use online games to guess images that can be accessed on the internet, this method is more effective than giving students memorization of English vocabulary which sometimes only makes students feel lazy" (FJR).

Based on the results of the interview as we can see, some participants used the media in the form of a video where the short story became a material package that was conveyed by the teacher to students in delivering the Arabic language material. This can minimize the boredom of students in receiving the wife that is being taught by the English teacher in the classroom.

4.2.3. Interactive Media for English Teaching

Before starting a learning activity in the classroom, a teacher has to prepare learning media that can be used to attract students interest in learing English. In this way, the lesson can be easier to convey and create an attractive and active learning atmosphere in the classroom. The partivipants point of views can be seen as following excerpt.

[Excerpt 16]

"I use the internet as a source in conducting processes and activities in learning, because the scope and very broad resources make me able to develop media well" (FJR).

[Excerpt 17]

"I use the internet, books from the library and handbooks of teachers who teach at the school." (DBA).

[Excerpt 18]

"The YouTube and English practice website become a source of learning that I often use, sometimes I also use books in the library" (EK).

[Excerpt 19]

"Sometimes saying using English poster as a source in the learning process in the classroom" (ASH).

In this case, most of the participants tend to use online sources as media for teaching, such as YouTube, English learning websites, and audio videos. Some of participants also use the English posters as the learning resources. When looking at some of the opinions delivered by participants, it can be concluded that internet is the most widely used by participants in this research.

5. Discussion

5.1. Active Learning Strategies

5.1.1. Combining Student's Interests with Instructional Media

Enhancing student's interest is the core priority to activate clasroom atmosphere. But, it is not an easy task to attract their interest. Therefore, instructional media is needed to ease the teacher to attract students' interest. The combination between instructional media and student's interest surely create an active learning environment since it make the learning atmosphere more enjoyful, interactive, attractive. Active learning environment in the classroom can develop and improve the students' understanding and memory of the lessons given by the teacher [35]. Active learning also makes students pay more attention and appreciate the material given and explained by the teacher in class [36]. In the process of implementing an active learning environment strategy, a strategy is really needed that can really make students feel comfortable and not burdened in the learning process and activities. The interest is something that refers to a psychological state that has an affective reaction and an attention or tendency involving a particular object or event [37]. There are many students who have not been instructed in terms of learning in advance doing certain jobs about the lessons given by their teachers at school. This is caused by their interests and hobbies that are in something, both in terms of entertainment or even in terms of school lessons.

In addition, a study conducted by Cheung [38] that examined an observation about the use of popular culture as a stimulus and motivation for students to learn English revealed that students can achieve their goals in school if they find the interesting things given by their teacher. This can be one of the references in the application of active learning strategies to students in terms of increasing enthusiasm and interest in themselves. There are many benefits and conveniences that can be felt by English teachers when teaching with an interactive, active learning atmosphere, and always providing responses related to lessons and material provided by the teacher in class. Therefore, it is very important to have data related to information about interests and the hobby of every student in school.

In supporting the pre-service English teacher, what the teachers must understand are the models in active learning such as project-based learning, discoveries, and investigations related to material learned at school. Strong competence and commitment are needed by pre-service English teachers in creating an active learning environment for students. The statement is relevant to the statement submitted by Akram, Malik, Sarwar, Anwer, & Ahmad [39] in supporting a teacher's readiness to teach using a scientific approach is knowledge related to active learning must be understood and mastered by pre-service English teachers such as problem solving, problem investigation and competence as well as a strong commitment in conducting the teaching process to students in school.

Active learning environment is one of the needs for every teaching and learning activity in school because with the existence of an active learning environment, the goals and values of each learning in school can be delivered with methods, methods, and designs that are easily accepted by students in school. This is in line with Tedesco-Schneck [40] which stated that active learning is a way that can be taken to be able to hone critical thinking. Some positive impacts generated by the active learning environment include students being able to communicate and discuss issues related to the subject matter, the subject matter being discussed at school. Thus students can feel a good interaction between students and teachers, and learning becomes more fun. The statement is in accordance with the statement submitted by Terrell & Brown [41] which states that active learning is a form of opportunity for students to determine and discuss the main points and aspects that are being studied together in the classroom. The thing that is often become a challenge is when the students do not found any interesting thing and can make them not pay attention to what is being given or taught by their teachers at school. By taking the data related to the students' interests and hobbies greatly help students and teachers in the process of carrying out their activities and activities related to the learning process that occurs in schools properly and effectively.

5.1.2. Providing Motivational Videos to Improve Student's Learning Enthusiasm

The video has been used as a medium for learning processes and activities to support a variety of settings and activities that exist in school [42]. The use of video has been chosen as a tool to stimulate students who need or want to develop their interests and skills through screenings that inspire and motivate themselves. Video playback does tend to make students feel comfortable and not feel burdened to understand the word for word explanation spoken by their teacher. Only by paying attention to the storyline in the video is enough to make students able to independently find out what is actually being told in the video.

In addition, the videos may be better for learning complex skills because they can expose learning problems, tools, and cannot even be demonstrated easily [43]. Sometimes there are many things that we cannot explain directly with words, the explanation will look complicated and cannot be understood by all students who have a variety of differences in understanding and views related to the explanation given by the teacher in class. But with the use of video as a medium in the learning process, it is expected that various things and learning materials that still look complicated can be understood more easily and more clearly by students. Then a study conducted by Salomon [44] which stated that television-based learning was easier to understand than books. This was shown a lot when the participants in this study (DBA) gave a video to students, and got a very good response from students. (DBA) feel the concentration and attention of students fully awake at the moment of the video playback motivational to students in class.

5.1.3. Applying TPR Method to Enhance Students' Vocabulary

The Body language becomes very important in making students understand English. By using the TPR method, students can add their insights in English and be helped to understand words that are being spoken or given by their English teachers in class. TPR is a method that is built with a coordination around [45]. TPR is a method that can be applied by teachers in an effort to improve the ability of students in learning English, especially in understanding English vocabulary [46]. In this study, participants (EK) applied the TPR method as a means of increasing students' English vocabulary. The problem found by (EK) is the lack of mastery of students related to English vocabulary, then with a combination of TPR methods that are always included in some games in English. Students feel helped and find it easy to translate the intentions of what is being said or asked by their English teacher at school.

TPR can be a method for understanding a foreign language with instructions or commands [47]. In other words, there are many methods that can actually be used by pre-service English teachers or professional teachers in doing English teaching that is fun and can make students feel comfortable and not burdened with memorization tasks given by the teacher. Then a study conducted by Alhomaidan & Alshammari [48] which states that Total Physical Response (TPR) is a strategy carried out where the teacher goes beyond kinaesthetic techniques to use a speech or physical activity that presents the meaning or meaning of English vocabulary. Drawing conclusions from a variety of problems and cases that are encountered in every learning activity that occurs in schools related to the active learning environment, the initial step that can be applied by the teacher is to take teaching actions and make students feel comfortable and not burdened during the learning process at school.

5.1.4. Providing Web-Based Learning to Assist Students in Learning English

Web-based learning is one application that is often found on the internet [49]. A website provides a lot of access to very broad information ranging from all aspects such as lifestyle, culture, social, technology and up to the world of education. In the world of education, web-based learning provides many choices of instructors such as English language teachers or students who want to learn English whether they are beginners or already professionals. In this study, participants (FJR) use web-based learning as a medium in teaching English to students in the hope that students will feel more comfortable and can enjoy the learning process in the form of quizzes on the website or English language games on the website. The purpose of games in teaching and learning process is to enhance student's attention on the learning materials and activities [50]. Therefore, games is very important to build an active learning environment.

Web-based learning activities (WBL) are known as one of electronic learning (e-learning), referring to the Internet technology used to provide a variety of solutions that can improve a learning process [51]. There are many things that can be provided by Web-based learning (WBL) to be able to help teachers or students in the context of carrying out learning activities and activities such as giving a very wide source of material, giving several examples of learning media or evaluation media from various sources and of course this will greatly affect the performance of students or the performance of English teachers in carrying out their activities at school.

The use of information technology has a very important role in the development of a nation because it has many potentials and opportunities both in terms of economy and others [52]. After the support from the aspect of technology use, then teaching practice when learning in college is also very necessary because with this process, pre-service English teachers can equip themselves with the knowledge and skills that they can use later when facing students. A variety of characters that must be controlled by an English teacher. Teaching practice before carrying out the teaching process directly to students is a very important aspect to do because in this process pre-service English teachers learn to translate theories into teaching practice forms to students and be able to apply philosophical sciences in teaching and learning [53]. But despite all that, the use of technology-based web-based learning also saves many positive and negative impacts both for pre-service English teachers or students in schools that use web-based learning as a medium in conducting learning activities in schools.

5.3. The Preparation for Active Learning Environment

The teaching preparation programs for teachers have a positive impact that is good enough for the teaching process at school for students [54]. Teaching practical

work to pre-service English teacher has a good influence on the stages in the teacher's process of conducting the teaching process [17]. It is very important for teachers, especially pre-service English teachers, to make a thorough preparation such as checking the media before starting learning activities, considering communication styles before approaching and interacting with students, so that when the teaching process takes place at school, things that can hinder the objectives of learning can be minimized in such a way. In addition to preparing to be one of the things that needs to be done by pre-service English teachers before doing teaching, the things that need to be considered are what needs to be prepared in conducting teaching to students at school. So to be able to see the important points in this preparation, researchers write 3 subjects about preparation before teaching namely (1) The observation, (2) The resources, (3) The Media.

5.3.1. Adjusting the Teaching Environment

In all aspects of education, the observation is one of the important component in the teaching and learning process [55], the observations made to the class before the learning process began were good preparations for the initial pre-service English teacher [56]. The Data related to students becomes very important to become a reference for teachers to be used as media design materials or methods that can then be used in the learning process at school, so that when implementing active learning environment all media and methods that are delivered are appropriate to the place and the learning process can take place well. In accordance with the results of this study, 5 participants from participants who participated in this study revealed that in terms of making a preparation and design related to the teaching process at school, they made observations in finding out what they liked and knew how the students' character was in the classroom

The research conducted by Zaare [57] revealed that pre-service teachers learn a lot about how to pay attention to professional teachers when teaching in class and they can do a reflection to improve and develop the teaching process at school, and the result of the study conducted by Killian & Bastas [58] also stated that although teachers have experience that is still immature, they remain optimistic in conducting field observations because they will have new experiences. Based on some of the studies above, the observation has a very important role for pre-service English teachers before starting and designing learning activities.

5.3.2. Selecting Learning Resources to Support Teaching Activities

The second strategy is selecting learning resource. The purpose of selecting learning resources is to find out and provide the attractive, effective, and challanging materials that can activate students' imagination and creativity. In this way, an active learning can be built since the teachers

can transfer their knowledge and achieve the goal of teaching. Whereas, the students can feel the benefits (fun, exciting, challanging, and attractive) from the learning resources provided [59]. Besides, learning activities surely depends on several factors, the most important factor is the resource of learning. Learning resources become very important since it is the main reference for providing learning materials in the teaching process. The selected resources that contain attractive and challanging materials are very helpful to make students learning more active. As the result, an active learning atmosphere can be built. Meanwhile, learning resources can be obtained from internet (learning materials, pictures, videos, games, etc.). The internet provides wealth information, learning materials, challanging tasks, and attractive games that can make the students more active and confidence in joining learning activities [60]. Moreover, the internets is very close with students in the current era and has become a part of pre-service teacher's life [61]. Thus, these matters surely support the pre-service teachers to select the learning resources in the internet which can lead them to build an active learning environment.

5.3.3. Interactive Media for English Teaching

There are various kinds of media that have been applied in this research such as the use of YouTube and podcasts. The unique and interesting media creations, this can make interaction and learning activities in class more interesting and not boring. The technological media used in the English learning process can encourage students to learn to communicate better and more effectively [62]. The preparation of a learning media is very necessary in the process of packaging the subject matter that will be given to students so that it becomes more interesting and easily accepted by students at school.

The vocabulary learning based Online game was chosen by (FJR) as a medium in developing students' vocabulary insight. This media was chosen with the aim that somewhat students can become more focused and concentrated in learning, but there is still an element of play. The learning process can run well and effectively. Since the 1970s and 1980s video has been widely available as a teaching source, the use of video has also been promoted in the form of teaching English for a number of reasons [63]. So it's not something new if the use of video in the field of teaching is chosen and used by English teachers in teaching school to students. The use of these media is aimed to provide explanations that require complex visuals for students. Thus, the provision of video material can make students feel helped and feel comfortable during the learning process.

The use of social technology also plays an important role in providing opportunities between students to discuss the lessons they are discussing and discussing [64]. There are various ways and methods in conveying the process and learning material to students in schools such as access the

internet as a medium for exploring English vocabulary, looking for explanations about the structure of sentences in English with a variety of different explanations and sources. This can greatly increase the activity and enthusiasm of students in conducting the learning process with their teachers at school.

Most digital music, such as the MP3 format, is everywhere, file sizes are also relatively small, and the ease of transferring to other portable devices has become a convenience for language learning [65]. The various kinds of activities and media provided by the internet and technology bring a lot of convenience to both students and English teachers who use them. The teachers can access audio as a sound source commonly referred to as mp3 where its function in the learning process of English can be used as a medium for practicing speaking by imitating spoken words spoken by native speakers through audio mp3, then students can also learn through online games that contain about English language learning such as shooting pictures, and can also see a visual explanation that is terrible by various sources on the internet that we can access on YouTube.

6. Implications and Limitations

The findings and discussions of the study was meant to provide the implications toward pre-service teachers who need a potrayal regarding the strategies in building an active learning environment and the preparations that they should have. The findings surely give a description on what strategies should be carried out by the teachers in creating an active learning atmosphere. However, this study explored and analyzed only some strategies in building an active learning environment. Therefore, further study is expected to search and analyzed more various strategies in building an active learning environment that can be refferences for any English pre-services teachers.

7. Conclusions and Recommendations

Based on the findings of the study, it was found that there were four main strategies and three main praparations that teachers should have in building an active learning environment. All of these strategies were identified from the analysis on pre-service teacher's voices or perceptions regarding creating an active learning environment in the classroom. Pre-service teacher's perceptions have resouceful refferences for teaching since it potray their real experience in accomplishing the goal of teaching. The experience in teaching is indeed since it is can enhance the teacher's capability and knowledge to construct the effective strateggies in teaching their students. Moreover, it can encourage their understanding toward the effectiveness of a strategies and what preparations they should had. Thus,

this study can be an inspiration for other teachers to create an interactive and effective learning strategies. For further study, it is very recommended to analyze more various strategies in building an active learning environment. This study can be used as a first step to create more effective and exciting English learning design.

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