

STUDENTS' PERCEPTION ON THE USE OF ACTIVE LEARNING IN ENGLISH CLASS AT SMAN 1 SINGINGI

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Abstract: *Teacher creativity in providing learning in the classroom is something that plays an important role in improving student learning abilities. Active Learning is a teaching method used by teachers in the classroom to improve students' learning abilities, both in increasing learning motivation, self-confidence, critical thinking and so on. In Active Learning there are various teaching techniques that can be used by teachers in teaching. The purpose of this study is to describe how students perceive the use of Active Learning in English classes at SMAN 1 Singingi. Cluster random sampling was used in determining two classes to represent the sample in this study. The sample in this study consisted of 43 students. The instrument used to collect data in this study was a questionnaire consisting of 20 statements. Data is scored using a Likert scale with four choices; Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). The results showed that students' perceptions of Active Learning were high with an average score of 3.94. Therefore, it can be concluded that students have positive perceptions when learning in English class using Active Learning.*

Key Words : *Perception, Students' Perception, Active Learning*

PERSEPSI SISWA TERHADAP PENGGUNAAN PEMBELAJARAN AKTIF DALAM KELAS BAHASA INGGRIS DI SMAN 1 SINGINGI

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Abstrak : Kreativitas guru dalam memberikan pembelajaran didalam kelas merupakan suatu hal yang berperan penting dalam meningkatkan kemampuan belajar siswa. Pembelajaran aktif merupakan salah satu cara mengajar yang digunakan oleh guru didalam kelas untuk meningkatkan kemampuan belajar siswa, baik dalam meningkatkan motivasi belajar, rasa percaya diri, berfikir kritis dan lain sebagainya. Dalam pembelajaran aktif terdapat berbagai teknik mengajar yang dapat digunakan oleh guru dalam mengajar. Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana persepsi siswa terhadap penggunaan pembelajaran aktif dalam kelas Bahasa Inggris di SMAN 1 Singingi. Cluster random sampling digunakan dalam menentukan dua kelas untuk mewakili sampel pada penelitian ini. Sampel dalam penelitian ini terdiri dari 43 orang siswa. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah kuisioner yang terdiri dari 20 pernyataan. Data diberi skor menggunakan skala likert dengan empat pilihan; Sangat Setuju (SS), Setuju (S), Tidak Setuju (TS), dan Sangat Tidak Setuju (STS). Hasil penelitian menunjukkan bahwa persepsi siswa terhadap pembelajaran aktif tergolong tinggi dengan nilai rata-rata 3,94. Oleh karena itu, dapat disimpulkan bahwa siswa memiliki persepsi positif ketika belajar didalam kelas Bahasa Inggris dengan menggunakan pembelajaran aktif.

Kata Kunci : Persepsi, Persepsi Siswa, Belajar Aktif

INTRODUCTION

English is one of the most important subjects in education, especially in Indonesia. Suharto (2005) states that a language is a communication tool used to convey thoughts, hopes, desires, etc. for self-interest (Abdullah, 2020). Besides the importance of learning English, it turns out that it is difficult for students to be able to master this subject. In the world of education, learning is given using various methods or ways of learning. The learning method is a mechanism used by teachers to organize and implement several educational facilities and activities to achieve certain goals (Al-Rawi, 2013).

Along with the development of the times from time to time, learning methods are also growing. Previously, the learning process was carried out using the conventional method of Teacher-Centered Learning (TCL), which is commonly referred to as the traditional method, namely teacher-centered learning. In this traditional method, students tend to be more passive because they only listen to the teacher's explanation, so students do not have activeness in the classroom in the teaching and learning process. Then over time, this learning method developed into a constructivist method or Student-Centered Learning (SCL), namely student-centered learning, known as Active Learning. Active learning is based on a learning theory called constructivism, which emphasizes the fact that learners construct or develop their understanding (Wolfe & Wolfe, 2008).

SMAN 1 Singingi is one of the schools that implements Active Learning, especially in English subjects. Active learning is used by English teachers to make students more active in class by using the learning techniques contained in the active learning method. The English teacher at the high school has used several learning techniques found in active learning. Then the teacher at SMAN 1 Singingi also feels the impact of using active learning in learning is quite good, where students are more active in class, more directly involved in the learning process, student teamwork increases, students are also more creative and so on. However, of course there are still students who are not confident when appearing in front of the class, are not very active and so on, only a small proportion.

The purpose of this research is to find out how students perceive the use of active learning in English class at SMAN 1 Singingi. Nurhidayah (2017) said that everyone has a perception of the results of his observations of an object, meaning that he masters something that he knows, meaning that in him formed perceptions and knowledge that are systematically arranged to be his. Then everyone's perception will always be different because our thoughts and feelings towards something have their point of view.

RESEARCH METHODOLOGY

Descriptive analysis with a quantitative approach was applied in this research to analyze and describe the students' perception on the use of active learning in English class at SMAN 1 Singingi. The population of this research is the eleventh grade students of SMAN 1 Singingi. Cluster random sampling was used in determining two classes to represent the sample in this study. The sample in this study consisted of 43 students. The research instrument used is a questionnaire. The type of questionnaire is a close-ended question containing 20 items divided into three aspect (implementation, effectiveness, and barriers) of active learning. The data were calculated by using the formula of Anas Sudjono (2012), as follows: $P f/n \times 100$.

In addition, to see the level of perception in order to answer the research question, the researcher also categorized the data using the following formula of classification by Suharto (2016).

Table 3.5 : Level Average

Positive	Strongly agree	4.20 – 5.00
	Agree	3.40 – 4.19
Neutral	Neutral	2.60 – 3.39
Negative	Disagree	1.80 – 2.59
	Strongly disagree	1.00 ,79

RESULT AND DISCUSSION

RESULT

The results of students' perceptions of the positive statements given in the use of active learning in the English class that the answers or responses given by students mostly agreed and strongly agreed. Answer choices that agree have an average score of 11.3 and answer choices that strongly agree get an average score of 8.4 which is a fairly high score. This shows that students have a positive view of the use of active learning given by the teacher in class, where they have a positive perception of statements about positive things contained in the use of active learning in the questionnaire given. As for the answer choices that do not agree and strongly disagree only get a score of 0.27 and for neutral answer choices only get a score of 1.7. This shows that only a few students disagree with the positive statements about active learning contained in the questionnaire.

From the negative statements about the use of active learning in the English class, it can be seen that the average score of 10.4 students disagrees with the negative statements about the use of active learning. Then for answers that strongly disagree have a score percentage of 8.2. This shows a positive number, where students disagree with the existence of negative statements in the use of active learning which are described in several items in the questionnaire given. which means students do not feel negative impacts or things that complicate learning by using active learning in the classroom.

For the results of the respondent data for each aspect of the questionnaire has a positive perception, where for aspects of student perceptions of the implementation of active learning get an average value of 4.11, then for aspects of student effectiveness perceptions. in the use of active learning obtained an average value of 3.98, and for aspects of students' perceptions. From these data it can be seen that each aspect gets a positive perception from each student, meaning that students like the active learning used by the teacher in the English class.

DISCUSSION

This research was conducted by distributing questionnaires directly to students in class. The questionnaire consisted of 20 statement items containing positive and negative statements related to the use of active learning, and had five answer choices, namely agree, strongly agree, neutral, disagree and strongly disagree. The number of respondents in this study amounted to 43 people.

The average score of respondents from all aspects of the questionnaire was 3.94. this value is included in the positive level in the average table according to Soeharto (2016). In this study it can be seen that active learning is a good and more effective way of learning to be applied in the learning process, where active learning can increase learning motivation, understanding in learning material, etc., so that student learning outcomes can also increase. further improved. Active learning allows students to interact more actively in class so that students can further develop their learning abilities, not just passively by only listening to the teacher's explanation. So, in this study it was found that students' perceptions about the use of active learning in English classes at SMAN 1 Singingi were positive.

CONCLUSION AND RECOMMENDATION

CONCLUSION

This study aims to determine students' perceptions about the use of active learning in English classes at SMAN 1 Singingi. This research was conducted by distributing questionnaires to 43 students of class XI.

Based on the results of the discussion above, it can be concluded that students' perceptions of the use of active learning in the English class are positive. This means that the application of active learning has a positive impact on student learning in English classes. Students like the learning style by using active learning because learning is more interesting and fun thereby increasing student motivation in learning. In addition, students can also more easily understand the learning material provided, and this has a very positive impact on improving student learning outcomes.

RECOMMENDATION

First, for teachers. Giving material in an interesting way of teaching to students is very necessary to support the motivation or enthusiasm of students in learning. Active learning has a positive perception for students, meaning that active learning can continue to be used in learning, of course with various learning methods that are constantly being changed to make it more attractive, and active learning is effective for use in classroom learning.

Next for further researchers. This research can be a reference for future researchers to be able to develop research on this active learning. The researcher also suggests that further researchers conduct research at other educational levels such as in junior high school or in tertiary institutions to find out the perceptions of students, teachers or lecturers on the application of active learning in the learning process.

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