



## Students' Perception Toward Active Learning Method in English Learning

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### Abstract

This study aimed to analyse students' perceptions of active learning methods in English language learning. Active learning methods, which emphasize students' active participation, are expected to improve motivation and learning outcomes in English language acquisition. The study was conducted by using a qualitative approach through surveys to 30 students in second semester in System of Technology and Information study program at Institut Teknologi Sawit Indonesia ((ITSI) North Sumatera, Indonesia. The results showed that most students had a positive view of the method, feeling improved communication skills and understanding of the material. However, some challenges such as difficulties in collaboration and adaptation to the new method were also identified. The findings provide insights for curriculum developers and teachers to optimize the application of active learning methods, to increase the effectiveness of English language learning in higher education.

*Key words: perception, active, method, English, learning*

### Abstrak

Penelitian ini bertujuan untuk menganalisis persepsi mahasiswa terhadap metode active learning dalam pembelajaran bahasa Inggris. Metode active learning, yang menekankan partisipasi aktif mahasiswa, diharapkan dapat meningkatkan motivasi dan hasil belajar dalam penguasaan bahasa Inggris. Penelitian dilakukan dengan menggunakan pendekatan kualitatif melalui survei kepada 30 orang mahasiswa semester dua program studi sistem teknologi dan informasi di Institut Teknologi Sawit Indonesia ((ITSI) Sumatera Utara, Indonesia. Hasil penelitian menunjukkan bahwa mayoritas mahasiswa memiliki pandangan positif terhadap metode ini, merasakan peningkatan keterampilan komunikasi dan pemahaman materi. Namun, beberapa tantangan seperti kesulitan dalam kolaborasi dan adaptasi terhadap metode baru juga diidentifikasi. Temuan ini memberikan wawasan bagi pengembang kurikulum dan pengajar untuk mengoptimalkan penerapan metode active learning, sehingga dapat meningkatkan efektivitas pembelajaran bahasa Inggris di perguruan tinggi.

*Kata kunci: persepsi, aktif, metode, bahasa Inggris, pembelajaran*

## INTRODUCTION

Students' perceptions of active learning methods, particularly in the context of English language learning, are becoming an increasingly relevant topic in modern education. Active learning methods emphasize students' direct involvement in the learning process, facilitating interaction, collaboration and practical application of the material taught. In English language learning, this approach is believed to improve students' motivation and learning outcomes.

With the development of technology and the need for global communication, mastery of English is becoming increasingly important. Therefore, the application of innovative and effective learning methods is needed. Through active learning, students are expected to understand language concepts more easily, improve their speaking, listening, reading and writing skills, and build confidence in communicating.

The study of students' perceptions can provide valuable insights for educators in designing a more effective curriculum. Through a better understanding of how students



respond to active learning methods, it is hoped that the English learning process can become more engaging and have a positive impact on students' academic achievement.

Perception is a psychological process that involves a person's interpretation and understanding of information received through the five senses. In an educational context, perception refers to an individual's view, judgment and attitude towards a concept, method or learning experience. Fieldman (1999) stated that perception is a constructive process by which we go beyond the stimuli that are presented to us and attempt to construct a meaningful situation. Whereas Morgan (1987) stated that perception refers to the way the work, sound, feel, tastes, or smell. Moreover, perception is the process of selecting, organizing, and interpreting information. Perception constitute the process that used by people to manage and interpret impression of their sense to give meaning to their environment. In other works, perception can be defined as whatever is experienced by a person. Moreover, there are some components of perception in the following:

1. Experience

Perceptions are often influenced by previous experiences. Students who have a positive experience with a particular method tend to have a favourable perception of it.

2. Environment

Environmental factors, such as classroom atmosphere and interaction with classmates, can also influence how students perceive a learning method.

3. Cognition

An individual's thought process and understanding of the information received, including how they analyse and evaluate the method applied.

In addition, this study describes the students' perception regarding active learning method that it is a learning approach that emphasizes students' active involvement in the learning process. In contrast to traditional methods that tend to be passive, where students only listen to lectures from lecturers, active learning encourages students to participate directly in learning activities. Warsono & Hariyanto (2012) explain that active learning is to create the learning atmosphere that students always do meaningful learning experiences and do the meaningful activities during learning process. Moreover, active learning is a teaching and learning activity in which the students are intellectually and emotionally involved so that they really play an active role and participate in the learning process emotionally so that they play an active role and participates in learning activities (Hosnan, 2014). Then, Nguyen et al. (2021) define active learning as, "classroom-based activities designed to engage students in their learning through answering questions, solving problems, discussing content, or teaching others, individually or in groups. Then, there are some characteristics of active learning method such as:

1. Student Involvement

Students are expected to be actively involved in discussions, collaboration, and practical activities.

2. Collaboration

Learning is often done in groups, where students discuss and exchange ideas, improving understanding through social interaction.

3. Practical Application

The material taught is applied in a real context, so that students can see its relevance and benefits.

4. Reflection



Students are encouraged to reflect on their learning experiences, helping them to understand concepts better.

Moreover, active learning method has some benefits such as:

1. **Increases Motivation**  
Active engagement can increase students' interest and motivation to learn.
2. **Material Mastery**  
By applying concepts directly, students find it easier to understand and remember the material.
3. **Communication Skills**  
Collaborative learning helps students develop communication and cooperation skills.
4. **Independence**  
Students learn to be more independent in the learning process, developing critical thinking and problem-solving skills.

Furthermore, active learning can be implemented in English learning that it refers to a process that aims to develop communication skills in English, both orally and in writing. English has a very important role in expanding horizons in the fields of science and technology (Sari, 2019). In addition, learning a foreign language, especially English is a process or action that a person takes to know and understand something and the process is not limited by space and time because learning is a lifelong process (Sari, 2018). Besides, various factors can affect the process of learning English both internally and externally (Sari, 2019).

In addition, English is an international language used to communicate between various countries around the world (Sari, Amrul, Nurasyiah, and Fanny, 2025). Then, English is one of the subjects implemented in the curriculum that must be studied at every level of education in Indonesia (Fitriani, Tasril, Rizka, and Murni, 2023). The learning of English as a foreign language in Indonesia is an effort made to acquire technological knowledge in the world and become part of the global community (Santoso, 2014).

Moreover, Hedge (2008), states that English language learning can be oriented towards two knowledge, namely linguistic knowledge and non-linguistic knowledge. Besides, given English's status as a global lingua franca, mastery of this language is essential in various aspects of life, including education, business, and international communication. Thus, language skills are essential in students' language development and have a significant impact on students' communication skills (Efrizah, Sari, and Putri, 2024). Moreover, The language skills are listening, speaking, reading, and writing, and the language components are grammar, vocabulary, and sound system.

Furthermore, English learning has four components namely:

1. **Listening Skills**  
The ability to understand information conveyed orally, both in everyday conversation and in academic contexts.
2. **Speaking Skills**  
The ability to use English in speech, including pronunciation, intonation, and appropriate use of vocabulary.
3. **Reading Skills**  
The ability to understand texts in English, including reading books, articles and academic materials.
4. **Writing Skills**  
The ability to express ideas in writing, including essay writing, reports, and business communications.



## METHOD

This study applied descriptive qualitative design by administering questionnaire to 30 students of second semester in System of Technology and Information study program at Institut Teknologi Sawit Indonesia ((ITSI) North Sumatera, Indonesia. The items of questionnaire regarding learning process in the class, and the materials which were taught in English learning. Moreover, after collecting the data, then they were analyzing by using Miles, Huberman and Saldana (2014) that consisted of data condensation, data display and data verification/conclusion drawing

## FINDING AND DISCUSSIONS

The data were taken by administering open questionnaires to 30 respondents and the data could be seen as follows:

### A. Perception

1. In your opinion, does lecturer provide opportunities for students to improve their abilities in learning English?



Figure 1

Figure 1 showed that 30 respondents (100 %) answered that the lecturer provided opportunities for students to improve their abilities in learning English

2. In your opinion, does lecturer generate student activeness in every activity such as asking or answering questions?

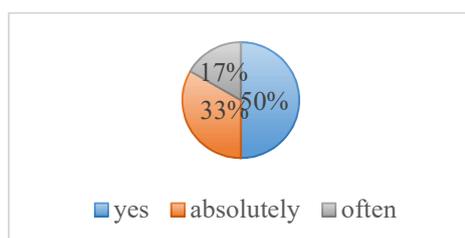


Figure 2

Figure 2 indicated that the respondents agreed that lecturer generate student activeness in every activity such as asking or answering questions.



3. In your opinion, does lecturer attract students' attention by linking the subject matter with themselves (e.g. with their experiences)?

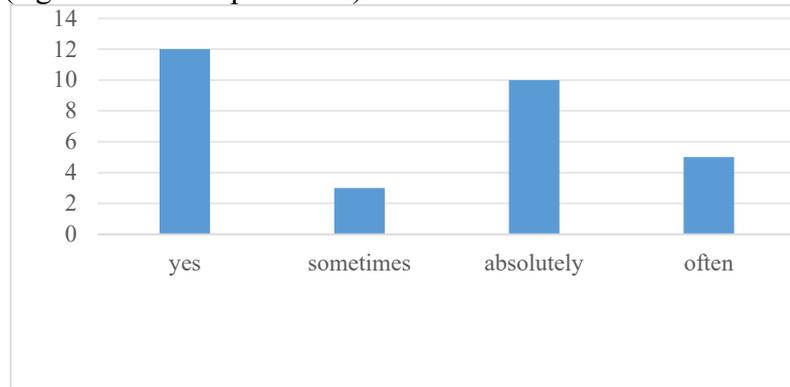


Figure 3

Figure 3 described that the respondents agreed that the lecturer attract students' attention by linking the subject matter with themselves (e.g. with their experiences)

4. In your opinion, does lecturer choose the type of role to be performed by students according to the material presented?

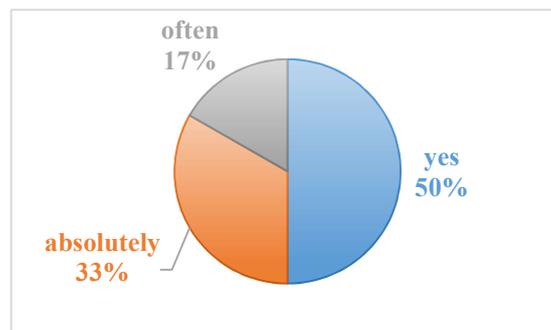


Figure 4

Figure 4 showed that the respondents agreed that lecturer chose the type of role to be performed by students according to the material presented.

5. In your opinion, does lecturer support a learning atmosphere with a sporting attitude?

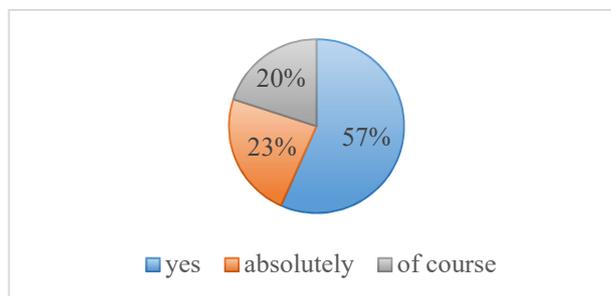


Figure 5

Figure 5 indicated that the respondents agreed that lecturer support a learning atmosphere with a sporting attitude.



6. In your opinion, does the lecturer direct group work?

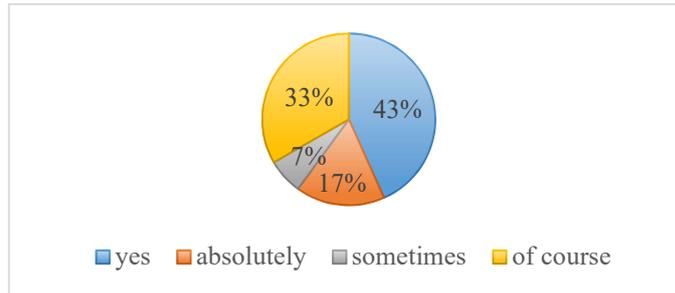


Figure 6

Figure 6 described that the respondents agreed that the lecturer directed group work

7. In your opinion, does lecturer encourage students to participate in groups?

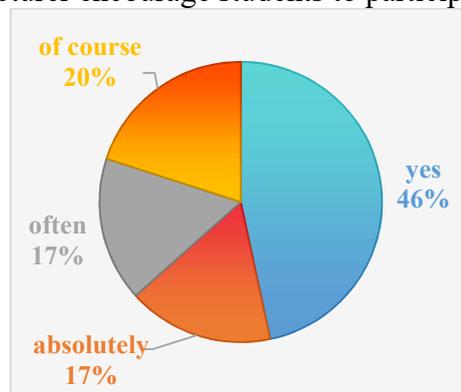


Figure 7

Figure 7 showed that the respondents agreed that lecturer encouraged students to participate in groups

8. In your opinion, does lecturer give responsibility to individuals with assigned material?

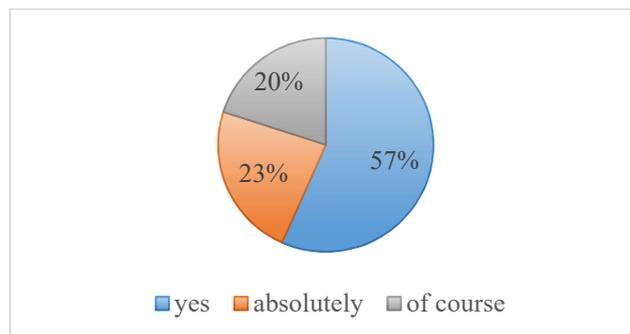


Figure 8

Figure 8 indicated that the respondents agreed that lecturer gave responsibility to individuals with assigned material.

9. In your opinion, does lecturer encourage students to take part in doing tasks in the discussion process?

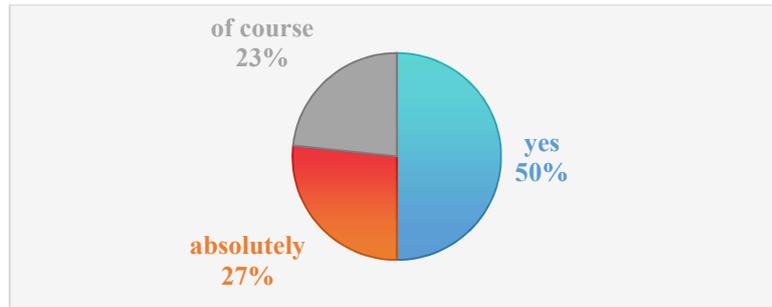


Figure 9

Figure 9 described that the respondents agreed that encouraged students to take part in doing tasks in the discussion process.

10. In your opinion, does lecturer play a role in helping to develop students' communication skills?

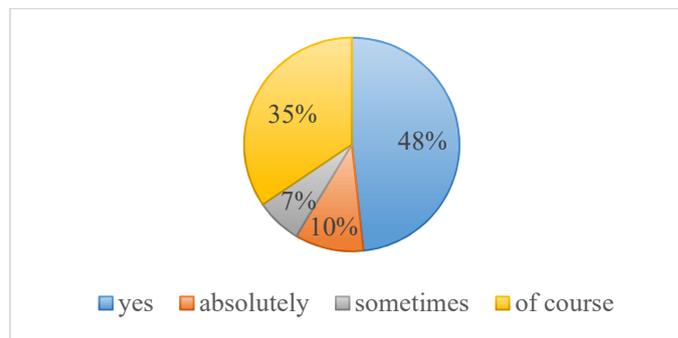


Figure 10

Figure 10 showed that the respondents agreed that lecturer play a role in helping to develop students' communication skills

11. In your opinion, does lecturer inspire confidence after learning?

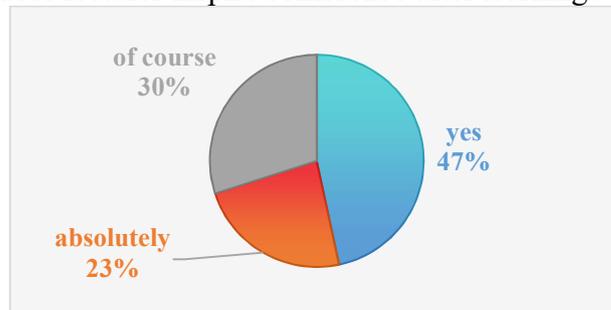


Figure 11

Figure 11 indicated that the respondents agreed that lecturer inspired confidence after learning.

12. In your opinion, does lecturer motivate students after learning?

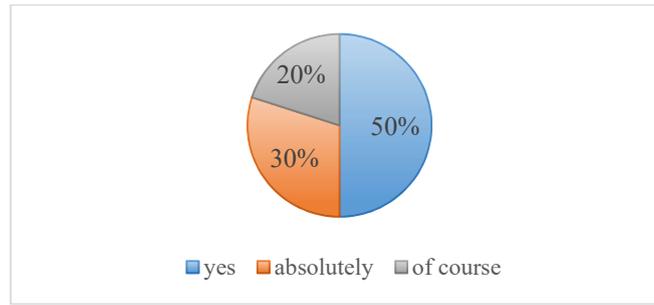


Figure 12

Figure 12 described that the respondents agreed that lecturer motivated students after learning.

13. In your opinion, does lecturer provide assistance to students who need it?

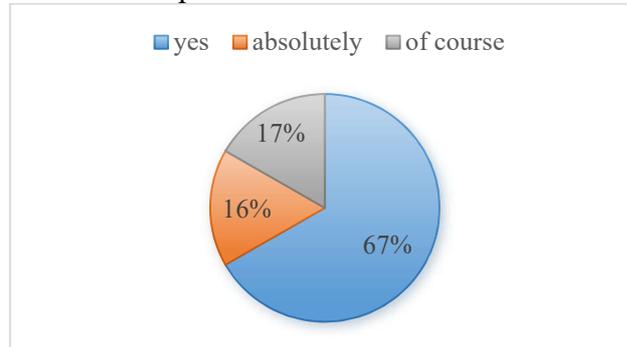


Figure 13

Figure 13 showed that the respondents agreed that lecturer provided assistance to students who need it

14. In your opinion, does lecturer provide opportunities for students to participate in the learning process?

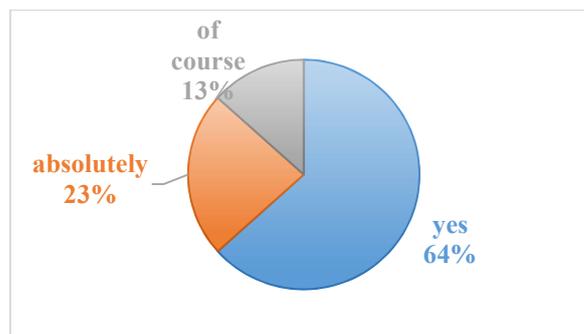


Figure 14

Figure 11 indicated that the respondents agreed that lecturer provided opportunities for students to participate in the learning process.

15. In your opinion, does lecturer provide examples of assignments to students? according to the material given?

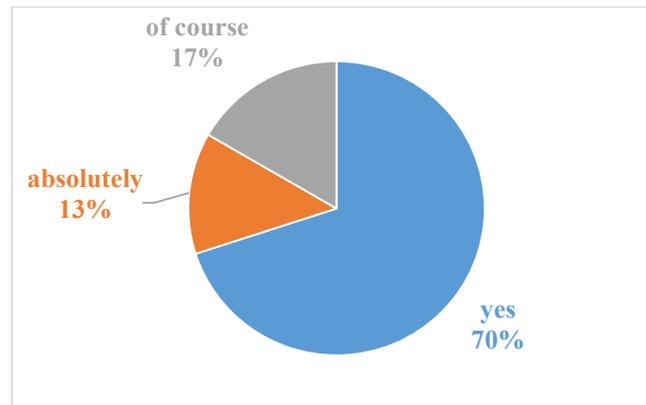


Figure 15

Figure 15 described that the respondents agreed that lecturer provided examples of assignments to students? according to the material given

According to the data, it could be figured out that the students showed positive perceptions towards active learning methods. They feel that this method makes learning more interesting and interactive. Students reported that they were more motivated to learn when involved in active activities, such as group discussions and role-playing. Moreover, they who participated in active learning showed significant improvements in English learning, and they felt more confident in using English after following this method. Although many felt positive, some challenges were also identified. A few students experienced difficulties in group collaboration, especially in terms of communication and task sharing, and they also felt anxious when they had to speak in front of the class.

## CONCLUSIONS

This study shows that students' perceptions of active learning methods in English learning tend to be positive. Students felt an improvement in motivation and language skills, especially in speaking and listening. This method allows them to be actively involved and enjoy the learning process. However, challenges such as speaking anxiety and difficulties in group collaboration still need attention. Therefore, it is important for lecturers to provide adequate support and create a supportive learning environment. Overall, the application of active learning methods is considered effective in enhancing the English learning experience, and proper adjustments can further optimize students' learning outcomes.

Active learning is a very important approach in English language learning in terms of encouraging students to be actively involved in the learning process, which increases their interest and motivation. Direct involvement helps students feel more responsible for their learning. Moreover with this method, students practice speaking, listening, reading and writing in a real context. Activities such as group discussions and role-playing allow students to use English practically, improving their communication skills. Furthermore, active learning encourages students to think critically and analyze information, which helps them understand the material more deeply. By applying concepts directly, students can relate theory to practice. Besides, through collaboration and interaction, students develop important social skills, such as cooperation, negotiation and empathy. These skills are invaluable in an increasingly connected global context. Then, they students who engage in active learning tend to remember



information better. In this way, they not only learn for exams, but also for everyday life. Finally, active learning allows for more flexible and adaptive teaching, according to students' various learning styles. It creates an inclusive environment where each student can learn in the way that suits them best. Overall, the application of active learning in English learning not only improves students' language skills, but also prepares them to face challenges in the real world.

## **SUGGESTIONS**

According to the findings, there are some suggestions for improving English learning by using active learning as follows:

### 1. Lecturers

The lecturers should be provided with training on active learning techniques to improve their ability to apply these methods effectively, and develop learning materials that are more varied and relevant to real contexts can help students more easily understand and apply English.

### 2. Students

The students should improve their self confidence and skills in English learning in terms of participating and getting involved in discussion actively in the classroom.

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