English Literature Student' Perspectives toward the Implementation of Active Learning

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Abstract

This paper is concerned to explore the perspectives of English Literature student in the fifth and third semester toward the implementation of active learning in the classroom, and to know how their responses in term of qustion-answer and critical thinking used in the class. In this research, the quantitative method used by distributes the questionnaire to the student as the subject of this study through filling out the Google document to facilitate the participants to deliver their responses. The result shows that most of the students in Teknokrat are agree with the implementation of actives learning, which determined by critical thinking, question and answer and responding the other student presentation. They agree that this term was increasing their ability to solve the problem and changes their way of thinking in the future. By implementing this study, hopefully the lecturer will has a picture of the student development and needed in the learning process. So, the lecture will know how to treat the student as best as possible in the future.

Key words: : Active Learning, Critical Thinking, Question-Answer, Quantitative Method.

INTRODUCTION

Active learning defines as instructional methods that place the responsibility of learning on learners (Pustika, 2010), (Safitri et al., 2019), (Ramdan & Utami, 2020). It has gained considerable attention in higher education (Webqual, 2022), (Hartanto et al., 2022). Unfortunately, active learning has a history of vague definitions and nebulous descriptions that make discussion of this concepts difficult (Fithratullah, 2021), (Dakwah et al., 2021). Example of active learning include in-class discussion, case study discussion, short written exercise, role-playing, games, hands- on activities, debate, academic service learning, experimental learning , and discovery learning (E. Putri, 2022), (Ristiandika Arrahman, 2021), (Samanik & Lianasari, 2018). Commonly, active learning involved the student in learning process (Gerai et al., 2021), (Siregar & Utami, 2021), (Wahyudi & Utami, 2021). In this term, the student will be take more responsibility on solving the problem in certain discussion, debate, written exercise, and etc (Robot, 2007), (H Kara, 2014), (Firmansyah et al., 2018). In active learning process, the student force to be independent to make their critical thinking running (Arwani & Firmansyah, 2013), (Firma Sahrul B, 2017), (Website & Cikarang, 2020). Meanwhile, the lecturer or teacher will support and facilitate them with certain issue to be analysed and overcome (Agustina & Utami, 2021), (Yudha & Utami, 2022), (Prayoga & Utami, 2021).

Considering the important of active learning in the term of increasing student critical thinking, this study tried to explore the student' perception toward the implementation of active learning itself, how the student' responses and critical thinking contribution on learning process has depicted (Pratama, 2018), (Asia & Samanik, 2018), (Nindyarini Wirawan, 2018). The previous study is trying to investigate teachers' perceptions and practices of active learning in EFL classroom in three selected secendory schools in Genna Bossa Woreda of Dawro Zone, SNNPRS (Firmansyah M et al., 2017), (N. U. Putri et al., 2020),(Wulandari, 2018). In this case, they use mixed methods approach with data

collection tools such as observation checklists, questionnaire, and interviews (Wahyuni et al., 2021), (Gustanti & Ayu, 2021), (R Arrahman, 2022). The result of this study revealed that the most of respondents have perceived active learning positively. In spite of their good perceptions, their practices of active learning were low/poor (Keanu, 2018), (Nurmalasari & Samanik, 2018), (Gita & Setyaningrum, 2018). The major factors affecting the effective implementation of active learning were large class size with fixed sitting arrangement, inadequate teacher training, tendency of focusing on teacher- centered method, and time scarcity (Setri & Setiawan, 2020), (Mertania & Amelia, 2020), (Lestari & Wahyudin, 2020).

Thus, in this case, the researcher tried to use another method which is quantitative method which more focused on students' perception on student centred method in the term of responding other student presentation, critical thinking, asking and also answering question session.

LITERATURE REVIEW

The significance of this research is to show to the lecturer about how the student perspectives toward active learning itself and how they response on the use of critical thinking in the class (Suprayogi et al., 2021), (Samanik, 2021). So the lecture will know how to treat their studebt in the future, whether the use of critical thinking should be increased or decreased (Pajar et al., 2017), (*MEMBIMBING Dan MENGUJI KP 2020.Pdf*, n.d.), (Kutipan et al., n.d.).
Research Objectives
This study was conducted by the researcher in the term to achieve and answer the research question, and the purpose of this research as follows:
1.   To explores the English Literature student' perception toward the Implementation of Active learning in the classroom;
2.   To know how the student responses and contribution on the critical thinking use in the learning process.

METHOD

In the process of analysing the data, the researcher tried to applying the quantitative method. This method used because the data that will be collected is quite many and using statistics analysis.
The participants of this research are 30 students who are taken by the third and the fifth semester majoring English Literature (EL). The subject was chosen because the researcher want to see the perception of EL student participate in active learning, in the term of responses the question and exploring their critical thinking in the learning process.
The tools used in this research is technology. The researcher chose to use recent technology which is questionnaire in the form of Google Document to distribute to the student. So, the student will be easier in accessing and fill out the questionnaire whenever and wherever they are through their smartphone because the link has available and accessible.

RESULTS AND DISCUSSION

In the process of collecting the data of the students' perception, there are two kind of data term which are use by the researcher. Those are Personal information as the basic information to help the researcher to know the identity of the respondent, and the second

one is the questions about the implementation of critical thinking, and the use of question and answer in Active Learning (Sidiq & Manaf, 2020), (Sulistiani & Aldino, 2020), (Sidiq et al., 2015). So, from the data we can analyse whether the students are like or dislike to involves in the Active learning process itself, how often do they use their critical thinking in the classroom, and how way the student asking or responding the question while doing or hearing the presentation in the class.

Table 1. Personal Information

Gender	Female
	Male
Age	20 and >20 years old
Major	English Literature
Number	4 Male
	26 Female

From the table above, we can see that this research were participates by 4 male and 24 female from third and fifth semester English Literature major of Universitas Teknokrat Indonesia. Their age is about 20 to 23 years old.

The main information of this research is about the respond of the student about their perspectives of active learning. This information divided by several question about their critical thinking implementation, and their contribution on being active in the class such as asking and answering the question or only responding other friend presentation.

Table 2. The implementation of critical thinking, question and answer in Active Learning.

Questions	Mean	Agree (%)	Disagree (%)
Do you like solving case or problem?	3,96	96%	4%
Do you like to solve a problem which is given by your lecturer?	3,52	100%	0%
Did Critical thinking's activity is terrified you?	3,5	90%	10%
Do you feel confident when solving a certain case which is given by your lecturer?	3,54	96%	4%
Do you feel classes with critical thinking for teaching / learning activity should be more in the future?	4,07	100%	0%
Critical thinking helped you in remembering difficult concept in Literature or Linguistics?	3,97	100%	0%
Critical Thinking help in understanding concept and theory in Literature	4,14	100%	0%
Critical Thinking help in applying Literature concept in Real life	4	96%	4%
Critical Thinking help in analyzing Literature/ Linguistics Concept in Language case	4	100%	0%
Evaluating, creating, and innovating critical thinking shall help in Literature to increase the understanding	4	100%	0%

Do you like asking questions in the class or in your friend presentation?	3,63	93,30%	6,66%
Do you like answer the questions, when your lecturer asked?	3,82	96%	4%
Do you like responses your friends presentation, such as give comment or suggestion?	3,63	93,30%	6,66%

From the table above, we can see that, most of the students are agree that the implementation of critical thinking in the class is really helpful for them in understanding theory or difficult concept of Literature, analysing concept of Literature or Linguistics in language case, and to applying Literature and Linguistics concept in the real life (E. Putri & Sari, 2020), (Apriyanti & Ayu, 2020), (Firmansyah et al., 2017). Most of them are like and feel confident to solve the problem which is given by the lecturer.

In other hand, the students also agree that they like to respond their friend presentation such as asking question, give comment and give them any suggestion after the presentation are conducted. They believed that this term was helped them to increase their understanding and their way of thinking in the future.

CONCLUSION

Active learning defines as instructional methods that place the responsibility of learning on learners (Artikel, 2020) (Fithratullah, 2019). It has gained considerable attention in higher education. Actives learning can be determined by several ways such us critical thinking, question and answer, and responding the other student' presentation. It's proven that most of students are interested to actives learning process.

From the result we can conclude that most of students are agreed and felt being helpful by the term which is implemented in Actives Learning. The term of critical thinking force them to have a better understanding to relate between the theory and concept in the real life. Besides, it's also give many advantages to the student because it was increase their thinking ability and making decision.

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