

## ABSTRACT

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**Key words: Students attitude, active learning, academic achievement**

Active learning's effectiveness as a technique varies greatly depending on the students' attitude toward it. However, research on student attitudes toward active learning remains ambiguous some are positive, while others are negative. More research on attitudes toward active learning is needed. The objective of this study was to describe student attitudes toward active learning approaches and the relationship with academic achievement, especially for students of English Language Education Program.

Active learning pedagogy activities are important factors in increasing students' satisfaction with their individual and group learning processes. Furthermore, active learning pedagogical activities positively influence students' satisfaction with their learning processes (Robertson, 2018). So, the hypothesis in this study are students' show the positive attitude and there is relationship with the academic achievement.

The descriptive quantitative research design was used. This study asses the attitude used questionnaire contains Cognitive, affective, and conative aspects. The validity of this questionnaire around 0.339 – 0.599. Item validity of the developed attitude assessment instrument. The reliability Cronbach's alpha was 0.807.

The result shows most students were positive. Furthermore, there is no significant correlation between students' attitude and academic achievement. This condition assumed, because this study used the GPA score. The GPA score that used, contains many methods used by lecture. Therefore, it is suggested for the next researcher use more specific score of achievement.