

CHAPTER I

This chapter discusses several aspects. They are the background of the research, research problem, objective of the research, operational definition of the research, significance of the research, and scope of the research.

1.1 Background of Research

The learning that has taken place so far generally uses the teaching method of every meeting in class. Learning is still teacher-centered, resulting in students tending to tend and learning to be ineffective. Learning conditions like this are ineffective compared to student-centered learning, and one method is active learning. A study examining the use of active learning in discovery found that so far, active learning increased course grades compared to conventional learning methods. Effective learning occurs at the end of the process, and students participate actively in every step of the learning process. Active learning provides more opportunities for students to carry out learning activities than just receiving the lessons given. For learning to be more meaningful, students must be actively involved in learning to construct their knowledge through the learning experiences gained. Implementing active learning can improve the quality of learning in particular and the quality of education in general.

Meanwhile, most of the active learning studies that have been used focus on learning outcomes. According to active learning theory, students' knowledge is formed through perception and response to the information they receive through

sensing, affecting student learning outcomes. Learning by involving more senses will allow the success rate of student learning at a higher level.

Apart from learning outcomes, active learning is also viewed from students' attitudes. Several studies have also examined students' attitudes towards active learning, and some have shown that student attitudes also influence learning success because they are related to the domains of knowledge. Direct assessments carried out by educators seek to encourage and strengthen students' positive attitudes towards active learning subjects to increase their enthusiasm for learning. The fact that students still have negative attitudes toward the subject does not mean that all students have negative attitudes towards the subject and vice versa. Many students have positive attitudes towards the subject. Educators seek to stimulate students' enthusiasm for a subject and build positive attitudes towards the subjects they teach. Student attitudes become benchmarks that can be used by future teachers in various applications of learning methods. Assessments like this make progress in more effective learning, which prioritizes the role of students as active learners and critical thinking. Jones (2012), in student-centered learning classes, students need to act proactively in the learning process and not passively respond to lectures; instead, they need to communicate, value, and learn with their peers to get all the necessary information.

This is natural because attitude will identify the success of learning. The success of learning shown by students is an attitude that indicates whether or not they like active learning. The teacher's influence is also a negative factor in the assessment of student attitudes where students like active learning and believe that active learning can foster positive student attitudes towards active learning or not.

Several studies have shown that students reject active learning and have negative attitudes towards their learning (Welsh, 2012). According to several studies, students' explanations for their negative attitudes towards active learning varied. Some say the technique is a waste of time or money or that group work is useless because their group mates get off track or don't want to participate (Welsh, 2012). Students also commonly refer to active learning as “non-teaching,” indicating that they only perceive lectures as actual teaching. In contrast, when they do active learning, they are forced to learn independently (Bernot & Metzler, 2014).

Some students have commented that the effectiveness of active learning given a technique varies greatly depending on how it is used (Welsh, 2012). Therefore, the attitude that students in active learning a positive attitude. In fact, there are still many negative attitudes addressed by students due to several factors. From the explanation above, research on student attitudes towards active learning is still unclear, some are positive, and some are negative. In other word, attitude research on active learning is very much needed. So, research on attitude assessment towards active learning was conducted at the Universitas Muhammadiyah Jember, Faculty of Teacher Training and Education in the English Language Education Program for the 2021/2022 Academic Year.

1.2 Problem of the Research

Based on the previous background, this research will formulate the problem as follows:

1. “How is the students’ attitude towards the active learning approach at the Universitas Muhammadiyah Jember, Faculty of Teacher Training and Education in the English Language Education Program for the 2021/2022

Academic Year?".

2. "Is there any significant correlation between student attitudes toward the active learning approach and their academic achievement at the Universitas Muhammadiyah Jember, Faculty of Teacher Training and Education in the English Language Education Program for the 2021/2022 Academic Year?".

1.3 Objective of the Research

Based on the formulation of the problem above, the purpose of the study is as follows:

1. This study aimed to identify student attitudes towards active learning approach at the Universitas Muhammadiyah Jember, Faculty of Teacher Training and Education in the English Language Education Program for the 2021/2022 Academic Year.
2. This study aimed to identify the significant correlation between students' attitude toward the active learning approach and their academic achievement at the Universitas Muhammadiyah Jember, Faculty of Teacher Training and Education in the English Language Education Program for the 2021/2022 Academic Year.

1.4 Operational Definition

Based on the problems and objectives above, which have been described to avoid misunderstanding and misinterpretation of the terms used in this study, it can be explained as follows:

1.4.1 Students Attitude

Student attitudes are actions that reflect the likes, dislikes, and familiar feelings of a student towards the learning they receive based on his convictions

and beliefs that include feelings, thoughts (cognitive), and a person's tendency to act (conatively) towards certain objects. In this research, the object is active learning.

1.4.2 Active Learning

Active Learning is a learning model or approach that invites students to learn actively, to find the main idea of the learning material, solve problems or apply what they know to real-life problems.

1.4.3 Academic Achievement

Academic achievement is the ability to master teaching materials that have been achieved or the results achieved by students after going through the learning process shown in the form of numbers, letters, or actions that reflect the children's achievement in a certain period of learning in the form of final grades.

1.5 Significance of the Research

In this study, the importance of research is:

1.5.1 Theoretical Significance

Theoretically, this research will provide empirical evidence and supporting theories related to active learning-based. So that the findings of this study are expected to add to and complement previous studies, which can also be a reference in developing theories related to student attitudes using active learning, especially on several factors that influence students' attitude when learning takes place.

1.5.2 Practical Significance

Practically, this research will give contributions to teachers and students. For teachers, active learning methods can make students have a positive

or negative attitude. It affects the academic achievement obtained by students. Thus, teachers can provide the necessary support to improve or maintain student attitudes in active learning methods. This research provides students with the required information related to the causes of students' attitudes that show dislike or vice versa.

1.6 Scope of the Research

The scope of this research is attitude assessment to update the learning process from students' point of view in using the Active Learning approach. This research will be conducted on students at the Universitas Muhammadiyah Jember, Faculty of Teacher Training and Education, in the second, fourth, sixth, and eighth semester of the English Language Education Program for the 2021/2022 Academic Year.



