

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Education is a fundamental pillar for the progress and sustainability of a nation. In Indonesia, education must be implemented thoroughly to prepare learners to face real-life challenges by equipping them with essential knowledge, skills, and attitudes. One approach that supports this goal is the active learning method, which encourages students to be directly involved in the learning process. Through active participation, students are trained to think critically, work collaboratively, and apply what they learn in meaningful and contextual situations. This aligns with the message of the Qur'an in Surah Al-Ankabut: 43

﴿٤٣﴾ وَتِلْكَ الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ

In this verse emphasizes the importance of deep understanding and reflection elements that are cultivated through active learning. Education is not limited to hearing and reading, but must lead to comprehension, analysis, and real-life application. In the learning process, students have diverse backgrounds, learning styles, and levels of ability. These variations result in different learning outcomes, depending on the methods used by teachers. Suryana et al. (2021) stated that learning methods are ways applied by teachers to convey ideas and skills about various subject matter more concretely and comprehensively way so that they are easily understood by

students.

The proper selection of learning methods plays a key role in shaping student enthusiasm and engagement in the classroom. A method that emphasizes student involvement can help improve classroom dynamics, foster self-directed learning, and increase academic achievement. This is in line with the principle expressed in Surah An-Nahl: 125

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِثُهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ  
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

This verse highlights the importance of wisdom and appropriate methods in the process of teaching and delivering knowledge. Currently, many learning activities still rely on traditional or conventional learning methods where the teacher serves as the main source of information and students are positioned as passive recipients. These methods are often limited to lectures, note-taking, and written exercises. While they may be efficient in delivering material, they tend to reduce student interaction and motivation. As a result, the classroom atmosphere can become monotonous, and students may lose interest in deeply understanding or applying the material.

This condition contributes to the decline in student enthusiasm, especially in English learning. Students often see English as a difficult subject, even though it plays a vital role as an international language in their educational and future career paths. Therefore, the learning process needs to adopt strategies that can stimulate students' curiosity and involvement, one of which is the active learning method.

The active learning method is considered effective in promoting student enthusiasm. It involves students in various engaging activities such as group discussions, collaborative projects, role plays, speaking practices, and educational games, making the classroom more dynamic and interactive. Mandasari et al. (2022) stated active learning not only improves student motivation but also helps build sustainable language proficiency.

Enthusiasm is a key factor in the learning process, as it allows students to develop critical thinking, foster creativity, and build confidence. When students are actively involved, they do not merely memorize information but also process and apply it in real-life contexts. The active learning approach also encourages student-teacher interaction, facilitates questioning, and promotes reflective thinking, all of which support deeper understanding.

This research focuses on 10<sup>th</sup> grade students, who are in a transitional period from lower to upper secondary education. At this stage, students face academic and emotional adjustments that may influence their engagement. Applying learning methods that stimulate enthusiasm at this stage is crucial, especially in English subjects, to help students adapt effectively and maintain consistent interest in learning.

Furthermore, the researcher's interest in conducting this study stemmed from first-hand experience during Teaching Practice Two (PPL II) at the school, where the researcher directly observed English learning activities that implemented active learning methods. From these observations, it was evident that students showed different levels of enthusiasm depending on the

strategies used by the teacher. Some classes became more interactive and lively when group work, discussions, and games were applied. These direct experiences provided valuable insights and strengthened the researcher's desire to further investigate how active learning methods influenced students' enthusiasm in the English learning process.

Along with the increasing emphasis on student-centered learning, many teachers have begun integrating active learning methods into the classroom. In English language education, this approach is particularly important because it supports the development of communication skills, collaboration, and confidence competencies that are essential in mastering the language. Teachers who implement varied and interactive learning methods act as facilitators who guide students in exploring the material more independently.

In this study, the researcher used the interview method as a data collection technique to obtain in-depth information about students' enthusiasm for the application of active learning methods in English classes. The participants in this study consisted of eight 10<sup>th</sup> grade students as well as one English teacher in 10<sup>th</sup> grade at MAN 3 Banjarmasin. Through this interview, the researcher hopes to explore the experiences, views, and obstacles faced by students and teachers in the process of learning English using an active approach.

There are several gaps between this research and previous studies. First, the gap between this research with the study conducted by (Hastuti,

2022). Both studies were different from the type of research. This study focused to narrative inquiry research, while Hastuti (2022) uses classroom action research. Second, the difference between this research and Mandasari et al. (2022) lies in the instrument for collecting research data. This research will utilize interviews, unlike Mandasari et al. (2022), who used a questionnaire via Google Form. Third, the difference between this study and Sajidin & Ashadi (2021) is the research design. Sajidin & Ashadi (2021) used a case study in the form of observations and interviews, while this study used narrative inquiry in the form of interviews.

Based on the above background, this research is expected to contribute to the improvement of students' involvement in the learning process and become a reference for other teachers and schools in improving the quality of English teaching.

## **B. Definition of Key Terms**

To avoid misunderstanding or misinterpretation, some words related to the research will be explained.

### **1. Method**

The method in this study is a planned and systematic approach used in the learning process to achieve educational goals effectively and efficiently. The method acts as a guide so that learning activities take place in a directed, logical manner, and produce optimal learning results. The learning methods discussed in this study are active learning methods.

## 2. Enthusiasm

In this research, enthusiasm refers to the level of excitement, curiosity, and active participation demonstrated by students during the learning process. Enthusiasm in English class indicates students' favorable attitudes toward the subject matter and learning activities, as seen by their attentiveness, involvement, and willingness to comprehend and participate more fully during the learning process.

## 3. Active Learning

Active learning refers to a learning method or approach in which students actively participate in the learning process, both individually and in groups. In this study, active learning is used in a variety of ways, including group discussions, presentations, role-play, educational games, and interactive quizzes, all of which are intended to boost students' involvement and understanding of the material during English class.

#### 4. English Class

In this study, English Class refers to the English language subject taught in schools as part of the curriculum, with the goal of helping students improve their language abilities such as listening, speaking, reading, and writing, as well as preparing them to communicate successfully on a global scale. The English Class mentioned here is at the senior high school level.

### **C. Research Questions**

The following important concerns were assigned the highest importance and significant emphasis in research investigation:

1. What are the students' experiences with active learning methods in their English classes?
2. How can the students' enthusiasm be reflected through active learning methods during English learning?

### **D. Objectives of Study**

Referring to the research question, this study's outcomes:

1. To find out students' experiences with active learning methods in their English classes.
2. To investigate students' enthusiasm reflected through active learning methods during English learning.

**E. Significance of Study**

The significance of this research will be useful for:

1. For students, the results of this study can provide an understanding of the importance of using active learning methods while students are learning in English classes.
2. For teachers, this research can encourage teachers to continue using a variety of varied learning activities so that they can make students feel enthusiastic in participating in English lessons.