

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter examined the research findings and analysis of the following research topics, which were covered in the interview, in order to determine how to respond to the research questions that were introduced in chapter I: 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?

A. Findings

Active learning methods provided wider opportunities for students to be directly involved in the learning process. Instead of being passive listeners and experiencing teacher-centered approaches like in traditional learning methods, students also participated in various activities such as group discussions, presentations, role-play, educational games, and interactive quizzes.

This chapter described the research results based on the main themes that had been identified from the data analysis process. This presentation aimed to provide a more thorough understanding of how active learning methods shaped learning attitudes, motivated students, and enriched their experiences in learning English in an educational era that demanded active and dynamic involvement from learners.

1. Students Experiences with Active Learning Methods

Based on the interview results, the researcher found students' experiences using active learning methods in English class.

a. Participants' Understanding of Active Learning Methods

Before exploring active learning methods related to students' enthusiasm, it was essential to first understand how students perceived the concept of active learning. Each student, whether previously familiar or unfamiliar with the term, had the opportunity to encounter and apply active learning methods in their daily lives—particularly in the school environment and during English lessons. Most students showed that they had limited knowledge or had not fully understood the concept of active learning methods. They tended to infer the meaning from the words themselves or associate it with the current curriculum, without being able to concretely explain its forms or applications.

Here are the answers from participants regarding their general understanding of the concept of active learning:

“I have ever know, active learning methods is some kind of active learning in class.” (S1)

“I don't know, maybe active learning makes students have to be more active because there is an active word.” (S2)

“Maybe it's related to learning that can make students active.” (S3)

“I know that in the current curriculum, students must be required to be more active, maybe it is also related to active learning.” (S4)

“Yes, I’ve heard about active learning methods when ‘Kakak PPL’ taught here.” (S5)

“I once knew that there was a post on my TikTok homepage about the benefits and types of active learning methods.” (S6)

“I’ve heard about active learning from my teacher.” (S7)

“Oh, that can make student learn independently and think more critically, right?” (S8)

The participants shared their general understanding of the concept of active learning with varying degrees of depth. Student 1 stated that he had heard of or known the term and mentioned that active learning methods referred to several types of learning activities in the classroom; however, his explanation remained quite general. Meanwhile, Student 2 and Student 3 interpreted the concept based merely on the word “active,” without offering any further elaboration. Student 4 associated the term with the Merdeka Curriculum, relating it to their past educational experiences. In addition, some students connected their understanding of active learning to personal experiences, either through social media exposure or involvement in school activities. Student 5, Student 6, and Student 7 emphasized these informal encounters as having shaped their perceptions.

Interestingly, a few students demonstrated a more refined grasp of the essence of active learning. For instance, Student 8 described it as a method that fostered critical thinking skills and learning independence. His response closely aligned with the pedagogical definition, highlighting that

active learning methods were approaches in which students were more actively engaged in the process than the teacher.

To complement this understanding, a teacher interviewed also gave her views on active learning.

“Active learning method for me is an approach that puts students as the center of learning. They don’t just receive the material, but should be directly involved in understanding, exploring and applying the material. In English lessons, this can make students understand and experience a more effective learning atmosphere in order to improve their understanding and language skills.” (T)

From the responses above, the researcher found that most students had heard the term active learning method and only a minority understood the meaning of the method more precisely. The majority of students also tend to interpret it literally, or relate it to their limited experience and information from outside the classroom, such as social media.

b. Types of Activities Experienced in Active Learning Methods

After understanding how students interpreted the concept of active learning, the researcher found that there were quite a variety of activities that students experienced during the English learning process. Although students' understanding of the term active learning is not fully comprehensive, the majority of them were able to mention and explain some forms of activities that they consider as part of the approach. This shows that direct experience in the classroom plays a big role in shaping their understanding of active learning.

There are several forms of activities that are most often mentioned by students as examples of active learning, including group discussions, educational games, group presentations, role-play, and the use of digital platforms such as Quizizz. These activities are generally done interchangeably and tailored to the topic or material being studied.

Here are the answers from the participants regarding the types of activities experienced in active learning:

“Very often, especially grup discussions and games about English vocabulary or sentences.” (S1)

“All of them have, I remember a group discussion about finding text structure and arranging paragraphs that are still random.” (S2)

“I have participated in group presentations, games and roleplays. So if the presentation is usually there is a group discussion first, then the results are then presented in front.” (S3)

“I have, like playing quizzes using Quizizz then there are role play games, group discussions often too.” (S4)

“At the time there was a group discussion which was then followed by a presentation, and then there were also games but related to the material being studied at the time...” (S5)

“I have participated in all of them, because in my English class the teacher applied the methods.” (S6)

“I have participated in group discussion, presentation, role-play, quiz and games.” (S7)

"Yes, I've participated in group discussions and English games. At that time, I participated in an English quiz that involved all my friends, it was really crowded and fun." (S8)

Student 1 and Student 2 stated that group discussions and educational games related to English vocabulary were the most frequent activities in class. Based on their responses, although the types of activities were the same, the materials varied. For example, vocabulary and texts. Student 3 added that other activities frequently applied in English classes included role play and presentations.

In addition, the use of technology had also begun to be implemented through digital interactive quiz platforms such as Quizizz, as conveyed by Student 4. Another student, Student 5, added that within a series of activities, there was often a combination of several types of tasks at once. Student 6 revealed that she had been involved in various active learning activities, which she believed occurred because her English teacher had implemented an active learning approach. Meanwhile, Student 7 emphasized her involvement in a range of activities, such as group discussion, presentation, role play, quiz, and games.

The statements of the English teacher in their English classes also supported these findings:

"I often use group discussion activities, presentations, educational games and interactive quizzes. I have used role-playing, but rarely because it adjusts the material and the students' level of understanding. For educational games, I usually use Wordwall and interactive quizzes using Kahoot and Quizizz." (T)

The teacher's statement showed the alignment between students' perceptions and the learning strategies implemented in the classroom. In addition, the teacher also considered the characteristics of the material and students' abilities in choosing the appropriate form of activity.

The findings showed that most students admitted to having participated in various active learning activities in English lessons. Although there were some students who only mentioned one or two types of activities, they still gave specific information, such as participating in group discussions when learning descriptive text material or educational games that focus on vocabulary. This indicates that students' experiences of active learning are varied, but still intertwined through participation in certain activities according to the material taught.

c. Enjoyable Learning Experiences

An enjoyable learning experience was one of the important factors that encouraged students' motivation and participation in English learning. The research findings showed that the majority of students found the learning process enjoyable, especially when the activities were interactive, varied, and provided space for them to actively participate. The students' statements reflected the different forms of activities that they found enjoyable, as well as how these activities contributed to their engagement in English learning.

Here are the answers from the participants regarding enjoyable learning experiences:

“Very happy, especially if there is a game that must be about the material that has been learned then I can answer quickly and beat my classmates.” (S1)

“Happy! I like it when there is an educational game because there is a challenge in answering it, especially if you have to be fast with other friends.” (S2)

“Quite happy, especially if, for example, the initial activity is tired of writing and paying attention to the teacher, then there is a about vocabulary.” (S3)

“Role-play was the most fun because I could act and speak English freely.” (S4)

“I really enjoy active learning activities, especially presentation in front of the class without fear because the situation is less tense and I can learn while playing using my phone from the links provided by the teacher such as quizziz, wordwall or Kahoot!” (S5)

“I enjoy learning the most when we have group discussion. It helps me understand different opinions and think more critically. It’s much more engaging than just listening.” (S6)

“The most enjoyable learning experience for me was during English class, when we are asked to do a role-play. I played the role of a chef explaining a recipe. This activity was very exciting because I could practice public speaking in English while being creative.” (S7)

“Yes, I really enjoy learning English using active learning methods.” (S8)

Many students expressed that they had enjoyed the learning process, particularly when the activities involved games that challenged them to respond quickly. Student 1 and Student 2 mentioned that such games had made the lessons more enjoyable and engaging. Student 3 added that the games had also helped reduce boredom, which often arose at the beginning or in the middle of the lesson. Meanwhile, Student 6 highlighted a different preference, stating that he had enjoyed group discussions more than simply listening to the teacher. These responses illustrated how interactive and varied activities had played a significant role in creating a positive and motivating learning experience for the students.

The positive view on the importance of creating an enjoyable learning experience was also reinforced by the teachers' statements.

"Students seem happier and more engaged when I use different activities than before, for example this active learning method. This helps them feel more relaxed but still focused on following the learning activities because they are interspersed with active learning method activities. For example, group activities, they are happy because they can answer together and then there are educational games about vocabulary that make them remember more." (T)

In this finding, the researcher showed that the application of varied, interactive, and adaptive learning methods played an important role in creating an enjoyable learning experience for students. The elements of games, utilization of digital technology, role play, and group discussion, when designed with individual preferences and classroom dynamics in

mind, could increase students' motivation, engagement, and positive perceptions of English learning.

d. Memorable Active Learning Experiences

An active and memorable learning experience played an important role in the English language learning process. Through activities that involved direct participation, students not only gained a deeper understanding of the material, but also built confidence, personal satisfaction, and motivation to continue learning. In the context of this study, the researcher identified that activities such as quizzes, group discussions, presentations, role plays, and educational games contributed significantly to the creation of meaningful learning experiences for students.

Here are the answers from the participants regarding memorable active learning experiences:

“During the game I can answer the vocabulary correctly then there is a score and the order of the fastest who answers the question.”
(S1)

“The most memorable experience was when I dared to speak in front of the class and was able to answer the questions from the quiz.”
(S2)

“When we presented the results of the discussion in front of the class and were suddenly told to translate into Indonesian according to our understanding.” (S3)

“I once felt very proud to be able to present and speak English even though there was still Indonesian and Banjarese language present.”
(S4)

“That time I was willing to come forward to speak English as a food chef, so I explained the tutorial for making the plate.” (S5)

“When reading a story in front of the class, my friends listened enthusiastically.” (S6)

“Being able to express my ideas and then translate the sentences into English without having to look at Google Translate.” (S7)

“When my friends and I managed to answer without looking at our smartphones.” (S8)

One type of experience that was most often considered memorable by the students was the success in answering quizzes or educational games correctly, especially when these activities involved speed or a sense of competition, as mentioned by Student 1 and Student 2. Their experiences showed that game and quiz-based activities were not only enjoyable but also provided emotional satisfaction, particularly through the courage required to perform in front of the class, as Student 2 added. In addition to quizzes and games, presentation and speaking activities in front of the class became very meaningful experiences for several students. Student 4 expressed a sense of pride in successfully speaking in English, even though it was still mixed with Indonesian and Banjar language. Group discussions also contributed to the creation of memorable learning experiences, as expressed by Student 7 and Student 8. Student 8 further added that through group discussions, they were able to answer questions without relying on Google Translate on their smartphones.

The teachers' views also reinforce this finding:

"Students usually remember activities where they are active and engaged, such as educational games and group discussions. When they feel proud of their achievements, such as winning a quiz, analyzing a text or presenting in front of the class, it will be remembered and motivate them to participate more in the next material. Moreover, I also get them used to not looking at the translator on their phone, but let them ask their friends around them so that they can learn from each other." (T)

This finding indicated that active and participatory learning activities not only strengthened students' mastery of the material, but also created moments of personal achievement that increased confidence, pride, and motivation to learn. These moments became part of students' most remembered learning experiences and positively impacted their attitudes towards learning English.

e. Perceptions of Improved Class Atmosphere

In the English learning activities, a classroom atmosphere is an important aspect that can affect the level of participation, as well as students' comfort during the learning process. A positive, dynamic and conducive learning environment encourages students to more actively interact and engage in learning activities.

The researcher wanted to explore how the classroom atmosphere was when active learning methods were applied. Through experience, this finding emerged because many students expressed their positive perceptions

of the changes in classroom atmosphere that occur when teacher apply various active learning methods.

Here are the answers from the participants regarding the perception of improved classroom atmosphere:

“That's right, all the students were definitely excited and enthusiastic. We work together if there is a group discussion, if the game is usually individually.” (S1)

“It was crowded, because all my friends participated and made me more active talking to each other, unlike learning activities that usually do not apply this learning method.” (S2)

“Yes, because my friends and I felt that we were not just taking notes at that time. There was interaction with each other, as we expressed our excitement, especially if we found the right answer together.” (S3)

“Of course! All students should be encouraged and excited, to the point that some even shout with joy. When there is an activity involving friends, we always work together.” (S4)

“Yes, it's more fun because learning is not boring. The interaction is good, I learn a lot from friends who are more confident.” (S5)

“It's fun and feels more modern. There is peer interaction and we can also get to know learning apps, especially about English learning.” (S6)

“Yes, the atmosphere is livelier and we are freed to express ourselves. We usually discuss, practice dialog and help each other if someone still doesn't understand the material.” (S7)

"It was fun because not only did the class become active, but the teacher also made the atmosphere more relaxed and exciting. All students were actively involved." (S8)

Student 1 stated that her friends had looked very enthusiastic and excited, and they had interacted with one another during group activities. However, when there were games, they had completed them individually. This reflected a noticeable change in the classroom atmosphere and social interaction. Based on Student 2's response, it was evident that engagement among students had served as a motivation for her to speak more actively. This situation was clearly different from when active learning methods were not applied in class.

Student 4 also observed that other students' enthusiasm had been clearly visible, even to the point that some had shouted out of excitement. During activities involving peers, students showed mutual support and cooperation. Similarly, Student 5 stated that the learning atmosphere had become more enjoyable and less boring. Due to the positive interactions, she had learned a lot from her more confident friends, whether through explanations, discussions, or examples they had provided. The teacher also gave perspectives that were in line with the students' findings.

"I can see that the class becomes more active and the students are more engaged when we use games, group discussions or interactive quizzes. They are not just active, but also more willing to express themselves. However, I still have to manage the learning activities carefully, because sometimes the class can become too noisy if they are not directed well." (T)

This finding showed that the majority of students had a positive perception of a more lively and interesting classroom atmosphere when the teacher implemented active learning. This kind of atmosphere not only made learning more enjoyable, but also increased students' participation and enthusiasm. However, proper management was still needed to maintain the balance between an active atmosphere and learning focus.

2. Students' Enthusiasm be reflected Through Active Learning Methods

During the data analysis process, the researcher found that the application of active learning methods had a significant impact on students' enthusiasm in the classroom. This was seen from how students were more involved in various learning activities.

Additionally, the classroom atmosphere became more lively. Students who had previously tended to be passive began to show greater curiosity. They also appeared more confident in expressing their ideas in front of their peers. Through activities that required active interaction, such as group discussions, presentations, role playing, educational games, and interactive quizzes, students not only understood the material better but also enjoyed the learning process.

This finding reinforced that students' enthusiasm for learning could be clearly reflected through the application of active learning methods. When students felt directly involved in the learning process, they tended to show higher motivation and a more positive attitude toward the lesson.

a. Initial Excitement Triggered by Active Learning Methods

Learning English as a foreign language often faces challenges in building students' interest and active participation in the classroom. The application of active learning methods is one approach that can help trigger students' enthusiasm.

Based on the research findings, most students responded positively to the implementation of this method. They stated that learning activities became more fun, interactive and less monotonous. In addition, this method also provides space for students to express themselves and participate directly in the learning process. This encourages a more dynamic classroom atmosphere, where students feel more motivated to be actively involved from the beginning of learning.

Here are the answers from participants regarding the initial excitement triggered by active learning methods:

“Yes, I am more eager to learn because the atmosphere is not monotonous. I am enthusiastic about completing tasks and want to understand the material quickly.” (S1)

“Excitement, I usually go to the front first before being appointed during the presentation.” (S2)

“Definitely! I like it best when learning with active methods. I immediately raise my hand and become the most enthusiastic in the group.” (S3)

“Yes, I became more enthusiastic because the way of learning is different from before. I also often laugh because I find it funny to see my friends express themselves.” (S4)

“Yes, even though I was embarrassed, I became more interested in learning. I paid more attention and participated in answering.” (S5)

“Yes, I think this method really helps me to be more enthusiastic in learning English, because I don’t just listen to the teacher but participate in the practice directly.” (S6)

“I get excited because I’m interested in the activities, especially if there are games about learning English.” (S7)

“Definitely! I really like activities that involve acting, because I feel like I can express myself.” (S8)

Student 1 expressed that she had felt more enthusiastic about learning because the atmosphere in the English class was neither boring nor monotonous. She felt excited when doing assignments and had a strong desire to quickly understand the material. Other students also showed that they had been encouraged to participate voluntarily, such as Student 2, who presented in front of the class, and Student 3, who actively raised her hand during activities. Student 4 stated that her enthusiasm had increased because the method used was different from previous activities, and she often laughed when seeing her friends’ expressions, which made the learning experience more enjoyable.

Similarly, Student 5 revealed that she had felt more comfortable interacting, especially when working in groups or engaging in activities with close friends. Several students mentioned that hands-on activities such as role playing, educational games, or presentations had encouraged them to be more enthusiastic and active in speaking English. As Student 6 expressed,

this method had made the class more exciting because students were not only listening to the teacher, but also directly involved in the practice.

Furthermore, interviews with English teachers who implemented active learning methods in the classroom supported these findings.

"I have seen a considerable change when using active learning methods. Students who are usually passive now ask more questions and are willing to try speaking in English, although many are still not fully confident. They are also happy and enthusiastic about answering questions when I use the wordwall application." (T)

This finding showed that the use of active learning methods could effectively trigger students' initial enthusiasm and interest in participating in English learning. This initial enthusiasm played an important role in building a positive classroom atmosphere and increasing students' motivation to continue engaging in the learning process.

b. Enthusiastic Participation as Emotional Engagement

Students' active participation in learning activities was one of the important indicators that reflected their level of enthusiasm for the learning process. In the context of English language learning based on active learning methods, students were not only the objects of learning, but also the subjects who were directly involved in varied and interactive learning activities. Students' enthusiasm could be seen from their willingness to be involved in group discussions, answer questions, give opinions, as well as take initiatives to help their peers understand the material.

The findings from the interviews showed that most students experienced increased participation when learning was conducted through active methods. Students felt more encouraged to interact and engage in class, both verbally and in group work.

Here are the participants' responses regarding enthusiasm for participation as emotional engagement:

“Yes, I usually answer questions and come forward when there are is a group presentation.” (S1)

“If there is a questions about making sentences, I immediately think by myself to answer it without having to ask friends.” (S2)

“Yes, I ask more questions and participate in group discussions. I help explain, take notes, and help my friends understand the material.” (S3)

“Yes, I am usually eager to answer questions and dare to speak even though I still use a mixture of Indonesian and English.” (S4)

“Yes, I really like asking questions, especially when I don't understand the material.” (S5)

“I participate and help my friends who don't understand when they want to access the application.” (S6)

“Whatever the activity, in English class I am active. For example, if the teacher asks a question I answer immediately, then if there is a group discussion I often give answers from the contents of my brain.” (S7)

“Yes, I am active when there is an educational games or quiz. I often come forward to answers.” (S8)

Several students expressed that active learning methods had encouraged them to participate more actively in class. Student 1 stated that she had felt confident in answering questions and had voluntarily come forward to present her group’s results. Student 2 explained that the method had helped him think independently when answering questions, without relying on his peers. Similarly, Student 3 mentioned that the approach had made him more active in asking questions and participating in group discussions. He also added that he had helped his friends understand the material better. Student 4 shared that she had continued to try answering questions and speaking in class, even though she was still using a mix of Indonesian and English. Meanwhile, Student 5 expressed that she had enjoyed asking questions, especially when she did not understand the material being discussed.

Interview with English teacher supported these findings.

“I have noticed that with methods that involve students more directly, they also become more emotionally enthusiastic. Many students seem more confident, not just because they want to get marks, but because they feel happy and comfortable while learning. I also noticed that students were more active in asking questions, especially when they really wanted to understand the material. They raised their hands or interjected with spontaneous questions. This shows that emotionally they feel connected to the learning process and do not hesitate to participate.” (T)

This finding showed that the use of active learning methods encouraged emotional engagement through students' active participation. This participation was an important indicator that students not only understood the material cognitively, but were also emotionally connected to the learning process.

c. Students' Understanding of English Material

Understanding the subject matter is one of the important things that determine the success of students in learning English. By using active learning methods, it is hoped that students will not only be more active in class, but also more easily capture and understand the material presented. In this section, the focus is on how students perceive the influence of active learning methods on their understanding.

The following are the participants' responses regarding students' understanding of English materials:

“Yes, although not all material but with this method it usually makes it easy to understand and remember.” (S1)

“Yes, I feel that I am starting to understand the material because in addition to the explanation there is also practice.” (S2)

“Yes, because I can get additional information, for example hearing from the answers of my group mates.” (S3)

“Yes, because learning while chatting and exchanging ideas with others makes it more inclusive and understood.” (S4)

“Yes, because in the game sometimes there is a direct example, like verb 2 of eat what and then the example sentence will appear when you click on it.” (S5)

“Yes, really! Because I like to practice directly, so I don’t just memorize. If I just read a book, I sometimes forget, but if I practice directly, I remember it.” (S6)

“Yes, it is easier for me to understand because of hands-on practice.” (S7)

“Yes, I do. Because I can apply what I learn in real situations.” (S8)

Student 1 and Student 2 stated that they had found it easier to understand the material when the learning was conducted using an active approach. Student 2 also admitted that the addition of hands-on practice in active learning had strengthened his understanding.

The interview from the teacher provided further additions to this finding:

“Yes, I think students do understand the material more easily with active learning methods. What is most noticeable is how they respond emotionally when they succeed in understanding. Many students show a sense of satisfaction and pleasure – some smile, chuckle, and even say to their friends, ‘I got it!’ or want to try again. These reactions show that the understanding they achieve is not only cognitive, but also provides emotional satisfaction that strengthens their motivation to continue learning.” (T)

This finding confirmed that the use of active learning methods had a positive impact on students’ understanding of English materials. With a

more interactive approach and direct student involvement, the learning process became more effective and meaningful for them.

d. Confidence as an Emotional Outcome of Active Learning

One important emotional aspect that emerges in the active learning process is the increase in students' confidence in using English, especially in the context of speaking and interacting directly. In this research, we explored how students' experience of active learning contributed to their confidence in using English, both orally and in social classroom situations. The data obtained showed that most students felt the positive impact of the implementation of active learning on their confidence.

Based on the interview results, the majority stated that active learning methods gave a significant boost in shaping their confidence, especially because of the opportunity to speak, discuss, and receive social support from teachers and peers.

Here are the participants' responses regarding their confidence after active learning:

"Yes, for example during group discussions I dare to express my ideas." (S1)

"Yes, because in this lesson it is required to get used to being able to speak English so when advancing to the front of the class for presentation it has become a common thing." (S2)

Student 2 stated that active learning activities can develop a habit of English speaking.

“Yes, especially in groups because it is done simultaneously so that if I am wrong my friends can help.” (S3)

“Yes, especially after being praised by teachers or friend.” (S4)

“Yes, I practiced speaking more often and felt supported by my classmates.” (S5)

Student 4 and Student 5 stated that praise or social support such as from friends and teachers can strengthen self-confidence.

“Yes, because I can talk freely without fear of being wrong.” (S6)

“Yes. Because I often practice speaking, I get used to it and am not nervous. Teachers and friends are always supportive, so I feel safe to try.” (S7)

“Yes, even if it is a little bit, I have become more confident in saying words in English. Because I am often involved in group activities without pressure.” (S8)

Here is a statement from the teacher related to these findings:

“Initially, many students were hesitant or shy to speak. However, after participating in several active activities, I saw that they began to be more courageous in expressing their ideas in English. The positive interaction between students also strengthened their confidence.” (T)

This finding showed that the application of active learning methods contributed positively to increasing students' confidence in using English. Through a more interactive and supportive learning process, students felt

more courageous and comfortable in speaking and actively participating in class.

e. Emotional Curiosity and Learning Motivation

Emotional curiosity was the affective drive that motivated a person to seek out new knowledge as a result of a favorable emotional connection to a topic or learning experience. In the context of active English learning, this curiosity occurred when students experienced learning as enjoyable, challenging, and relevant, and it broadened their perspectives to previously unknown possibilities. As a result, the motivation to learn was no longer restricted to completing academic duties but evolved into a personal desire to comprehend and master the content in greater depth.

The researcher noted that such curiosity was not only cognitive, but also involved positive emotional engagement with the subject matter. In this context, active learning not only increased students' participation in class but also built intrinsic motivation that encouraged them to study independently outside of class hours..

Here are the participants' responses regarding their curiosity and motivation to learn:

“Of course, because learning English in this way makes me excited, especially since the discussion of the material is diverse and there are also discussions about foreign countries such as in the text description of tourist attractions in Australia.” (S1)

“Yes, during the game about sentences or vocabulary using the website, it turns out that learning English is not only in class but can be accessed outside the classroom.” (S2)

“Yes, I became curious and found out a lot through the internet too.” (S3)

“Of course, because I want to know and learn more to be able to understand and use English in my daily life.” (S4)

“Yes, I want to learn outside the classroom too. Moreover, English lessons are definitely useful in the future.” (S5)

“Yes, I like to look for additional references on social media, for example about examples of English past tense sentences.” (S6)

“Yes, I become curious and sometimes study the material that cannot be answered during class at home.” (S7)

“Yes, I become more curious because learning like this, I feel that learning is not only about understanding grammar, but also being able to immediately practice and know the right time to use certain vocabulary.” (S8)

Several students expressed that active learning methods had successfully sparked their emotional curiosity and motivation to explore English beyond the classroom. Student 1 mentioned that discussing learning content that was real and relevant to the outside world had made her feel more enthusiastic about learning. Students 2 and 3 stated that the methods used in class had made them realize that learning English was not limited to the classroom, but could also be accessed through various media such as

websites or the internet. Student 4 expressed that she had become more curious and eager to learn in order to understand and use English in her daily life. Similarly, Student 5 realized the importance of mastering English for future needs, which encouraged her to continue the learning process beyond the formal classroom environment. Student 6 added that there had been a growing emotional curiosity triggered by active learning, motivating her to explore various learning resources, both online and through apps, as part of her continuous learning journey.

To complement the students' perspectives, interviews were also conducted with the teacher:

"I see that students become much more enthusiastic when learning materials are linked to real life or when using interactive technology. They do not only rely on what is taught in class, but also actively seek additional information independently, for example through the internet or social media. Some students even often ask me outside of class time about topics that interest them, such as correct pronunciation in English and vocabulary around them. In my opinion, the active learning method when applied successfully fosters positive curiosity and strengthens their motivation to learn."

(T)

The application of active, varied, technology-based, and contextualized learning methods in English language teaching significantly encouraged emotional curiosity and increased students' learning motivation. This had a favorable impact not just on students' involvement in the

classroom learning process, but also on their long-term interest in learning outside of the formal educational setting.

f. Peer Response as Social Emotional Reflection

The researcher's goal in this study was to learn more about how students' involvement and excitement are influenced by social dynamics in the classroom, particularly interactions with peers. As a result, the study focused on investigating how students' peers' reactions to active learning methods influence the learning environment, as well as how these reactions can reflect aspects of students' social and emotional reflection.

Here are the participants' responses regarding their peers' responses as a social-emotional reflection:

“They are also excited and the class atmosphere becomes lively.”
(S1)

“My friends are very enthusiastic, and that influences me to be enthusiastic too. Sometimes they encourage me too.” (S2)

“There are some who are enthusiastic, some are not. Maybe the lesson time factor for this subject is placed at the end so it has an effect on making students tired.” (S3)

“Friends are very active, sometimes I’m amazed to see them actively speaking and answering.” (S4)

“My friends responded very quickly, especially when they were told to form groups, they were immediately excited.” (S5)

“Most of my friends are also very enthusiastic, especially if there is a game. They become more active.” (S6)

“If there is already an activity like that, I immediately wander around to other friends’ tables.” (S7)

“Friends are supportive and enthusiastic.” (S8)

Several students reflected on how active learning methods had influenced the classroom atmosphere and their peers' enthusiasm. Student 1 mentioned that the class atmosphere had become more enthusiastic and that her classmates had appeared eager to learn. Student 2 observed that the overall student responses had been enthusiastic, which had positively affected his own motivation.

However, Student 3 noted that not all students had felt excited, possibly because the class took place at the end of the day, when many students were already tired. Meanwhile, Student 4 stated that the method had made her classmates very active, and she had felt amazed to see them more engaged in speaking and answering questions.

To enhance the knowledge of this situation, the researcher also interviewed the teacher who directly observed the social dynamics in the classroom.

“I see that when active learning methods are used, students become much more engaged, both cognitively and emotionally. Mutual encouragement between friends is very strong here, when a student is active, their friends are also encouraged to participate. Even students who are usually shy start to appear more confident. The classroom atmosphere becomes more collaborative and inclusive. Although I also noticed that not all students responded with the same level of enthusiasm, the overall atmosphere was much more lively

and positive. This kind of social interaction is very important for building students' confidence in using English actively.” (T)

This finding implied that active learning not only influenced individual learning experiences, but also provided opportunities for social-emotional reflection through peer impact and engagement. Most students responded positively, demonstrating that this strategy could build a sense of community, emotional engagement, and a helpful collective learning spirit in the classroom.

g. Emotional Preferences Toward Learning Methods

To explore students' emotional perceptions of the applied learning methods, the researcher asked questions about the extent to which students felt that active learning methods were more interesting than traditional methods such as note-taking and listening. In addition, the researcher also wanted to know whether the students still see the important role of traditional learning methods in the process of learning English

Here are the participants' responses regarding their emotional preferences toward learning methods:

“Very interesting, but it needs to be accompanied by taking notes on the material and listening to the explanation from the teacher so that it is balanced and can re-read the notes on the material that has been studied at home.” (S1)

“I think active learning is interesting because it gets us used to thinking for ourselves, but the usual activities are still needed to review the material.” (S2)

“Quite interesting, but if it is continuously done every day it may be less effective because it takes a lot of time and it could be that the material learned that day is not in the notebook so it is also necessary to take notes so that you know what the previous material was.” (S3)

“Very interesting. But the rich method is sometimes too time-consuming so it is still incomplete in discussing the material so the teacher still needs to tell students to write material.” (S4)

“Yes, what I like about such activities is that it makes the class atmosphere less tense, but ordinary learning methods are also needed to know the basics and get used to writing as well.” (S5)

“Very interesting. But traditional methods are still needed, especially if the material that discusses writing English sentences of which there are many types.” (S6)

“Yes, in my opinion, learning using active methods is much more interesting and less boring. But, it’s also necessary to use traditional methods, because learning from books is important for the basics, like vocabulary and grammar. So, they complement each other.” (S7)

“Interesting, but it must be balanced because the usual activities are still important to be able to explore the material.” (S8)

Several students highlighted the importance of balancing active learning methods with traditional approaches. Student 1 stated that active methods should not stand alone. She considered it important to combine them with traditional methods such as note taking, reading, and listening to the teacher’s explanation. For her, these traditional approaches served as

reinforcement for concept understanding and allowed students to review the material at home. Student 3 and Student 4 noted that active methods tended to be time consuming, which sometimes caused parts of the material to be left behind if not complemented by direct explanation. They believed that note taking and direct instruction from the teacher remained essential, especially in English, which involved numerous grammar rules.

Similar views were expressed by Student 5, Student 6, and Student 7, who emphasized that traditional methods played a crucial role in strengthening foundational aspects such as vocabulary and grammar. Student 8 added that learning was more effective when both methods, active and traditional, were used interchangeably and complemented one another.

To strengthen these findings, the researcher also conducted interviews with the teacher:

“I see that students really enjoy active learning methods. They seem more active, enthusiastic and dare to express themselves. However, I also realize that they still need direct explanation and writing activities to strengthen their understanding. Therefore, I always try to balance active learning methods with traditional learning methods such as note-taking, reading and question practice. With this combination, students can have a fun learning experience while still understanding language structure and theory in depth.” (T)

The findings suggested that active learning approaches provided positive emotional responses for students in terms of interest and engagement. Nevertheless, the majority of students realized the importance of maintaining a balance with traditional methods to keep the learning

process effective and thorough. The selection of learning methods still needed to be adjusted to the needs of the material while also considering students' emotional preferences in order to maintain learning motivation and optimize learning outcomes..

B. Discussions

1. Students Experiences with Active Learning Methods

First, based on the findings, most students had heard the term active learning, but their understanding generally remained basic, often associating it with simply being more active in class. Several students connected it to the Merdeka Curriculum, while others linked it to learning independence or experiences from teachers and social media. A few students demonstrated a clearer grasp of the concept, identifying active learning as a method that encouraged student involvement, critical thinking, and independent learning. This aligned with Bonwell (1995, as cited in Yusuf, 2018), who emphasized that active learning involves students actively participating in the learning process rather than passively receiving information. Additionally, the teacher interviewed explained that active learning centers students as the main agents of the learning process, particularly in English classes where interaction is crucial.

Second, based on the findings, students participated in various active learning activities in English classes, including group discussions, educational games, presentations, role plays, and interactive quizzes like Quizizz. Although

many students had only a partial understanding of the term active learning, their direct classroom experiences helped them recognize its practical forms. This supports Zainiyati (2010), who noted that active learning is built through active engagement in meaningful tasks such as reading, speaking, and reflecting. The most common activities mentioned are group discussions and games, while others like role-play and presentations are also used depending on the topic and student readiness. The teacher confirmed this variation and emphasized that activity selection is based on student needs and lesson objectives. This is related with the theory from Sastradinata (2023), who emphasized active learning as participatory and adaptive to context. These findings also reflect Bonwell's characteristics of active learning (1995, as cited in Yusuf, 2018), especially in promoting interaction, critical thinking, and active involvement. The integration of digital tools further enhances student engagement, consistent with Green and Castle-Giannola's (2011) view that such methods support motivation and retention.

Third, based on the findings, students generally perceived English learning to be more enjoyable when the learning process involved interactive and varied activities, such as games, group discussions, role play, and digital tools like Quizizz. These activities not only reduced boredom but also encouraged active student involvement, especially when the tasks were competitive or collaborative. As stated, active learning enabled students to develop thinking skills, increase independence, and engage more fully in the material, which naturally contributed to a more enjoyable classroom

atmosphere. This aligned with the previous study by Mandasari et al. (2022) who found that students who initially lacked motivation began to enjoy English learning more after engaging in active strategies. Similarly, Hastuti (2022) noted that the application of active learning increased student learning outcomes and participation.

Fourth, based on the findings, students' most memorable learning experiences typically occurred when they actively participated in activities such as quizzes, educational games, group discussions, presentations, and role-plays. These experiences not only enhanced their understanding of the material but also boosted their confidence, personal satisfaction, and motivation to learn. This is related the theory from Zainiyati (2010), which emphasized that active learning provided students with meaningful opportunities to read, write, discuss, and reflect on the material. Interactive quizzes, games, and role-plays also aligned with the characteristics of active learning described by Bonwell (1995, as cited in Yusuf, 2018), which highlighted active participation, critical thinking, and dialogic interaction. In the context of English learning, the activities mentioned by students such as group discussions, presentations, and role-plays—were consistent with the strategies recommended by the theories from Yusuf (2018), Astuti (2024), and Kusuma et al. (2023) to enhance language skills, confidence, and collaboration.

Last, based on the findings, students generally perceived the classroom atmosphere as more lively, enjoyable, and engaging when active learning methods were applied. Activities like group discussions, games, and quizzes

encouraged participation and peer interaction, making learning less monotonous. Some students noted better communication and stronger peer relationships, although a few mentioned the potential for noise if not well managed. This is related the theory from Zainiyati (2010), who stated that active learning involves meaningful interaction and reflection, and Bonwell (1995, as cited in Yusuf, 2018) that emphasizes participation and dialogical exchange. It also supports the theory from Sastradinata (2023) principle of collaboration and Green & Castle-Giannola's (2011) idea that interactive learning improves students' mood and memory. Overall, active learning created a more positive and participatory classroom environment.

2. Students' Enthusiasm be Reflected Through Active Learning Methods

First, based on the findings, most students showed clear signs of excitement at the beginning of learning activities that used active learning methods. Their enthusiasm was triggered by enjoyable and engaging experiences such as games, group discussions, and role-play. Students reported that they felt happier, more motivated, and more willing to participate voluntarily in class, particularly when they had opportunities to express themselves or collaborate with their peers. This is related to the theory from Sari (2022) that enthusiasm can emerge spontaneously through meaningful experiences. The sense of joy and comfort experienced by students indicates that active learning not only captures their attention but also reduces anxiety, particularly when learning is conducted in a supportive and interactive environment. Alfaridzi (2021) and Intaniasari & Utami (2022) who noted that

students' enthusiasm can be observed through active participation, voluntary responses, eagerness to complete tasks, and interaction with peers. These indicators were clearly reflected in the students' behavior during active learning sessions. Furthermore, the results are in line with Mandasari et al. (2022), who found that students with initially low motivation showed improved interest in English after experiencing active learning.

Second, Based on the findings, many students showed increased emotional engagement during English learning activities when active learning methods were applied. This was reflected in their willingness to answer questions, contribute in group discussions, help their peers, and ask questions when they didn't understand. This pattern related the theories from Alfaridzi (2021) who highlight that enthusiasm is evident not only in verbal participation but also in students' willingness to collaborate, take initiative, and show consistent attention during the learning process. Emotional engagement like this indicates that students are not only cognitively present but also affectively connected to what they're learning Sajidin & Ashadi (2021) who found that students' involvement in active learning, especially in group work, led to deeper engagement with English learning.

Third, based on the findings, many students perceived that active learning methods helped them better understand the English material. They mentioned that hands-on practice, games, visual aids, group discussions, and real-life examples supported their comprehension. This interactive approach allowed them not only to listen but also to apply and explore the material,

which made it easier to remember and more meaningful. Some students also highlighted how different learning atmospheres and peer collaboration contributed to their understanding. This related with the theoretical view from Valentina et al. (2022), who stated that enthusiasm and interest in learning influence a student's depth of understanding. Similarly, in this statement related to the study from Yusriyah et al. (2021) emphasized that enthusiasm correlates positively with learning outcomes, suggesting that a deeper interest, such as that seen in active settings, contributes directly to academic success. Mandasari et al. (2022), who found that students developed a more positive perception of English and were more motivated after participating in active learning sessions. Motivation and engagement naturally lead to better understanding.

Fourth, based on the findings, it is evident that active learning methods have a positive impact on students' confidence in using English, especially in speaking activities. Many students reported feeling more comfortable and brave when expressing their ideas, particularly during group discussions and presentations. The opportunity to practice directly, combined with social support from peers and teachers, played a key role in shaping this confidence. The theory from Mandasari et al. (2022) found that the implementation of active learning strategies such as role-play and collaborative tasks significantly improved students' self-confidence in using English. The current study supports this view, showing how students initially hesitant began to speak more

freely and willingly in front of others after being exposed to interactive methods.

Fifth, based on the findings, students showed increased emotional curiosity and intrinsic motivation to learn English through active learning methods. They became more interested not only in classroom activities but also in exploring materials independently, such as through the internet, social media, and learning apps. Several students mentioned feeling excited when learning involved real-world contexts or interactive games, which sparked a desire to know more and continue learning outside school hours. This statement related to the Self-Determination Theory from Ryan & Deci (2017) which suggests that intrinsic motivation flourishes when students experience autonomy, competence, and relatedness. In this case, the freedom to explore, successful experiences in learning, and supportive classroom interactions encouraged deeper emotional engagement. Students no longer learned just to fulfill assignments but were genuinely curious and motivated to improve their English skills.

Sixth, based on the findings, students showed increased enthusiasm when their peers actively participated in class. The classroom atmosphere became more lively, and even typically quiet students became more engaged. This peer interaction positively influenced others to feel motivated and confident and this is related to the cognitive theory from Kadi (2021), learning is enhanced through social interaction and observation of others, which helps shape understanding and emotional involvement. In terms of behaviorism

theory Saepudin (2014) peer responses serve as positive reinforcement, encouraging students to repeat active behaviors. Therefore, peer dynamics in active learning settings foster emotional engagement, motivation, and a supportive learning environment through both cognitive and behavioral mechanisms.

Last, based on the findings, students expressed a clear emotional preference for active learning due to its engaging, collaborative, and less monotonous nature. They reported feeling more motivated, less anxious, and more involved in class activities. However, many emphasized the need to balance it with traditional methods such as note-taking and teacher explanation for deeper understanding, especially in grammar and vocabulary. This is related to constructivist theory Vygotsky (1978), which suggests that learning is most effective when students actively construct meaning through interaction and engagement. Active learning fosters this environment by encouraging participation, exploration, and social learning.