CHAPTER II

LITERATURE REVIEW

A. Active Learning

1. The Nature of Active Learning

Active learning is a process where all students in a class session are actively enganged in building understanding facts, ideas, and skills through the completion of instructor directed tasks and activites which are related with course material (Bell and Kahrhoff, 2006:1). Actually active learning is also defined as a learning process which challenges the students to be active in using brain during instructional process.

Active learning is more likely to take place when students are doing something besides listening (Ryan and Martens 1989, p. 20 in Bonwell and Eison 1991). It means that the students give a chance to express their feeling, ideas and thought.

From the explanation above the writer concludes that active learning requires students to do meaningful learning activities and think about what they are doing. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor.

2. The Differences between Active Learning and Passive Learning

Learning by doing is the most common learning processes as indicated by many group of educators. Active learning promotes student-centered learning. (Açıkgöz 2007 in Ali, Mohamad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013), in active learning particularly, student takes the responsibility of his/her learning and also given the opportunity to make decisions about various dimensions of the learning processes. As a result, the skills of problem-solving, critical thinking and learning to learn can be nurtured (K. Açıkgöz, A. Öğrenme, and E. D. Yayınları : 2007 in Ali, Mohamad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013). This is due to the fact that through active learning, students carry out most of the tasks, using their wits to generate ideas and attempt to solve the given problems and finally able to apply what they have learned (Silberman : 1996 in Ali, Mohamad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013).

The benefits of active learning versus passive learning are well-recognized. (Cottrell, 2003 in Ali, Mohamad Bilal., Halim, Noor Dayana Abd, & Shukor, Nurbiha A, 2013) had listed the differences between active learning and passive learning as presented in Table 2.1

Active Learning	Passive Learning
Students will be looking for means to get involved in learning activity.	Students will be waiting for directions and information to be given to them.

Students make conscious effort to make sense of, and finding meaning. Usually results in deeper understanding.	Students replicate information and being ignorance. Unaware of the meaning.
Students involved in reflection and self-assessment.	Students do not reflect on what they have learned.
Students' attention span is longer because their mind is optimally engaged.	Students may easily become bored and tired.

3. Theory of Active Learning

Active learning implies an active role of the learner in the process of achieving new knowledge or skills and is associated with the term learning by doing. Pupils who actively engage with the material are more likely to recall information later and to be able to use that information in different contexts (Bruner, 1961 in N. van Diepen, Eliza Stefanova, & Malgorzatta Miranowicz, 2007). (Piaget 1970 in N. van Diepen, Stefanova E., & M. Miranowicz, 2007), (Vygotsky 1978 in N. van Diepen, Stefanova E., & M. Miranowicz, 2007) and Bruner are regarding knowledge as a composition of insights, emerging from a personal construction. Both in Bruner's constructivist theory, as in the social learning theory of Vygotsky and in Piaget's genetic epistemology with its concepts of cognitive structure there is an active role for the learner. This of course has consequences for the design of the educational environment. (Keller 1983 in N. van Diepen, Stefanova E., & M. Miranowicz, 2007) developed his

ARCS model, referring to Attention, Relevance, Confidence and Satisfaction.

Active learning requires to construct activities that challenge the learners to perform the tasks the instructor has in mind. It can be done in many forms, like problem-based learning, project based learning, discovery learning, inquiry-based learning, simulations, games, writing papers, debating. All forms are based upon learning by doing and learners are engaged in their own learning. To develop skills and competences learners must thoroughly reflect on their actions. And last, but not least active learning is often done cooperatively.

Active learning is a broadly inclusive term, used to describe several models of instruction that hold learners responsible for their own learning. The leaders in the field of active learning, Bonwell and Eison (1991) have contributed heavily to its development and to the acceptance of active learning as a viable approach. Proponents of active learning describe a process in which students engage in "doing things and thinking about what they are doing" in the classroom (Bonwell & Eison, 1991, p. 2). Active learning encompasses various practices, such as pausing in lectures for students to consolidate their notes, interspersing short writing exercises in class, facilitating small-group discussions within the larger class, incorporating survey instruments, quizzes, and student self-assessment exercises into the course, leading laboratory experiments, taking field trips, and using debates, games, and role play (Bonwell &

Eison, 1991; Ebert-May, Brewer, & Allred, 1997; Sarason & Banbury, 2004). Bonwell and Eison (1991) suggest that active learning provides the following benefits: students are more involved than in passive listening; students are engaged in activities such as reading, discussing, and writing; student motivation is increased; students can receive immediate feedback; and students may engage in higher-order thinking, such as analysis, synthesis, and evaluation.

In order to have a positive effect on students, the management educator must apply the principles of active learning to the practical setting of the classroom. (Auster and Wylie 2006 in Michel, Cater & Varela 2009) suggest that four dimensions are necessary to create a systematic approach to promote active learning in the classroom: context setting, class preparation, class delivery, and continuous improvement. Context setting refers to creating an open and relaxed atmosphere for learning in the classroom. Class preparation involves thought, planning, and creativity before the class session. Class delivery refers to the implementation of the planned lesson in the classroom. Continuous improvement entails seeking and using feedback concerning the teaching approach.

Active learning instructional strategies include a wide range of activities that share the common element of involving students in doing things and thinking about the things they are doing (Bonwell & Eison 1991). Active learning instructional strategies can be created and used to

engage students in thinking critically or creatively, speaking with a partner, in a small group, or with the entire class, expressing ideas through writing, exploring personal attitudes and values, giving and receiving feedback, and reflecting upon the learning process.

It should also be noted that active learning instructional strategies can be completed by students either in-class or out-of-class, be done by students working either as individuals or in group, and be done either with or without the use of technology tools.

The term "active learning" describes a strategy for teaching where students are active and involved in the learning process (Bonwell and Eison 1991). Active learning places students in a participatory role, rather than sitting for a lecture. In an active learning environment, students will work with the content in a new way, make connections between new content and old theories or reflect upon the material with others (or alone). Students need to do more than just listen to lectures in order to really learn content. As (Chickering, 1987 in Candido, P. Jacqueline, Murman, M. Earll & McManus, Hugh, 2007) explains "Learning is not a spectator sport." With that in mind, it is critical that lessons be designed to involve the learners. The students must read, write, discuss or actively connect with the content in some way. (Psychologist Jerome Bruner 1961 in Candido, P. Jacqueline, Murman, M. Earll & McManus, Hugh, 2007) supported this concept when he reported that classroom students who are actively engaged with the topic are more likely to recall that information later. Involved students are better

able to use or apply information in new ways. Encouraging students to work collaboratively will help them to discover personal meaning in the concepts.

In today's digital age, people are becoming quite proficient in multi-tasking with computers, cell phones, iPods and more. Designing lessons that keep participants active, involved and engaged isn't always easy, but it's important if we want the students to really learn (Brown 1999 in Candido, P. Jacqueline, Murman, M. Earll & McManus, Hugh, 2007). In an active learning environment, students will be doing something. Young children will play to learn; older students might discuss and share ideas, or apply concepts. In designing an active learning environment, it is important to think about how the exercises will reinforce the material covered, rather than just what material to cover. There are many ways to get students to think about or interact with the concepts being taught. Including simple active learning techniques can enhance any lecture. Here are some ideas to engage students in learning:

- Learners write down a short summary of what they learned
- Guided note taking - students complete a form or fill-in missing information
- Learners participate in a team exercise
- Students read and share ideas with others
- Participants discuss their experiences
- Students choose a project

The theory of active learning can be linked with the quote of the Confucius "I hear, and I forget, I see, and I remember, I do, and I

understand." (Braxton, Jones, Hirschy & Hartley, 2008; Nguyen & Trimarchi, 2010 in Agbaton, A.O., 2014). Unlike in the traditional classroom, active learners use more opportunities to decide about aspects of the learning process; they move beyond mere acquisition of information to getting engaged in higher order thinking tasks of analysis, synthesis and evaluation.

Based on the explanation above, there are some aspects of active learning. These aspects were made to make the categorization easier.

Table 2.2

Aspect of Active Learning

No.	Aspect	Indicators	Number of Items
1.	Classroom Management	Attention	1,2,3,4
2.	Action	Relevance	5,6,7
3.	Making an Interactive Classroom	Confidence	8,9,10,11,12,13,14,15

B. Learning

1. Definition of Learning

Syah, Muhibbin (2004:94) writes that learning is the most vital key term in every educational effort, so without learning means no education. Whereas (Dewey 1897: 79 in Kolb, Alice Y. & Kolb, David A., 2008) defines learning is best conceived as a process, not in terms of outcomes. To improve learning in higher education, the primary focus should be on

engaging students in a process that best enhances their learning – a process that includes feedback on the effectiveness of their learning efforts.

There are some terms related to knowledge, learning and studying. When we study something, it means that we just receive a transfer of knowledge, althought when we learn something it means that receive a transfer of knowledge and practice it.

According to Oxford (1990:4) learning is concious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction. Another linguist Stephen Krashen states in Harmer (2007:47) that learning is a conscious process where separate items from the language are studied and practiced in turn.

From the explanation above, English learning can be defined as a conscious process of transfering knowledge related to English and using or implementing it in a real life (practice the given knowledge) which passed by learner. (Fink 2003 in Bell and Kahrhoff, 2006) stated that there are six categories of significant learning values or goals, those are:

1. Foundation knowledge.
2. Application.
3. Integration.
4. Human Dimension.
5. Caring.
6. Learning How to Learn.

2. Factors Influences Learning

Tim Pengembangan MKDK IKIP (1990:149) mentions factor influencing the success of learning in general are internal and external factor. Internal factors come from the learner him/herself and external factors come from outside the learner.

a. Internal Factors

The internal factors comprise physiological condition and psychological condition. Those are explained below:

1. Physiological condition

   It is very influential on learning activities, for example a learner with good healthy usually achieves higher degree of success than a wearied one. Children who get good enough nutrition are usually more successful than those who do not. Some physiological factors which are influential or learning process and achievement.

2. Intelligence

   It is very influential on the success of failure of one's efforts in learning something, for example students with high IQ are usually more successful than the one with lower IQ.

3. Talent

   It is undeniable that when students learn a subject which are suitable with their talent. It is possible for them to achieve success.

4. Interest

   Interest has a big influence to the learning process because if the lesson learnt is not appropriate with the students' interest, they will not study well. Lesson material attracting students' interest will be easier to be learnt and remembered because interest supports the learning activities.

5. Motivation

   It is psychological condition, which result from needs and usually activate behavior aimed at fulfilling the needs. It implies that every human.

6. Emotion

   Unstable emotion like easily depresse will decrease the possibility to achieve success. Casing and freedom will facilitate learning.

7. Cognitive ability

   It is ability that refers to ability in understanding and comprehending problems. The higher cognitive ability a student has, the higher degree of success will be achieved.

b. External Factors

   External factors come from outside the learner; they are setting and instrumental factors.

   1. Setting Factors

      There are two setting in external factors; they are natural setting and social setting. Natural setting is a natural condition, which affects the

success of learning, for instance weather, temperature, humidity, and also other phenomena. Learning is usually more effective under fresh air. In social setting includes family and other social situation such as traffic and factories. A comfortable social setting usually facilitates learning activities.

2. Environmental Factors
   a. Social context : this refers to the persons with whom the student is working toward to the achievement or a given learning objective (for example: independently and alone, independently in small group, in a tutorial with an adult or a peer, etc).
   b. Modality – medium – instrumentation (for instance: visual, pictorial, animation, silent film loop).
   c. Content features: this focuses upon appropriateness of the content to the maturity level, interest and experiential background of the learner).
   d. Reward system: this refers to that which a student values and which might serve as motivation for learning. These reward may be of three types, as follows:
      1. People; relate reward such as peer praise, public recognition, self esteem, and pleasure taken in interaction with others.
      2. Property, related reward, such as grades, tokens, money, position or job and privileges.

3. Process, related reward, such as an intrinsic interest in the task or activity, challenge, or need for creative or expressive outlets.