CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Active Learning Model

a. Definition of Active Learning Model

The word active is adopted from English with adjectives that are active, agile, enterprising, enthusiastic and learning comes from the word learn which means to study. From the two words, namely active and learning, it can be interpreted by studying something actively or enthusiastically in terms of learning.

The concept of active learning or active student learning, can be interpreted as a learning model that leads to optimizing the intellectual and emotional involvement of students in the learning process, directed to teach students how to learn to acquire and process their learning acquisitions

about knowledge, skills, attitudes and values (Mudjiono,1999).

In Another hand, Rohani (1995) stated that Active involvement of students in the teaching process that is expected is mental involvement (intellectual and emotional) which in some cases is followed by physical activity. So that students really take part and participate actively in the teaching process, by placing the position of students as subjects, and as important parties and are the core in teaching and learning activities.

In essence, this concept is to develop the activeness of the teaching and learning process, whether it is done by teachers or students. So in active learning, it is clear that there are active teachers teaching on the one hand and active students learning on the other hand. This concept comes from the theory of a student-centered curriculum (Student's centered curriculum).

In a child-centred curriculum, students have a very important role in determining lesson materials. Therefore, student activity is the dominant factor in teaching, because students themselves are able to make plans, determine lesson materials and the desired teaching and learning process. The application of active learning itself is based on the gestalt theory (insightful learning theory) which emphasizes the importance of learning through the process to gain understanding.

Effendi (2016) said learning is the result of the process of interaction between the individual and his surroundings. Learning is not only as an effort in responding to a stimulus but more than that. Learning is done through various activities such as experiencing, working on, and understanding learning through the process

(learning by process) therefore learning outcomes will be obtained well if students are active.

b. Characteristics in Active Learning

In active learning there are several indicators that influence it optimally, among others:

1. In terms of Learners (Students) According to Bonwell dan Eison (1991)

- Desire and courage to express interests, needs and problems.

- Willingness and courage as well as opportunities for participation in preparatory activities, processes and continuation of learning.

- The appearance of various efforts or learning creativity in carrying out and completing teaching and learning activities until they achieve success.

- Freedom and flexibility to do this without pressure from teachers or other parties.

Learning experiences can only be obtained if students actively participate. Research in the field of education shows that passivity is a bad way to gain a learning experience. Forms of active learning include interactions between students and teachers, students with other students, school with home, school with community. And students with all kinds of teaching tools should therefore be encouraged to actively participate so that they can learn through experience.

Aisyah, et al (2018) explained in a journal article that researched English Animation teaching materials for Early Childhood Children in Bengkulu City said that the design of the development of complementary teaching materials in English lessons was focused on seeing and listening activities. Not only that, these materials can also motivate students to spell and read and are of course sourced from the syllabus used in

each school. Complementary teaching materials in this English lesson consist of animation and student worksheets. Topics are chosen with considerations related to the needs and interests of students and aim to enrich knowledge to support their daily activities. proves that if the lesson uses English learning media it will be more attractive to students.

2. **In terms of Lecturer (Teacher) According to Solihatin (2011)**

- Efforts to encourage, foster a passion for learning and participate actively students.

- The role of the teacher does not dominate the learning process activities of students.

- Provide opportunities for students to learn according to their own way and circumstances using several types of teaching methods and multimedia approaches.

3. **In terms of Teaching Program According to Firanda (2012) :**

- The objectives of teaching and the concepts and content of the lesson are in accordance with the needs, interests, and abilities of the students.

- The program is self-explanatory, understandable and challenges learners to carry out learning activities.

- Lesson material contains facts or information, concepts, principles and skills.

4. **In terms of teaching situation According to Yaman (2015) :**

- close relationships between teachers and students, students with students, teachers with teachers and between elements of school leadership.

- The enthusiasm and joy of learning for students so that they have strong motivation and the flexibility to develop their own learning methods.

5. **In terms of teaching condition According to Aziz (2018) :**

- There is a source of learning for students.
- Time flexibility for learning activities.
- Support for various types of teaching media.
- Learning activities of students are limited in the classroom (classroom) but also outside the classroom.

Teaching activities in the context of active learning of course always involve students actively to develop abilities and reasoning such as understanding, observing, interpreting concepts, designing research, carrying out research, communicating the results and so on, by following

procedures or steps in an orderly and sequential order.

As for the characteristics of active learning, according to Mudjiono (1999) said, among others: (1) Learning is more student-centred, so that students play a more active role in developing independent learning methods, students participate in planning, implementing and assessing the learning process, student experience is prioritized in deciding the point. turn down activity. (2) The teacher is a guide in the learning experience, the teacher is not the only source of information, the teacher is a source of learning that must provide opportunities for students to gain knowledge or skills through their own efforts, can develop motivation from within, and can develop experience to create a masterpiece. (3) The purpose of the activity is not only to teach academic standards, in addition to achieving

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academic standards, the activity is emphasized on developing students' abilities as a whole and in a balanced manner. (4) The management of learning activities emphasizes the creativity of students, and pays attention to the progress of students to master the concepts steadily. (5) Assessment is carried out to observe and regulate student activities and progress and measure various skills that are not developed such as language skills, social skills, other skills as well as measuring student learning outcomes.

Active learning has learning methods that are very diverse but still aim at the same goal, which is to involve more students in the learning process. one of the active learning methods applied to improve English speaking skills is the Gallery Walk Technique. The gallery walk method is a group learning strategy that provides opportunities and contributes to each member to listen to the

opinions of other members and can result in the emotional power of students to discover new knowledge. As in the journal article written by Hakim, M.A.R (2019) entitled Gallery Walk Technique in Improving Students' Speaking Skills, it explains that the result of this research showed that the students' speaking ability was improved after the actions were given to the students.

The result of this result also indicates that using gallery walk technique in teaching English can be useful to improve the students' ability especially in speaking. Besides, by using gallery walk technique can motivate the students to speak up confidently and also can make the students become more active and enjoy in learning process at the classroom. The students' speaking ability in pre-assessment before applying gallery walk technique was still low. The result showed that there were no students achieved excellent level.

The highest score was at the good level. It was achieved by one student. In the implementing of gallery walk technique, the researcher and the collaborator divided the students into groups. Each group consisted of 4 or 5 students in making work or gallery based on the theme or topic that had been prepared by the researchers

c. **Definition of Playing Games in English**

According to Smith and Pellegrini (2008), activities are carried out for self-interest, carried out in pleasant ways, not oriented to the end result, flexible, active, and positive. This means, playing is not an activity done to please others, but solely because of a desire from oneself. Therefore, playing is fun and is done in ways that are enjoyable for the players. In play, children don't think about results because the process is more important than the end goal. Play is also flexible,

so children can make new combinations or act in new ways that are different from the previous one.

Playing is not a rigid activity. Play is also active because the child is really involved and does not pretend to be active. Playing is also positive and has a positive effect because it makes players smile and laugh because they enjoy what they are doing. Thus, play is a fun activity, personal, process-oriented, flexible, and has a positive effect. Playing can also be interpreted as an activity carried out for the sake of pleasure and without considering the final result. The activity is carried out voluntarily, without coercion or pressure from outsiders (Hurlock, 1997).

Play, according to Vygotsky (1969), is a source of child development, especially for the thinking aspect. According to Vygotsky, children do not necessarily master knowledge because of the maturity factor, but rather because of active

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interactions with their environment. Play, in this perspective, provides a space for children to construct knowledge through active interactions with various aspects involved, such as roles and functions. Children are active individuals, who in the playing process involve themselves to build the concepts needed, such as understanding the shape of objects, the function of objects, the characteristics of objects. Children also construct abstract concepts, such as rules, certain values, and culture.

Freud (1920) looked at play from a psychoanalytic lens. Accordingly, his theory is called psychoanalytic play theory. According to him, playing for children is a mechanism to repeat the traumatic events experienced previously in an effort to improve or master the experience for the child's satisfaction. Accordingly, Freud saw play as a means of releasing painful memories and

feelings. This means that children play because they need to release their emotional urges appropriately.

d. **Characteristics of Playing English Games**

Shortly, Saputra (2001) mentioned it can be that playing has distinctive characteristics that teachers and parents need to know. This particularity is shown by the behavior of the child. An activity is called play if it is 1. fun and enjoyable for the child; 2. the urge to play comes from the child, not coercion from others; children do activities because they really want to. 3. children do because spontaneous and voluntary; children do not feel obligated. 4. all children participate together in accordance with their respective roles; 5. children set their own rules of play, both rules adopted from other people and new rules; the rules of the game are obeyed by all participants in the play 6. the child is active; 7.

children are free to choose what they want to play and move on to other playing activities; playing is flexible.

e. Benefits of Play

In general, playing has at least a physical benefit and release. Physically, play is seen as an activity to move the body. Playing can also be used as a means to educate children. As you know, many adults play with their children, not because they have too much time, but rather because they want to educate their children. Adults play word cards, play with dolls, play snakes and ladders, and play jump rope with their children, because they want to instill togetherness, sportsmanship, and teach more standard rules of play.

Play, as stated by Freud (1958), is also beneficial as a therapy. Children or certain people who experience trauma or serious problems are treated with play, such as playing with dolls,

playing with sand, playing with water, playing with crushing paper, playing playdough, playing on the footbridge, climbing, and other activities that have been designed. Many psychologists use play activities as therapy.

Children who play, as well as adults, are used to social contracts, such as sharing burdens, helping each other, or networking in various activities. The children apply these skills to other activities. In life, they tend to be able to work together, share, acquire turn-talking skills, make conflict resolutions, and control emotions-aggression. In playing, children are not only served, but also served.

Rizal (2022) introduces new methods and ways of learning by using pocket books in practicing English conversation. This conversation pocket book is used during the program of the foreign language development institution. A

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foreign language development institute is a program to study foreign languages. The studied program consists of two foreign languages, namely Arabic and English. This pocket book has already been implemented. With the implementation of this English conversation pocket book, the teacher states that there is an increase this can be seen from their daily speaking English and the score of students' good speaking skills is 80-90. This shows that the application of the English conversation pocket book has been successfully used by teachers in improving students' speaking skills. Based on the description above, the researchers are interested in conducting research on the application of the English Conversation Pocket Book in Improving Students' Speaking Skills.

Playing makes the team to be solid, strong, active, and not selfish. This brings benefits to the

child in building social skills. Playing children are healthy children. They climb, run, jump, scream with joy, crouch, and/or cling. While playing, children have the opportunity to test their physical endurance, work their hand muscles, produce new movements, and complete new physical challenges. This shows that playing brings benefits to physical motor skills.

f. **Boarding School Education Model in Indonesia**

Hasbullah (1996) said Islamic boarding schools are Islamic educational institutions that provide education and teaching as well as develop and disseminate Islamic religious knowledge, while people who study at Islamic boarding schools are called santri, both those who live in the Islamic boarding school although there are also those who commute from their respective homes.

Another Sentences, Ziemek (1986) Physically, a pesantren usually consists of the

following elements: centered on a mosque. The surau is surrounded by the teacher's residence (with front porch, front room, guest room), student dormitories and study rooms. Pesantren are often located on separate rural boundaries, fenced off. They mostly control their own agricultural land, which is often donated by villagers for purposes (waqf).

If Boarding School is seen from the curriculum aspect, it also has an interesting side. Where the term curriculum is not found in the large dictionaries of some Islamic boarding schools, especially in the pre-war period. Even though the material is in teaching practice, spiritual guidance and skills training in daily life in Islamic boarding schools, which are integral in the educational process in Islamic boarding schools. This is because the old Islamic boarding schools had a habit of not formulating the basis and

objectives of their education explicitly, nor did they sharpen it sharply in the form of a curriculum with lesson plans and study periods.

Wahid (1988) mentioned The pesantren curriculum actually covers all the activities carried out in the pesantren for one day and a night (which at that time had not been formulated). Outside of lessons, many activities that have educational value are carried out at the boarding school in the form of practicing a simple life, managing common interests, taking care of one's own needs, self-defense training, and worship in an orderly manner.

Curriculum In Boarding School education, the field of Islamic religious studies is divided into several sub-subjects, such as the Koran-Hadith, Aqidah-Akhlak, Fiqhi, History of Islamic Culture, and Arabic. While in general education, the various fields of Islamic study are combined into

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one, and the portion is only two hours a week (Dawam, 2004)

School culture At the Boarding School , female students wear headscarves as their identity and students wear long trousers. Meanwhile, in public schools, both boys and girls wear shirts and shorts for the junior high school level and long pants for the high school level. Wearing the headscarf in public schools is still permitted.

B. Previous Study

The First Researcher, Kamaliasari, Amrizal (2021) on their Journal entitled "English Learning Activities at Nurul Hidayah Bantan Islamic Boarding School in Improving Students' Speaking Performance" said that the researcher found a number of scheduled English learning activities both indoors and outdoors. In addition, most of the students already have the enthusiasm and courage to speak English, both among themselves and with their ustadz and ustadzah. However, on the other hand, the

researcher found several weaknesses in some students in practicing their English skills, especially in terms of accuracy in pronouncing English words (pronounciation) and using sentence structure (grammar). There are still among the students who are not quite right in pronouncing vocabulary and using good and correct English structures.

The approach used in this study is descriptive qualitative with the object of research being English language learning activities at the Nurul Hidayah Bantan Tua Islamic Boarding School in improving the Speaking Performance of Students. This research will make a description, picture or painting in a systematic, factual and accurate manner regarding the facts, characteristics and relationships between the phenomena being investigated. This type of research used in this study is a case study. In addition to learning Arabic as is common in other Islamic boarding schools, this boarding school also emphasizes learning English.

The writing similarities that the researcher did with this journal are the same as using games in English learning activities. The approach used in this study is also descriptive qualitative. This research also uses the same study case. The difference between journals and research is that the object of research is different. in the journal has the object of the school Nurul Hidayah Bantan Tua Islamic Boarding School. while the authors make MA Hidayatul Qomariyah Bengkulu as a research object. in the journal, the desired target of the writer is Improving Students' Speaking Performance. while the researcher focuses on how the implementation of active learning during learning takes place. the reason why the researcher took this journal to be used as a previous research is because the methods and ways of teaching are assessed according to what the researcher needs.

Second Researcher, Suryana (2021) in a journal entitled "Realization Of Active Learning On English Learning In The Context Of Nursing Education"

mentioned that the Active Learning learning model can be stated as a strategic learning model so it is recommended to be implemented especially at the higher education level and in the post-modern educational context where the participants are the millennial generation. More specifically, this learning model is recommended for learning the health sector at the college level. Examples of the positive impact of implementing the Active Learning learning model include this learning model being able to increase nursing student exam scores and competencies.

The research instruments used were observation sheets and interview guides based on the characteristics of the active learning model. The characteristics of the Active Learning learning model consist of five, namely the learning process focuses on activities other than listening, the instructions given focus on developing skills, students/students are directed at forming higher-order thinking skills; student involvement dominates in

learning activities, and students are directed at exploring attitudes and values.

The data analysis procedure in this study consisted of three steps. The first step is to observe the learning activities that are carried out both in class and online. This observation was carried out by providing a checklist on the observation sheet regarding the ongoing learning activities. Learning activities that contain the characteristics of the active learning model will be ticked. The second step is to eliminate learning activities that have characteristics other than 'learning that carries student involvement to dominate the learning activity'. The third step is to confirm with the teaching lecturers to explore learning objectives and the material presented in learning using the active learning model. The three steps of the analysis will lead to the results of the analysis in the form of a description of the learning activities that contain the characteristics of active learning along with the material that can be presented with the learning model.

Thus, the results of this research are expected to provide inspiration for English for Specific Purposes course teachers.

In connection with the explanation above, the conclusions that can be drawn include the active learning model which has the potential to be applied in health education and mastery of English language competencies to support the scientific competence of medical/health education students.

The equations obtained by the researchers from this journal are the same as seeing how active learning works in the classroom which can improve the English learning process. This model is also considered effective in getting students interested in learning. This study also used the same qualitative research method with descriptive specifications. This research also focuses on studying the observation of learning activities that use active learning models.

The difference found lies in the place or research object. The place studied in this journal is the Nursing study program at a university in Indonesia. while the research conducted by researchers coincided with MA Hidayatul Qomariyah Bengkulu. There are also differences in research subjects where this journal focuses only on one lecturer. whereas in this study the researchers had research subjects namely 30 students and 1 teacher as respondents. And the reason researchers took this journal to be used as previous research was because the methods and ways of teaching were assessed according to what researchers needed.

Researcher Oktaviani (2019) in a journal entitled "Application of Active Learning With the Bingo Game Method to Improve Mathematics Learning Outcomes." One of the lessons that can attract students' attention is using the game method. By using the game method, students feel happier when the lesson takes place. The game method that can be applied is the method of playing

bingo. According to Siberman (in Dinar and Vicky 2012: 2) bingo is a game in the form of a numbered table, when students can answer five questions in a row horizontally, vertically or diagonally then the group will win and get points that affect the group's score.

Bingo game is one way that can be used in solving problems in the lesson, for example, mathematics. By using a game simulation in the midst of learning, it is hoped that students will feel more happy and understand the lesson being delivered. Another benefit of the bingo game in learning is that it can create positive interactions between students and teachers and students can learn tolerance and respect for the opinions of others. By applying the active learning method of the bingo game, it is hoped that students who think math lessons are difficult and boring will turn into fun and less scary lessons.

The method that will be used in this study is Pre-Experimental Design, because this design is not yet a real experiment. So the experimental result which is the

dependent variable is not solely influenced by the independent variable. The research design that will be carried out in this research is OneGroup Pretest-Posttest Design. Sugiyono (2016), in this design there is a pretest before being given the treatment. In this study, purposive sampling will be used, namely the technique of determining the sample with certain considerations. So the sample that will be used in this study is 30 students of VC class who were selected with certain considerations.

Based on the research that has been done at Elementary School Kedungjenar, Blora Regency, starting with observation, compiling the background of the problem and then proceeding with spreading research instruments to analysis of research data, it can be concluded that the application of active learning with the bingo game method can improve students' mathematics learning outcomes. class V SD Negeri Kedungjenar Blora Regency. Where the calculation of the t-test obtained results where the value of t-count is 9.488 and the value of

t-table is 2,000. So, the value of t count > t table. So Ho is rejected and Ha is accepted, which explains that active learning with the bingo game method can improve math learning outcomes for fifth graders at SD Negeri Kedungjenar, Blora Regency.

The similarities found in this research and research conducted by Oktaviani are to improve the learning process of students using game media. By using the game method, the students feel happier when the lesson takes place. and the difference that we can find in these two studies is that the first object of research is in a different place. also the model of the game played is not the same.

in the research conducted by oktaviani using bingo games as a learning medium. The research method is also different because the researcher uses descriptive qualitative in the form of field research, while Oktaviani uses the Pre-Experimental Design method, because this design is not yet a real experiment. So the experimental results which are the dependent variable are not solely

influenced by the independent variable. And the reason researchers took this journal to be used as previous research was because the methods and ways of teaching were assessed according to what researchers needed.

The fourth researcher, Kawuryan and Purbarini (2013). In the journal entitled "The Effectiveness of the Game Method in Values Education and Social Skills in Elementary School Social Science Learning" said Based on the findings obtained before and after being given treatment, this study proves that the game method is able to improve the learning outcomes of values education and learning outcomes of social skills. For educational learning outcomes, values were measured using a questionnaire instrument with a total of 20 statements, with a score of 1 to 4. Thus, a score range of 20 to 80 was obtained. the median 53.50, standard deviation 6.137.

This type of research is pre-experimental with "One Group Pretest Posttest Control Design". Conceptually this study places the game method as the

independent variable (X). While the dependent variable (Y1) is the result of learning values education which includes three things, namely obedience to worship, honesty, and caring and Y2 is the result of learning social skills which include responsibility, cooperation, and tolerance. The research respondents were students of class IVB at SD Negeri Demangan Yogyakarta. Based on the results of the research and discussion, it can be concluded that the game method is effective to improve the learning outcomes of value education and the game method is effective to improve the learning outcomes of social skills.

The similarities found in this research and research conducted by Kawuryan are to improve the learning process of students using game media. this study proves that the game method is able to improve the learning outcomes of values education and learning outcomes of social skills. and the difference that we can find in these two studies is that the first object of research is in a

different place. also the model of the game played is not the same.

The research method is also different because the researcher uses descriptive qualitative in the form of field research, while Kawuryan uses the pre-experimental with "One Group Pretest Posttest Control Design". Conceptually this study places the game method as the independent variable. And the reason researchers took this journal to be used as previous research was because the methods and ways of teaching were assessed according to what researchers needed.

Previous research has something in common with this research where it is all about how English games can affect interest in learning, and increase learning outcomes themselves. and previous research has differences with this study, namely there are several differences in research methods, and also research subjects. the reason why the researcher chose the four studies above as previous

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research is because in this study there are many methods and explanations that complement this research.

C. Theoretical Framework

The framework that describes the pattern of this research, in this study shows the implementation of the active learning model that will be taught by the teacher to students in the classroom. according to initial observations so that there will be research, so that the teacher becomes the main object because of its role in increasing student learning activity. In this research proposal, the framework for thinking is described as follows:

STUDENT

CONVENTIONAL METHOD   LACK OF VOCABULARY

ACTIVE LEARNING MODEL   STUDENT'S CENTERED

ENGLISH GAME

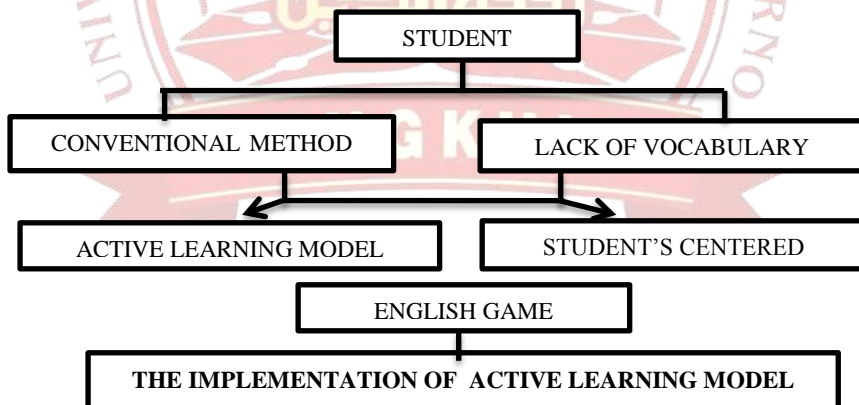**THE IMPLEMENTATION OF ACTIVE LEARNING MODEL**

Figure 1.1 Theoretical Framework Of The Study

In the framework of thinking above, it can be seen that this research looks at, assesses and observes the

teacher's process of implementing an active learning model through observation, interviews and documentation or existing data such as student learning outcomes on the lessons that have been carried out. Besides that, the researcher also observed students' interest in the subjects taught using the English play method. This study combines the active learning model, English games as media, as well as students as research subjects