



Students' Perceptions of Deep Learning Implementation in English Classrooms: A Study at Junior High School

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Article Info	Abstract
Received: 2026-06-21 Revised: 2026-09-11 Accepted: 2026-09-16 Keywords: students' perception; deep learning; English classroom; junior high school; scaffolding; learning motivation DOI: 10.24256/ideas.v14i2.11377 Corresponding Author: Irfan irfan14@guru.sma.belajar.id Universitas Negeri Makassar	<i>This study investigates students' perceptions of deep learning implementation in English classrooms at SMP Negeri 1 Campalagian. The study was motivated by the increasing need for learning approaches that develop students' twenty-first-century competencies, including critical thinking, creativity, collaboration, communication, character, and citizenship. Deep learning is considered relevant because it shifts classroom practice from surface memorization to meaningful understanding, active participation, contextual application, and reflective learning. This research employed a qualitative descriptive design supported by descriptive quantitative data. The participants were 30 seventh-grade students of Class VII F who had experienced deep learning implementation in English lessons. Data were collected through a twelve-item Likert-scale questionnaire and interviews with 10 selected students. The questionnaire measured students' perceptions of conceptual understanding and critical thinking, collaboration and communication, application and creativity, motivation and learning outcomes, and the role of the educator or scaffolding. The interview explored the benefits, difficulties, and coping strategies experienced by students during deep learning activities. The quantitative data were analyzed using frequency analysis, while the qualitative data were analyzed thematically. The findings show that students' overall perception score was 80, categorized as good. The total empirical score was 1,147 out of the ideal maximum score of 1,440, resulting in a respondent achievement level of 79.65%. Interview findings revealed that deep learning improved students' confidence, joy in learning, vocabulary understanding, practical English use, and peer collaboration. However, students still faced pronunciation difficulties, spelling problems, and comprehension gaps. They overcame these challenges through teacher scaffolding, repeated practice, asking questions, reading, writing, and maintaining persistence. The study concludes that students perceived deep learning positively because it made English learning more meaningful, enjoyable, collaborative, and supportive.</i>

1. Introduction

The rapid development of globalization and the Industrial Revolution 4.0 has changed the way people learn, communicate, work, and solve problems. Technological disruption, artificial intelligence, digital connectivity, and global competition require students to develop competencies that go beyond memorizing information. In this era, students need to master critical thinking, creativity, collaboration, communication, character, and citizenship. These competencies are commonly known as the 6Cs of global competencies. Fullan, Quinn, and McEachen (2018) argue that deep learning prepares students to develop global competencies through meaningful tasks, collaborative learning, real-world problem-solving, and active knowledge creation. Therefore, education should no longer focus only on content delivery but should help students use knowledge meaningfully.

In English language learning, this transformation is highly relevant. English is not only a school subject but also a means of communication in global education, technology, culture, and social interaction. Junior high school students need English to access information, communicate ideas, understand digital content, and prepare for future academic and professional contexts. However, English learning is often still conducted through surface learning, where students memorize vocabulary, grammar rules, and textbook answers without deeply understanding how to use the language. Marton and Säljö (1976) distinguish surface learning from deep learning by explaining that surface learning focuses on reproduction of information, while deep learning focuses on meaning, connection, and understanding.

Deep learning in education refers to a learning approach that encourages students to understand concepts deeply, connect knowledge with real-life situations, collaborate with others, think critically, and apply learning creatively. Biggs and Tang (2011) explain that deep learning occurs when students actively construct meaning and relate new knowledge to prior knowledge and experience. In English classrooms, deep learning may appear through project-based learning, discovery learning, case studies, group discussion, problem-solving tasks, gamification, and contextual communication activities. These activities encourage students to use English more actively and meaningfully rather than merely memorize words or translate sentences.

Deep learning is also closely connected to constructivist learning theory. Piaget (1972) views learners as active constructors of knowledge, while Vygotsky (1978) emphasizes that learning develops through social interaction and scaffolding. In this perspective, students learn more effectively when they are involved in meaningful activities, receive guidance from teachers, interact with peers, and connect classroom learning with their own experiences. This theoretical foundation is relevant to deep learning because students are encouraged to ask questions, collaborate, explore ideas, and reflect on what they learn.

In addition, deep learning supports student-centered learning. In a student-centered classroom, learners are not treated as passive receivers of information. Instead, they become active participants in the learning process. Teachers function as facilitators who design meaningful learning experiences, provide scaffolding, and guide students toward independence. According to Vygotsky's concept of the Zone of Proximal Development, students can achieve higher levels of learning when they receive appropriate support from teachers or peers (Vygotsky, 1978). Therefore, the educator's role in deep learning is not to dominate the lesson but to support students' gradual development.

The implementation of deep learning is important at the junior high school level because students are in a transitional stage of cognitive, emotional, and social development. At this level, students begin to develop stronger self-awareness, peer interaction, learning

preferences, and attitudes toward school subjects. Their perceptions of learning activities can influence motivation, engagement, confidence, and learning outcomes. Schunk, Pintrich, and Meece (2008) explain that students' beliefs and perceptions influence their motivation, effort, and learning behavior. Therefore, understanding how students perceive deep learning is essential for evaluating whether the approach is meaningful and effective from the learner's perspective.

Perception refers to the way individuals select, organize, and interpret information from their experiences. Qiong (2017) explains that perception involves selection, organization, and interpretation of sensory information. In classroom learning, students' perceptions are formed through their direct experience with teaching methods, classroom atmosphere, teacher support, peer interaction, task difficulty, and learning outcomes. If students perceive a learning approach positively, they may become more motivated, confident, and willing to participate. Conversely, if they perceive it negatively, they may feel burdened, confused, or disengaged.

At SMP Negeri 1 Campalagian, deep learning has begun to be implemented in English classrooms as an adaptive response to contemporary educational demands. The school has applied learning strategies aligned with deep learning principles, including student-centered activities, project-based learning, discovery learning, case studies, and group discussions. These strategies are designed to train students' analytical skills, collaboration, communication, creativity, and confidence. The thesis indicates that the implementation of deep learning at this school represents a proactive effort to improve the quality of learning and prepare students for the challenges of the current era.

However, the success of a learning innovation cannot be judged only from curriculum design or teacher implementation. Students' perceptions are also important because students are the direct participants in the learning process. Previous studies often focus more on cognitive learning outcomes, such as achievement or test scores, while affective aspects such as students' perceptions and experiences are less explored. This creates a research gap because students' perceptions provide authentic feedback about whether learning is meaningful, enjoyable, challenging, and useful. As Bandura (1986) explains, students' beliefs and perceived self-efficacy can influence behavior, persistence, and learning outcomes.

The study of students' perceptions is particularly important in deep learning because this approach often requires students to do more than listen and memorize. Students are expected to collaborate, ask questions, solve problems, use creativity, reflect, and apply knowledge in real contexts. These activities may be perceived positively because they are meaningful and engaging. However, they may also create difficulties for students who are not used to active learning, who lack vocabulary, or who feel anxious about using English. Therefore, teachers need evidence about how students experience deep learning in real classrooms.

In the context of SMP Negeri 1 Campalagian, there was limited data regarding students' feedback on the implementation of deep learning in English classrooms. Important questions remained unanswered: Do students feel that deep learning helps them understand English better? Do they feel more confident and motivated? Do collaborative and game-based activities make learning more enjoyable? What difficulties do they experience, and how do they overcome them? These questions are important because evaluation of deep learning implementation would be incomplete without students' voices.

This study focuses specifically on Class VII F students at SMP Negeri 1 Campalagian. The focus is limited to students because they directly experience the implementation of deep learning. Their perceptions are therefore the most relevant primary data. The study

examines five main aspects of deep learning implementation: conceptual understanding and critical thinking, collaboration and communication, application and creativity, motivation and learning outcomes, and the role of the educator or scaffolding. These aspects reflect the major components of deep learning as experienced by students.

Based on this background, the study aims to analyze and describe the perception level of Class VII F students regarding deep learning implementation in English classrooms and to explore the benefits, difficulties, and coping strategies they experience. The study is expected to contribute theoretically to the literature on deep learning and student perception, and practically to teachers and schools as authentic feedback for improving English learning. The findings may help teachers understand which aspects of deep learning are already perceived positively and which aspects still need improvement.

2. Method

This study employed a qualitative descriptive design supported by descriptive quantitative data. The design was selected because the research aimed to describe students' perceptions of deep learning implementation and explore their learning experiences in English classrooms. Creswell and Creswell (2022) explain that research design functions as a framework connecting research purposes, data collection, and data analysis. A descriptive design was appropriate because the study did not aim to test causality or compare experimental groups, but to map students' perceptions and experiences.

The research was conducted at SMP Negeri 1 Campalagian, located in Polewali Mandar Regency, West Sulawesi Province. The school was selected because it had implemented a deep learning approach in English classrooms. The participants were 30 students from Class VII F. The questionnaire involved all 30 students as respondents, while interviews were conducted with 10 selected students to obtain deeper qualitative information. The thesis states that cluster sampling was used for the questionnaire because the respondents came from one class, while convenience sampling was used for the interviews.

The study used two instruments: a questionnaire and interviews. The questionnaire consisted of 12 items using a four-point Likert scale. The items were designed to measure students' perceptions of deep learning implementation in English classrooms. The aspects measured included conceptual understanding and critical thinking, collaboration and communication, application and creativity, motivation and learning outcomes, and the role of the educator or scaffolding. Likert-scale questionnaires are commonly used to measure attitudes, perceptions, and agreement levels because they allow researchers to quantify respondents' views systematically (Creswell, 2018).

The second instrument was an interview guide consisting of two open-ended questions. The interviews were used to explore the benefits and difficulties students experienced during deep learning implementation and how they overcame these difficulties. Semi-structured interview data are valuable because they allow researchers to understand participants' experiences in their own words (Kvale & Brinkmann, 2015). In this study, interviews provided deeper explanation behind students' questionnaire responses.

Data collection was conducted in two stages. First, the questionnaire was distributed to 30 students after they experienced deep learning implementation in English lessons. Students responded to each statement by selecting one of four response categories: strongly agree, agree, disagree, or strongly disagree. Second, interviews were conducted with 10 students to strengthen and explain the questionnaire findings. Students were asked

about the benefits of learning English through deep learning, the difficulties they encountered, and the strategies they used to overcome those difficulties.

The questionnaire data were analyzed using descriptive frequency analysis. The researcher calculated the total score, compared the empirical score with the theoretical maximum score, and determined the Respondent Achievement Level. The maximum ideal score was calculated based on 30 respondents, 12 questionnaire items, and a maximum Likert score of 4, resulting in an ideal maximum score of 1,440. The empirical score obtained from the field was 1,147, which resulted in a Respondent Achievement Level of 79.65%. The overall perception score was 80 and was categorized as good.

The interview data were analyzed using thematic analysis. Braun and Clarke (2006) explain that thematic analysis is a method for identifying, analyzing, and reporting patterns or themes within qualitative data. In this study, students' responses were coded and grouped into themes related to benefits, difficulties, and coping strategies. The main benefit themes included affective enhancement, cognitive growth, practical application, and social impact. The main difficulty themes included phonological challenges, orthographic challenges, comprehension gaps, and strategic coping.

To strengthen trustworthiness, the study compared questionnaire findings and interview responses. This helped confirm whether the quantitative perception level was consistent with students' qualitative experiences. The use of both Likert-scale data and interviews made the findings more comprehensive because the questionnaire showed the general level of perception, while interviews explained why students perceived deep learning positively and what challenges they still faced.

3. Result

The findings are presented in two main parts: the questionnaire results and the interview results. The questionnaire data describe the general level of students' perceptions, while the interview data explain the benefits, difficulties, and coping strategies experienced by students during deep learning implementation.

The questionnaire results showed that students had a positive perception of deep learning implementation in English classrooms. The overall perception score was 80. Based on the Likert scale category used in the thesis, this score was classified as good. This indicates that students generally viewed deep learning as a beneficial and acceptable approach in English learning. The result suggests that students responded positively to learning activities that emphasized conceptual understanding, collaboration, communication, application, creativity, motivation, and teacher scaffolding.

The total empirical score obtained from the questionnaire was 1,147 out of the maximum ideal score of 1,440. This produced a Respondent Achievement Level of 79.65%. The result indicates that students' perceptions reached almost 80% of the expected maximum level. This achievement shows that deep learning implementation was perceived positively and had met the expected pedagogical quality standard, although several indicators still needed improvement to reach the very good category.

The item distribution showed two main levels of achievement: good and very good. Several items reached the very good category. The highest score was found in item P11 with a score of 109. Other high-scoring items included P2 with 103, P5 with 102, P10 with 101, and P12 with 101. These results indicate that several aspects of deep learning were strongly appreciated by students. Although the thesis does not label each item in the excerpt, the overall pattern suggests that students responded very positively to particular dimensions of deep learning, especially those related to teacher support, enjoyable learning, motivation, or practical benefits.

The remaining items were categorized as good. These included P1 with 94, P3 with 83, P4 with 94, P6 with 84, P7 with 94, P8 with 90, and P9 with 96. These scores show that students' perceptions were consistently favorable across different aspects of deep learning. The good category also indicates that while students generally accepted the approach, some areas still needed improvement. For example, aspects related to conceptual understanding, critical thinking, or application may require more practice and clearer scaffolding.

The interview findings provided deeper insight into students' experiences. The first major theme was affective enhancement. Students reported that deep learning increased their confidence and made English learning more enjoyable. Some students stated that they felt more confident using English because they had begun to master vocabulary and pronunciation. One student explained that he felt more confident because he could overcome his previous difficulty in pronouncing English words. Another student said that he felt more confident using English in daily life because he had memorized some English words. These statements show that deep learning helped students reduce fear and build confidence.

Joyful learning was another important affective benefit. Students enjoyed learning English through games and interactive activities. One student said that he was very happy when playing games with friends. Another student stated that he understood English better because the lessons were fun and often involved learning while playing. This indicates that game-based and interactive activities made English learning less stressful and more engaging for junior high school students.

The second major theme was cognitive growth. Students reported that deep learning helped them acquire new knowledge and understand English vocabulary more meaningfully. They did not only memorize words but also understood their meanings. One student said that the benefit of learning English was knowing the meaning of English words and feeling confident when speaking. Another student stated that English lessons helped him discover things he did not know before. These responses indicate that deep learning supported conceptual understanding by helping students connect language forms with meaning.

The third theme was practical application. Students perceived that deep learning helped them use English in everyday life. Some students said they could now speak English better or use simple English words with more confidence. This finding shows that students valued learning when they could see its practical function. Deep learning helped students understand that English is not only a subject in school but also a language that can be used in daily communication.

The fourth theme was social impact. Students reported that deep learning encouraged peer collaboration and peer teaching. One student stated that if he knew English, he could help friends who struggled or could not answer in English. This response indicates that deep learning created a supportive social learning environment. Students did not only focus on individual achievement but also showed willingness to help peers. This reflects collaboration, empathy, and social responsibility.

The interview findings also revealed several difficulties. The most dominant difficulty was phonological challenge, especially pronunciation. Students found it difficult to pronounce English words because the written form and pronunciation were often different. One student explained that he sometimes mispronounced words because English spelling and pronunciation were not the same. Another student stated that his difficulty was being unable to pronounce English words. This shows that English sound-spelling inconsistency became a major barrier for students.

The second difficulty was orthographic challenge, especially spelling and writing. Students found it difficult to write English words correctly because English spelling patterns were unfamiliar. One student said that the difficulty was writing English words, and the way to overcome it was to keep trying and not give up until the correct form was mastered. This indicates that students were aware that spelling required practice and persistence.

The third difficulty was comprehension gaps. Some students still did not fully understand English materials or teacher explanations. One student said that he did not understand English and overcame this by paying attention to the teacher or asking questions. Another student said that when he did not know the answer to an English question, he asked the teacher directly and then understood better. These responses show that students still needed scaffolding to understand English concepts.

Students also described several coping strategies. One strategy was inquiry-based learning through asking questions. Students asked "why," "how," and how words were written in order to understand vocabulary better. This shows that students were not passive when facing difficulty. They actively sought clarification from the teacher. Another strategy was repeated practice. Students read English words frequently, wrote them in notebooks, studied hard, and focused on pronunciation. Repetition helped students build memory and confidence.

Another important coping strategy was resilience or growth mindset. Students showed willingness to continue learning even when they did not understand. One student said that if he did not understand, he would try his best and study hard. Another student said that the way to overcome difficulty was to stay focused and keep learning so that he could speak English. These responses indicate that deep learning supported not only language development but also persistence and learning resilience.

Overall, the findings show that students perceived deep learning positively. The questionnaire result placed students' perceptions in the good category, and the interviews confirmed that deep learning improved confidence, enjoyment, understanding, practical use, and collaboration. However, students still faced difficulties in pronunciation, spelling, and comprehension. They overcame these challenges through teacher scaffolding, questioning, repeated practice, reading, writing, and persistence.

4. Discussion

The findings show that students' perceptions of deep learning implementation in English classrooms at SMP Negeri 1 Campalagian were generally positive. The overall perception score of 80 and Respondent Achievement Level of 79.65% indicate that students considered deep learning good and beneficial. This suggests that deep learning was accepted by students as a meaningful learning approach. The result supports the argument that students respond positively when learning is interactive, contextual, collaborative, and enjoyable.

The positive perception can be understood through the nature of deep learning itself. Deep learning shifts the focus from memorization to meaningful understanding and application. Marton and Säljö (1976) explain that deep learning involves the search for meaning and the connection of ideas, while surface learning focuses on memorizing isolated information. In this study, students did not only report that they memorized English words; they also stated that they understood meanings, gained new knowledge, and could use English more confidently. This indicates that students experienced learning as more meaningful.

The affective benefits found in the study are particularly important. Students reported increased confidence and joy in learning. In EFL contexts, affective factors strongly influence students' willingness to participate. Krashen's (1982) affective filter hypothesis suggests that anxiety and low confidence can hinder language learning. When students feel relaxed, happy, and confident, they are more willing to use English. The interview data showed that games, interaction, and enjoyable activities made students feel more enthusiastic. This supports the idea that joyful learning can reduce anxiety and increase engagement.

Students' increased confidence also reflects the role of self-efficacy. Bandura (1997) explains that self-efficacy influences effort, persistence, and performance. Students who believe they can pronounce words, understand vocabulary, or use English in daily life are more likely to continue learning. In this study, students' confidence grew because they experienced progress in vocabulary and pronunciation. This suggests that deep learning can strengthen students' belief in their ability through successful learning experiences and supportive classroom activities.

The cognitive benefits show that deep learning supported conceptual understanding. Students reported that they learned new things and understood the meanings of English words. This finding is consistent with Biggs and Tang's (2011) view that deep learning promotes meaningful understanding through active engagement. Students were not merely receiving information from the teacher but were involved in interactive and reflective learning activities. The movement from not knowing to understanding indicates cognitive growth.

The practical application theme is also important. Students perceived that English became useful in daily life. This supports the principle of contextual learning, where students connect classroom knowledge with real-world use. Fullan et al. (2018) argue that deep learning becomes powerful when students use knowledge to solve real problems and apply learning beyond the classroom. In this study, students began to see English as something that could be used in everyday communication, not only as a school subject.

The social impact of deep learning was reflected in peer collaboration and peer teaching. One student expressed a desire to help friends who had difficulty answering in English. This finding aligns with Vygotsky's (1978) sociocultural theory, which emphasizes that learning develops through social interaction and scaffolding. Deep learning created opportunities for students to learn with and from peers. Collaboration helped students build not only language knowledge but also social responsibility.

The findings also show that deep learning supported the development of the 6Cs, especially communication, collaboration, confidence, and critical engagement. Students practiced communication through English activities, collaborated with peers, and asked questions when they did not understand. This is consistent with Fullan et al. (2018), who describe deep learning as a process that develops global competencies such as communication, collaboration, creativity, critical thinking, character, and citizenship. Although the study focused on perception rather than performance measurement, the findings suggest that deep learning can create conditions for these competencies to develop.

However, students still faced several difficulties. The most dominant problem was pronunciation. English pronunciation is challenging for Indonesian EFL students because spelling and pronunciation are often inconsistent. Students' statements show that they struggled when written forms did not match spoken forms. This difficulty is common in EFL learning because students may have limited exposure to spoken English outside the

classroom. Teachers therefore need to provide regular pronunciation practice, listening input, modeling, and repetition.

Spelling was another difficulty. Students found it challenging to write English words correctly. This problem is related to orthographic complexity. English spelling patterns are not always predictable, especially for beginners. Students need repeated exposure, word practice, and multimodal learning that combines seeing, hearing, saying, and writing words. The students' strategy of reading and writing English words in notebooks shows that they attempted to build stronger memory through repetition.

Comprehension gaps were also found. Some students did not fully understand English materials and needed teacher explanation. This shows that deep learning does not eliminate the need for direct teacher support. In fact, deep learning requires effective scaffolding. Vygotsky (1978) emphasizes that learners can achieve higher levels of understanding when supported by more knowledgeable others. The teacher's role is therefore central in deep learning. Teachers must guide, model, explain, question, and gradually reduce support as students become more independent.

Students' coping strategies reveal an important strength of deep learning implementation. Students did not remain passive when facing difficulties. They asked questions, listened to teacher explanations, read repeatedly, wrote vocabulary, practiced pronunciation, and kept trying. These behaviors show learning resilience and active engagement. Dweck (2006) describes a growth mindset as the belief that ability can develop through effort and learning strategies. The students' statements, such as trying hard and not giving up, indicate that deep learning encouraged this type of mindset.

The role of the teacher as scaffolder was strongly reflected in the findings. Students relied on the teacher to clarify meaning, explain pronunciation, and answer questions. This confirms that deep learning does not reduce the importance of teachers. Instead, it changes the teacher's role from information transmitter to learning facilitator. Teachers support students by providing guidance, encouragement, examples, and feedback. In junior high school contexts, this role is especially important because students are still developing independence.

The positive questionnaire results and interview findings also indicate that deep learning can improve classroom atmosphere. Students enjoyed games and interactive activities. They felt happier and more confident when learning English. This suggests that the cultural environment of the classroom was supportive. A positive learning environment helps students take risks, make mistakes, ask questions, and participate actively. Without psychological safety, deep learning activities such as discussion and presentation may become stressful for students.

The study has several practical implications. First, English teachers should continue using interactive and game-based activities because students perceive them positively. Second, teachers should provide more pronunciation and spelling support, since these were the main difficulties. Third, teachers should encourage inquiry by allowing students to ask "why" and "how" questions. Fourth, peer collaboration should be strengthened because students showed willingness to help classmates. Fifth, teachers should maintain joyful learning while also ensuring that activities lead to conceptual understanding.

Another implication is the need for balanced deep learning implementation. Deep learning should not only be fun; it should also be meaningful and cognitively rich. Games and interactive activities should be connected to vocabulary understanding, pronunciation practice, communication, and application. Teachers should design activities that combine enjoyment with learning goals. This balance reflects the principle of mindful, meaningful, and joyful learning.

The findings also provide feedback for school improvement. Since students' perception was good but not yet very good overall, the school can improve implementation by supporting teachers with training, learning media, digital tools, and collaborative planning. The school can also conduct regular student feedback surveys to monitor how students experience learning. Such feedback is important because student perception provides authentic evidence of classroom effectiveness.

Overall, the discussion confirms that students perceive deep learning positively because it helps them feel confident, enjoy learning, understand vocabulary, use English practically, and collaborate with peers. Nevertheless, challenges remain in pronunciation, spelling, and comprehension. These challenges should not be viewed as failure but as areas for improvement. With stronger scaffolding, repeated practice, and supportive classroom design, deep learning can become more effective in English classrooms at SMP Negeri 1 Campalagian.

5. Conclusion

This study examined students' perceptions of deep learning implementation in English classrooms at SMP Negeri 1 Campalagian. The findings showed that the students' overall perception was positive. The questionnaire result showed a perception score of 80, categorized as good. The empirical score was 1,147 out of the maximum ideal score of 1,440, resulting in a Respondent Achievement Level of 79.65%. This indicates that students generally perceived deep learning as beneficial and acceptable in English learning.

The interview findings revealed several benefits of deep learning. Students experienced increased self-confidence, greater enjoyment in learning, better vocabulary understanding, improved practical use of English, and stronger peer collaboration. They felt that English learning became more interesting when it involved games, interaction, and enjoyable activities. They also felt more confident when they understood vocabulary and pronunciation better.

However, students also experienced difficulties. The main challenges were pronunciation problems, spelling difficulties, and comprehension gaps. These difficulties were related to the inconsistency between English spelling and pronunciation, unfamiliar vocabulary, and limited understanding of English materials. Despite these challenges, students showed active coping strategies. They asked questions, listened to teacher explanations, practiced pronunciation, read English words repeatedly, wrote vocabulary in notebooks, and maintained persistence.

In conclusion, deep learning implementation in English classrooms was perceived positively by students because it made learning more meaningful, enjoyable, collaborative, and confidence-building. Teachers are encouraged to continue applying deep learning while strengthening pronunciation practice, spelling support, vocabulary scaffolding, and student questioning. Future research may involve more classes, include teacher perceptions, and examine the relationship between students' perceptions and actual English learning outcomes.

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