

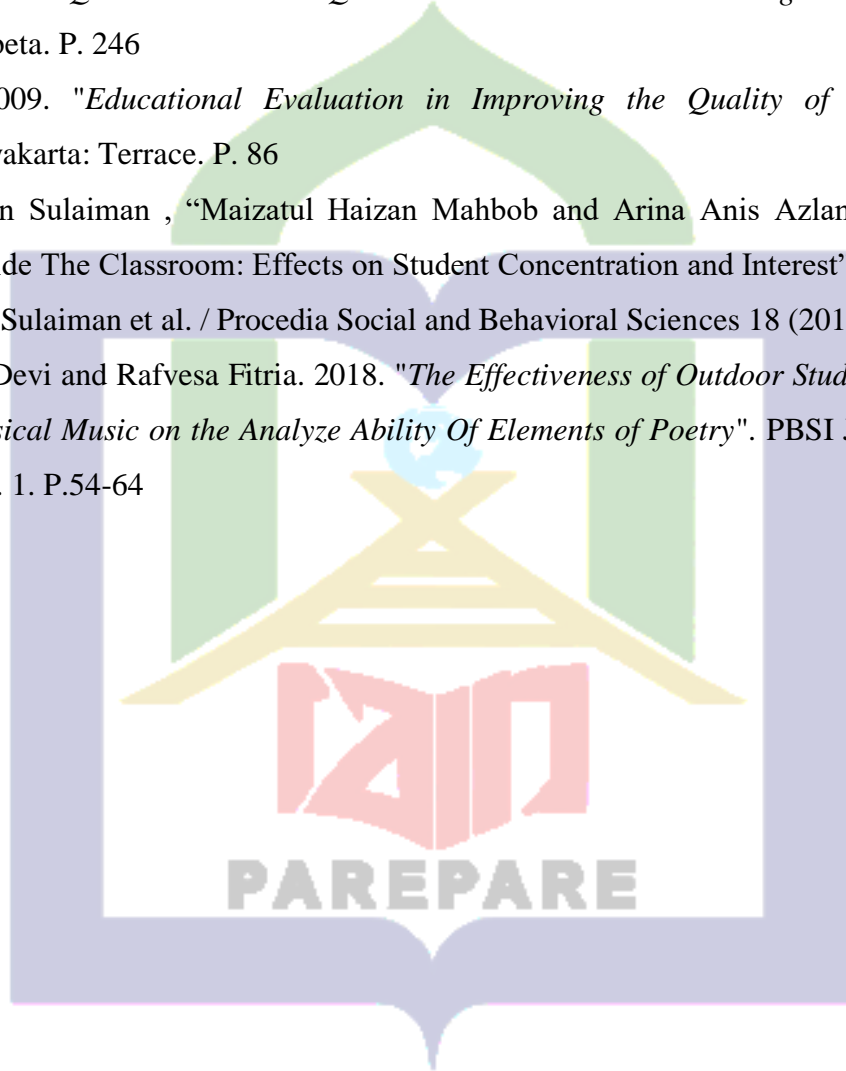
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## APPENDICES

No. : Interview 1  
Day : Monday  
Date : Okt 26<sup>th</sup>, 2020  
Time : 10.00 a.m  
Respondents : R : Researcher  
                  T : Teacher

R : “Terkait dengan perbendaharaan kata benda dalam bahasa Indonesia Bu, “Bagaimana kemampuan bahasa Indonesia siswa kelas VII?” utamanya pengetahuan mereka tentang kosakata benda Bu, ini saya mau bandingkan untuk proses pembelajaran bahasa Inggris di kelas VII.

*("Regarding the vocabulary of nouns in Indonesian, Ma'am," How about the Indonesian language skills of grade VII students? "Especially their knowledge of noun vocabulary, I wanted to compare this to the learning process of English in grade VII.)*

T : “Hahaha, anu Pak, masih kurang pengetahuannya, masih ada anak yang tidak bisa berbahasa Indonesia, masih ada juga itu anak yang tidak tau bahasa Indonesianya kando (**sabit**)’, kalau sabit bilang dia **Kando**, haha. Anu juga Pak, karna orang tuanya tidak pake bahasa Indonesia kalau bicara sama anaknya, makanya begitumi. Apalagi kalau mau ajari bahasa Inggris Pak, bahasa Indonesia lagi tidak natau.

*(hahaha, They were still lack of Indonesian, there still students could not speak Indonesian, and student could not translate 'sabit' into Indonesia, sickle was called 'kandao' haha. This was also because their parents did not speak Indonesian to their children sir, that's why. especially if they were going to be taught English, Indonesian didn't understand anymore)*

R : "Itulah saya heran pada saat saya mengajar Bu, saya menguji mereka beberapa pertanyaan, salah satu pertanyaan saya yaitu; 'Apa bahasa Inggrisnya Nanas?' Mereka hanya diam saja, namun ada satu siswa yang bertanya balik Bu, pertanyaannya 'apa dibilang 'Nanas' Pak?'"

*("That's I was surprised when I taught Mom, I tested them several questions, one of my questions was; "What was the English of Pineapple?" They just said nothing, but there was one student who asked me back, the question was "What was" Pineapple "sir?"")*

R : "Jadi, bagaimana cara ibu mengajar siswa tentang kata benda?"  
*("So, how did you teach students about nouns?")*

T : "Yah begitu, saya gunakan bahasa daerah"  
*("Yah like that, I teach in the local language")*

No. : Interview 2  
Day : Thursday  
Date : Okt 27<sup>th</sup>, 2020  
Time : 10.00 a.m  
Respondents : R : Researcher  
H : Headmaster ( Hapid, S.Pd)

R : Assalamu alaikum.

H : Waalaikummussalam. Apadri Pak?

R : Begini Pak " Saya berencana untuk meneliti di sekolah ini Pak?"

H : Ooh' Naselesaimo'o aa? Macoami tia mua' dini tau Pak? Pirappai mulai?

R : Insya Allah minggu depan Pak.

H : Kelas siapa melo diteliti?

R : Kelas satu Pak. Sistem pembelajarannya Pak saya akan bawa siswa ke lingkungan sekitar sekolah, dan ke sungai.

H : Yah.. tidak apa-apa. Yang penting dijagai tappami nana eke Pak.

R : Iya Pak termakasai.

No. : Interview 3  
Day : Monday  
Date : Nov. 01<sup>th</sup>, 2020  
Time : 10.00 a.m  
Respondents : R : Researcher  
S : Students

R : *Bagaimana menurutmu tentang pelajaran bahasa inggris?Khususnya pembelajaran kata benda*

*(What do you think about english lesson? Specially learning nouns.)*

S : *Masussa sannai Paa' nandian dipauwwangan, masussa nasanii.*

*(It's very difficult sir. Everything related to English is difficult)*

R : *Kanapa kamu mengatakan bahasa inggris sulit? Di mana letak kesulitannya?*

*(Why do you say English is difficult? Where is the difficulty?)*

S : *Anu Paaa' andiani dissang mambaca bahasa inggris, apa' laini tulisanna laitto bacana Paaaa', jadi malussuri tau me' guru. Biasa to Paa' kalau menghapali tau di te'ee, marondong diluppei bomi.*

*(Like this Sir, we can't read English, because English is different in writing, and how to read it sir, so we are lazy to study, and if we memorize vocabularies now, we forget them again tomorrow)*

No. : Interview 4  
Day : Monday  
Date : Nov. 3<sup>th</sup>, 2020  
Time : 09.30 a.m  
Respondents : R : Researcher  
S : Students

R : Bagaimana menurut kamu tentang pembelajaran nouns hari ini? Apakah kalian merasa senang?

*(What do you think about learning nouns today? Are you feeling good?)*

S : Bagus sannali Paaa', apa' mangino-nginoi tau, macoa mua' bassa tarrusi tau die Pa'ee.

*(very good sir', because we were playing around', it's great if this goes on,)*

R : Apakah kalian sudah paham pelajaran kita hari ini?

*(Have you understood our lesson today?)*

S : Iye' Paaa', tapi masih sedikit.

*(Yes Sir, but still a little)*

R : Okay, saya akan jelaskan kembali secara singkat

No. : Interview 5  
Day : Monday  
Date : Nov. 28<sup>th</sup>, 2020



Time : 09.30 a.m  
Respondents : R : Researcher  
S : Students

R : Saya telah mengamati perkembangan materi pelajaran yang saya ajarkan kepada kalian, dan saya amati sikap kalian dalam mengikuti pelajaran bahasa Inggris masih belum bisa fokus belajar pada saat proses belajar mengajar. Apa kendalanya sehingga kalian tidak bisa fokus pada saat kalian belajar bahasa Inggris?

*(I have observed the development of the subject matter that I teach you, and I observe that your attitude in taking English lessons is still unable to focus on learning during the teaching and learning process. What were the obstacles that made you unable to focus on studying English?)*

S : Anu Paaa' andiappai tau mala mengerti.

*(Like this Sir, we haven't been able to understand)*

R : Ooh begitu! Tapi justru kalian harus fokus, dan bertanya kalau belum mengerti. (Dalam hatiku mengatakan "siswa belum sepenuhnya tertarik terhadap teori pembelajaran yang saya bawakan").

*(Ooh big that! But instead you have to focus, and ask questions if you don't understand. (In my heart it says "students are not fully interested in the learning theory that I present")*

S : Biasaka mau bertanya Paa', tapi masirika Paaa', apa' naketawaiki temanta, anna' nabilangiki juga temanta' iyee, iyee, iyee.

*(I used to want to ask sir', but I'm ashamed sir', because my friends laughed at me, and we were teased with the words iyee, iyee, iyee.)*

R : Jangan dihiraukan kalau ada temanmu begitu, kamu harus tetap bertanya, dan tunjukkan kepada temanmu bahwa kamu bisa! Jadi apa sebenarnya yang kalian mau tanyakan?

*(Don't bother if your friends are like that, you have to keep asking questions, and show your friends that you can! So what exactly do you want to ask?)*

S : Anu Paaa', itu mua' ditambah s, es, ies andippa mengerti Paa'  
*(about how to add s, es, and ies sir, that's what I don't understand)*

R : Ooh yang itu! Baiklah nanti saya jelaskan pada pertemuan berikutnya.  
*(Ooh that one! I will explain later at the next meeting).*



Results of Observation of Student's Positive Attitude in Cycle 1

No	Student Activities	First Meeting		Second Meeting	
		Frequency	Frequency	Frekwensi	Percentage
1	Students pay attention to the teacher's explanation seriously	8	29,62 %	15	55,55 %
2	Students are enthusiastic about asking about learning	2	7,40 %	5	18,51 %

	materials				
3	Students are active, and passionate about learning	4	14,81 %	7	25,92 %
4	Students do assignments in earnest	10	37,03 %	16	59,25 %

#### Observation Results of Negative Attitudes in Cycle 1

No	Student Activities	First Meeting		Second Meeting	
		Frequency	Percentage	Frekwensi	Percentage
1	Students chat when learning	9	33,33%	11	40,74%
2	Students moved themselves outside the material	16	59,25%	13	48,14%
3	Students annoyed other students	4	14,81	-	0%
4	Students took a walk or move around	3	11,11	2	7,40%

#### Observation Results of Student's Positive Attitude in Cycle II

Nu	Student Activities	First Meeting		Second Meeting	
		Frequency	Percentage	Frekwensi	Percentage
1	Students paid attention to the teacher's explanation seriously	15	55,5 %	17	62,9%
2	Students were enthusiastic about	5	18,51%	5	18,51 %

	asking about learning materials				
3	Students were active, and passionate about learning	15	55,5 %	17	62,9 %
4	Students did assignments in earnest	15	55,5 %	17	62,9 %

Observation Results of Cycle II Negative Attitudes

No	Student Activities	First Meeting		Second Meeting	
		Frequency	Percentage	Frekwensi	Percentage
1	Students chated when learning	4	14,8%	4	14,8%
2	Students moved themselves outside the material	5	18,5%	4	14,8%
3	Students annoyed other students	-	0%	-	0%
4	Students took a walk or move around	2	7,4%	2	7,4%



LETTER OF PERMISISON

PAREPARE



PEMERINTAH KABUPATEN POLEWALI MANDAR  
**DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

**IZIN PENELITIAN**  
NOMOR : 503/429/IPL/DPMPSTP/X/2020

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
  2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
  3. Memperhatikan:
    - a. Surat Permohonan Sdr (i) M. ARIF ABDULLAH
    - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0428/Bakesbangpol/B.1/410.7/X/2020, Tgl. 23-10-2020

**MEMBERIKAN IZIN**

Kepada :

<b>Nama</b>	:	M. ARIF ABDULLAH
<b>NIM/NIDN/NIP</b>	:	18.0213.014
<b>Asal Perguruan Tinggi</b>	:	IAIN PAREPARE
<b>Fakultas</b>	:	-
<b>Jurusan</b>	:	TADRIS BAHASA INGGRIS
<b>Alamat</b>	:	MAPILLI KEC. MAPILLI KAB. POLMAN

Untuk melakukan Penelitian di SMP Negeri Satap Pombuttu Kabupaten Polewali Mandar, yang dilaksanakan Pada Bulan Oktober 2020 Sampai Selesai dengan Proposal berjudul **"USING LEARNING OUTDOOR STYLE IN LEARNING NOUNS OF STUDENTS OF SMP NEGERI SATAP POMBUTTU"**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar  
Pada Tanggal, 23 Oktober 2020



**KEPALA DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU**

**ANDI MASRI MASDAR, S.Sos., M.Si**  
Pangkat : Pembina  
NIP : 19740206 199803 1 009

Tembusan:

1. Unsur Forkopinda di tempat;
2. Ka. Disdikbud Kab. Polman di tempat;
3. Ka. SMP Negeri Satap Pombuttu.

STUDENT'S ACTIVITIS



CURRICULUM VITAE



M. Arif Abdullah was born in Polman, On October 28, 1981. He is the second of five in his family from the couple Abdullah, and Sitti Nur. The writer began studying at Madrasah Ibtidaiya Ugi Baru, Polaman Regency, and graduated in 1996. In the

same year, he continued his studies at Madrasah Tsanawiah Mas'udiyah Wonomulyo, Polman Regency and graduated in 2001. In the same year he continued his studies at Madrasah Aliyah Negeri and finished his studies in 2004, then in the same year he was accepted. as an undergraduate student at the State Islamic High School (STAIN) Parepare. (now the State Islamic Institute (IAIN)) Parepare. He completed his Ahlli Muda (D2) degree in 2006 with a specialization in the English Language Education Study Program. He was once accepted as an undergraduate student at the State Islamic High School (STAIN) Parepare. He completed his Bachelor of Islamic Education (S1) in 2009 by submitting a thesis entitled "Teaching Five Tenses Trought the Games at the second-grade Students of MAN Lampa, Polman". In 2018 he was accepted as a postgraduate student majoring in English Education at the State Islamic Institute (IAIN) Parepare.