

A THESIS

**STUDENTS' PERCEPTION OF TEACHER'S METHOD IN
LEARNING ENGLISH AT THE SECOND GRADE
OF SMP LANIANG MAKASSAR**



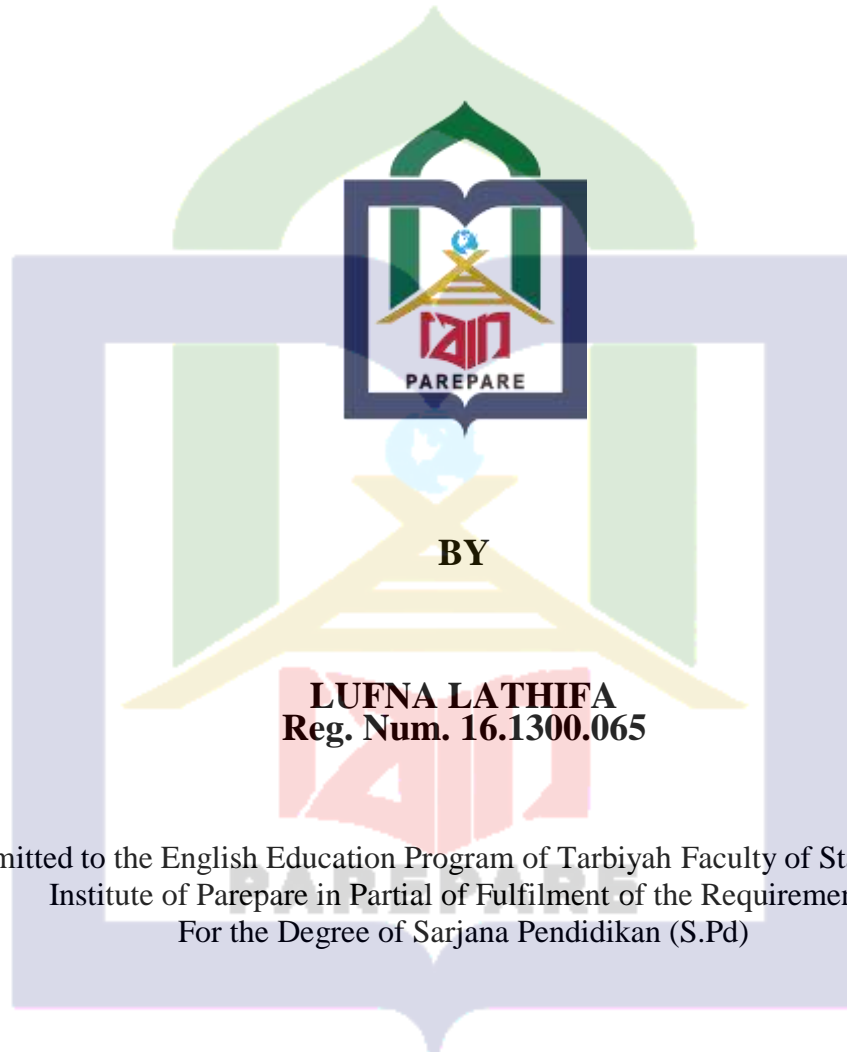
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**ENGLISH EDUCATION PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE
PAREPARE**

2021

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LEARNING ENGLISH AT THE SECOND GRADE
OF SMP LANIANG MAKASSAR**



BY

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Reg. Num. 16.1300.065**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
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Thesis

**As Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan (S.Pd.)**

English Education Program

Submitted by:

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Reg. Num. 16.1300.065**

to

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TARBIYAH FACULTY
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2021

ENDORSEMENT OF CONSULTANT COMMISSIONS

The Title of Skripsi : STUDENTS' PERCEPTION OF
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SMP LANIANG MAKASSAR

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

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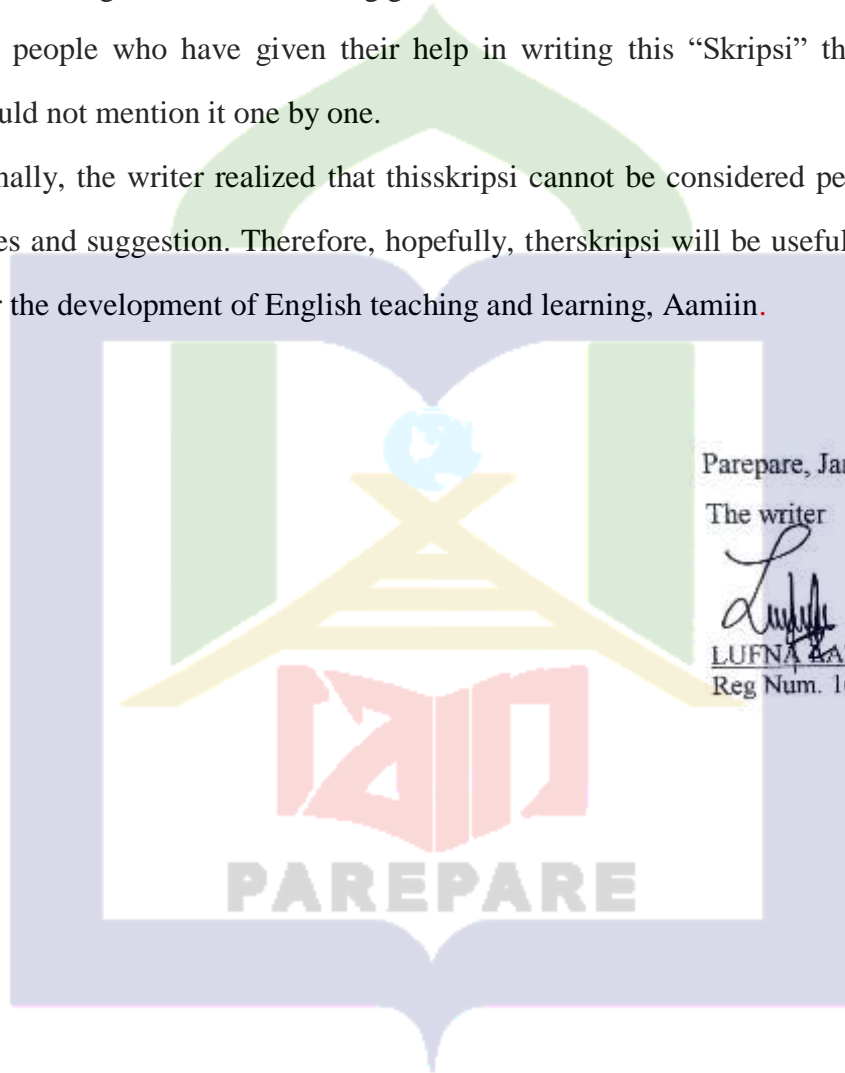
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Finally, the writer realized that this skripsi cannot be considered perfect without critiques and suggestion. Therefore, hopefully, this skripsi will be useful for all of us and for the development of English teaching and learning, Aamiin.



Parepare, January 8th 2021

The writer

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DECLARATION OF THE RESEARCH AUTHENTICITY

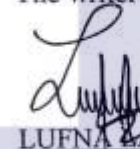
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Engsih at The Second grade of SMP Laniang Makassar

Stated that herself conducted therskripsi, if it can be proved that is copied, duplicated or complied by other people, therskripsi and degree that has been gotten would be postponed.

Parepare, January 8th 2021

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ABSTRACT

Lufna Lathifa. *Students' Perception of Teacher's Method in Learning English at the Second Grade of SMP Laninag Makassar Analisis* (Supervised by Hj. Nanning and Bahtiar).

Perception was the interpretation of what is sensed of an information about physical events that contacts the ears may be interpreted as voice, performing or any process in interpreting information through human's sense organ system.

This research focused on students' perception toward teacher method on teaching, it was related to the used of teacher's method in learning English. Research aimed of SMP Laniang Makassar. This research used descriptive design with quantitative approach. The population of this research were 27 students. The research used total sampling and took 15 respondents as the sample of this research. The researcher gave questionnaire which consisted of 20 items to respondents to find data as accurate about the students' perception of teacher's method in learning English.

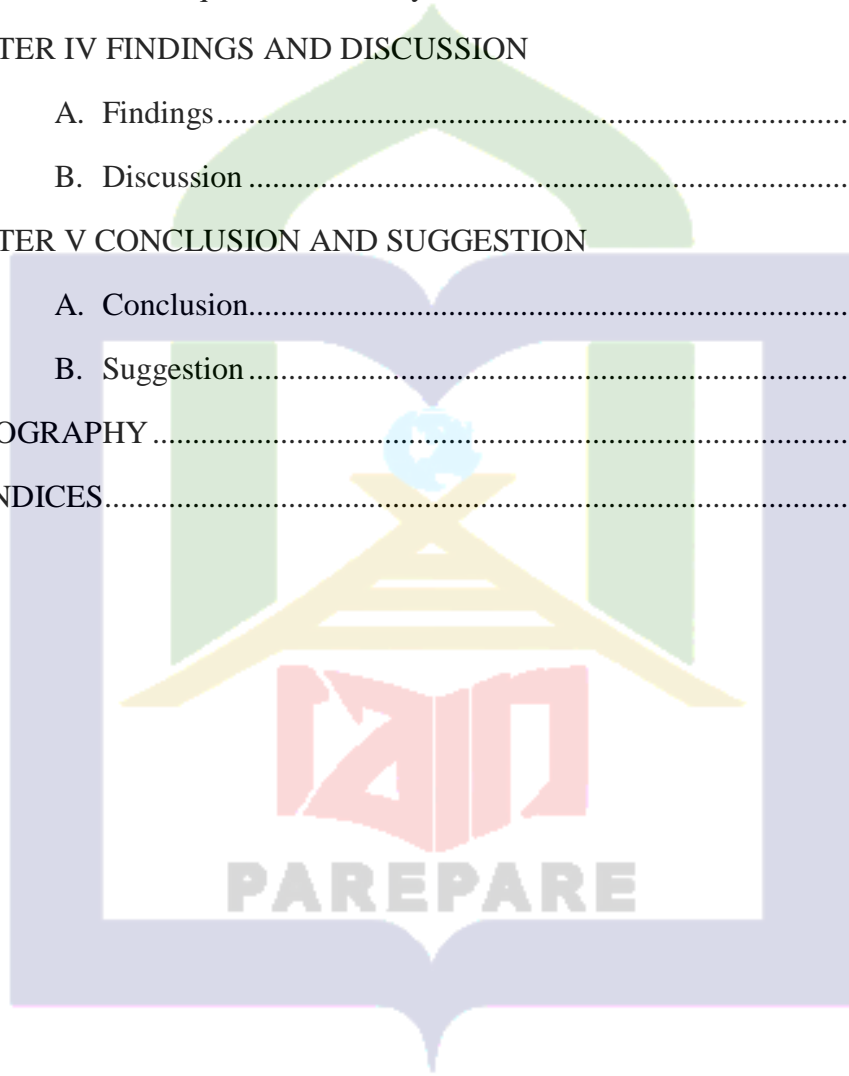
As the result of this research shows that based on questionnaire, the researcher found that Students has very good perception toward teacher's method in learning English during the class. Students perception was great moreover the teacher were calm and friendly in teaching and the Students perception toward just focused on teacher who are good in delivering materials used their method in learning English should be categorized great teacher.

Keyword: Students' Perception, Teacher's Method.

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CHAPTER I

INTRODUCTION

A. Background

English has become international language which is used by most communities in the world. So that learning English is very important to every person. English is one of important language that is used in the world English as international language is needed, so it is very important in teaching and learning context. In learning English there are four skills of language, those are listening, speaking, reading, and writing. To master those four language skills, a learner need a long process of learning. Probably some of the students like and eager to study, but some others are possibly not. In this case, the teacher must be creative and innovative to create material, new strategy and used the best media in teaching.¹

Materials for language learning will be taken to be anything that can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. Materials can be informative (informing the learner about the target language), instructional (guiding the learner in practicing the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the

¹Brian Tomlinson, *Developing Principled Materials for Young Learners of English as a Foreign Language*, (Bloomsbury Academic An imprint of Bloomsbury Publishing Plc Vol.10, 2015) p. 179

language) and exploratory (helping the learner to make discoveries about the language).²

There are different kinds of learners because people are different and have different perception and styles; consequently, individuals differ in how they learn and what senses and parts of their brain are used in the process. Thus, some learners are visual, some are analytical, and many others are impulsive or spontaneous. Some students use their ear more than their hands or words to learn. Others like to learn through music, through numbers or drawings, or by associating objects and concepts. Some students like reading more than speaking. Others prefer to write, listen, or take risks, while some prefer to think carefully before making important decisions. Moreover, some students feel more comfortable working individually while others love group work. Besides, some students are interested in learning grammar, but others might hate it.³

A research on students' perception needs to be known because as said by brown that "research need to continue assessing teachers' and students' perceptions of FL teaching, as the field will most assuredly change over time and idiosyncratic perceptions of FL teaching among teachers and students will most definitely remain a reality of the FL classroom."⁴

²Brian Tomlinson, *Materials development for language learning and teaching*. (Cambridge university Press 2012) p. 143

³ Brown, H. D. *Strategies for success: A practical guide to learning English*. (New York, US: Longman 2020) p. 71

⁴ Susi Ekalestari, Mohd Nazri Latiff Azmi, Febriyola Putri, "The Perception of Learning English by Undergraduate Students". (In The 1st Annual International Conference an Language, KnE Social Sciences 2018) p. 891

In learning, especially English definitely won't regardless from a method. Because the method can make teacher easily in teaching better, so what we teach still systematic, focus on target and accelerating process of teaching. There are many learning method teacher have known but how to use that kind of methods with approaching skill process so can make students more active. Because students are important thing in learning teaching process, without student, teacher can't transfer their knowledge they have. So, the opposite without teacher, the student can't learning by themselves, however student still need people which will lead them study in school.

With the regard to the explanation above, the researcher want to know the students' perception of teacher's method in learning English. Because to know students' perception can influence learning teaching process, especially in learning English. So, teacher and all of the participant involved in global education can find out that English learning method that students want and expect so, it can become a suggestion to all of the teacher to be better to use the method in teaching, especially in learning English.

At the last KPM activity, of course the researcher have a work program of teaching. At the school, the teacher gave the researcher the opportunity to follow through and observe the learning process done via zoom. The researcher observed the methods used by the teacher, there were some who were interested and active in them but there were students whom I felt were less interested in the method used.

In conclusion, based on the problem above, the researcher interesting to know the students' perception about the method in learning English, that will be prove by

research. So, the researcher choose the title “Students’ Perception of Teacher’s Method in Learning English at Second Grade of SMP Laniang Makassar”.

B. Research Question

Based on the background above, the research formulates research question as a follows:

1. How is the students’ perception of teacher’s method in learning English at the Second Grade of SMP Laniang Makassar?

C. The objective of the Research

The objective of the study are as follows :

1. To identify the students’ perception of teacher’s method in learning English at the Second Grade of SMP Laniang Makassar

D. Significant of the Research

The significances of this research is expected to be useful contributions to :

1. English Teacher

The researcher really hopes after knowing the result of the research, the teacher will be develop their method in present the materials in teaching English, and give the students good motivation in learning English.

2. Students

The researcher really hopes, the students will has more a motivation to learn English, develop their ability in learning English, and more interest and enthusiastic in learning English.

3. Further Researchers

The result of this research to give information as the source to further researcher of students’ perception of teacher’s method in learning English and

the result of this research can be used as an input in teaching learning process especially in learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

There are many research findings which are related to this research, some of previous finding which are describe below :

The first relevant study was research by Chyntia Rahayu Mardianti entitled “Students’ Perception of Using Animation Video In Teaching Listening of Narrative Text (A Case Study At The Tenth Grade Students of Madrasah Aliyah Negeri 4 Jakarta). The result of this study showed; (1) Students are giving positive and good good perception on the use of animation video in teaching listening of narrative text, and (2) The advantage of using animation video in teaching listening of narrative text are; it helped the students in understanding the subject easily, it also helped them in guessing some unfamiliar vocabularies by watching the video, and it gave them some motivation to learn English. So it can be concluded that the use of animation video in teaching listening of narrative text got the positive response from the students and it also gave them some advantages.¹

¹Chyntia Rahayu Mardianti, “Students’ Perception of Using Animation Video In Teaching Listening of Narrative Text” (A Case Study At The Tenth Grade Students of Madrasah Aliyah Negeri 4 Jakarta). (Department Of English Education Faculty Of Educational Sciences Syarif Hidayatullah State Islamic University Jakarta 2018). p. 1

The second relevant study was research by Wahyu Dewi Pratiwi entitled “Students’ Perception Towards Teacher’s Written Feedback Among 11th Grade Students’ at SMA N 1 Wedi Klaten”. The result of this study showed that (1) the students prefer written feedback than oral feedback (2) teacher’s written feedback was objective, (3) teacher’s written feedback was clear, (4) teacher’s written feedback assisted the students (5) teacher’s written feedback was encouraging, and (6) the students never had negative effect of the teacher’s written feedback (7) teacher’s written feedback did not disturb the process of writing (8) the teacher often gives feedback to the students.²

The last relevant study was research by Kosmas Sarkol entitled “Students’ Perception of Learning English Senior High School in Kaimana, West Papua” the result of this research can be categorized into three categories namely score showing an advanced or well- developed perception, score describing moderate (not extreme) perception and score un-advanced perception of learning English. The first category including the application of English learning process, teaching aids and facilities, and teacher classroom management - method and strategy which respectively score 0.97, 0.84 and 0.80 imply that these components should be maintained for the betterment of learning English, and even improved. The second category involving students’ motivation, students’ roles, and learning goals which respectively score 0.57, 0.56 and 0.53 imply that these components should be improved, while the third category including the rest component - classroom situation which scores 0.05 implies that this component has to improve. If these seven components had already been improved,

² Wahyu Dewi Pratiwi, “Students’ Perception Towards Teacher’s Written Feedback Among 11th Grade Students At Sma N 1 Wedi Klaten” (English Education Study Program Faculty Of Languages And Arts State University Of Yogyakarta 2013). p. 3

the students' perception of learning English must be so positive that the students' achievement in learning English is not doubt.³

The researcher conduct the research finding above in consideration of the variable, they have similar aim of research, in depth, the researcher conclude to get students' perceptions result. Other explanation about unsimilarly of the previous research only refers on the supporting variable.

B. Some Pertinent Ideas

1. Nature of perception

Perception is the interpretation of what is sensed. For example, the information about physical events that contacts the ears may be interpreted as musical sounds. It can be concluded that perception is the process of interpreting information through human's sense organ system.⁴

a. Definition of Perception

Perception is the ultimate source of knowledge about contingent facts. We know about our surroundings because we are able to experience them through perception; we know about scientific phenomena because they are observed. Perception is biological process because to be perceived any information about events in the world, it must be registered by the sensory nervous system.⁵

³ Kosmas Sarkol, "Students' Perception of Learning English in Senior High School of Kaimana, West Papua" (The Graduate Program of English Language Studies Sanata Dharma University Yogyakarta 2016). p. 3

⁴ John W. Santrock, *Life Span Development*, 13th Edition, (New York: McGraw-Hill Companies, 2011), p. 132.

⁵ Randolph Blake et al, *Perception*, Fifth Edition, (New York: Mc-Graw-Hill Companies, 2006) p.02

Perception conscious experience that results from stimulation of the sense. Because perception is something you experience constantly, knowing about how it works is interesting in its own right. To appreciate why, consider what you are experiencing right now. If you touch the page of this book, or look out at what's around you, you might get the feeling that you are perceiving exactly what is "out there" in the environment. But one of the things you will learn as you study perception is that everything you see, hear, taste, feel or smell is the result of the activity in your nervous system and your knowledge gained from experience.⁶

From the explanation above, the researcher concluded that perception is persons' understanding from what they see, listen, feel and experience from event they experienced from their environment.

b. Factors of perception

The decision makers in your audience use three senses to evaluate you and your credibility: sight, hearing, and touch. That is, their perception of you is formed by how they see you, hear you, and feel about you. I call these the Visual, Vocal/Verbal, and Relational Factors of perception.

1. First, the Visual Factor considers how the audience sees you. The goal is to hone your body language, dress, appearance, grooming, executive presence, the room setup, and environment. You need to be intentional and conscientious about everything the decision makers see in order to craft a positive perception through their eyes.

⁶E. Bruce Goldstein, James R. Brockmole *Sensation and perception* Tenth Edition, (Cengage Learning products, represented in Canada by Nelson Education, Ltd. 2017) p. 04

2. Next is the Vocal/Verbal Factor—how your audience hears you. The objective in this area is to enhance your voice tone, vocal variety, and use of persuasive words and phrases while applying persuasive logic to your presentation structure. The goal: Every word and phrase you say reinforces the audience’s perception of you as authoritative, intelligent, and well prepared.
3. The third sense, touch, is the basis of the Relational Factor. It refers to how the audience feels about you. Do you and your message “touch” them in a meaningful and positive way? This factor includes physical touch (giving a confident handshake, for example) as well as emotional touch (such as developing rapport and creating a positive connection with the audience). Your audience focus, customized message, friendly demeanor, humor, and attention to detail create trust and emotional appeal.⁷

Someone’s perception towards one object is influenced by some factors. those factors are the following:

- c. Object is perceived
 1. Stimulus object raises the sensory organs or receptors. Stimulus not only can come from outside the individual, but it can also come from within the individual itself. In fact, the bulk of the stimulus comes from outside the individual.
 2. Sensory organs, nerves, and central nervous system

⁷ Darlene Price, *Well Said! Presentations And Conversations That Get Results*, (Printed in the United States of America 2012) p.30-31

Sensory organs or receptors are some means to receive the stimulus. Besides, there should be a sensory nerve as a mean to continue the stimulus received by the receptors to the central nervous system.

3. Attention

To realize the perception, someone needs attention which is the first step as preparation in order to perceive the object. Attention is a centralization or concentration of all individual activities toward something or objects.⁸

d. Process of perception

One of the most basic perceptual processes is distinguishing objects from their surroundings. So the brain determining what we see as much as our eyes, and the processes involved seem to be designed to make sense of the input from our senses whenever possible. Input from the senses (sensation) is fed into the brain which then uses knowledge it already has to construct a model of what is perceived.

This process goes on, constantly refining and updating our perceptions. Sensation and expectations interact to provide us with inferences about the world. These process go on all the time, but we most easily become aware of them when faced with a perceptual difficulty such as an ambiguous figure or an illusion or when meaningful signals are obscure or impermanent. Usually all of this happens without

⁸ BimoWalgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi, 2004) p. 89-90

us knowing anything more about it than the resulting illusion of being in direct with external reality.

Perception is a product of the inferences we make when we combine sensory information with prior knowledge. This model assumes that what we perceived depends on what we already know. Making sense of what we perceive happens so naturally and effortlessly that it's hard to believe it is a substantial achievement.

Understanding the process of perception is easier if you focus on one of the senses at a time, but most of the time the brain has to deal with simultaneous input from the different sensory modalities (sight and sound; sight, touch, smell, and taste, and so on). Sources include sensation from the body as well as information from the sense organs, which tells us that bodily feelings and emotional states also play an important part in the process of perception.⁹

In addition, classified three main components in the process of perception. They are :

1. Selection

Selection is a process of selection by sensory organs toward stimulus which comes from outside of the individual.

2. Interpretation

Interpretation is a process of organizing information so that it has a meaning for someone. The interpretation is influenced by some factors, for instance, previous experiences, motivation, personality, and intelligence.

3. Interpretation and Perception

⁹ Gillian Butler & Freda McManus, *Psychology A Very Short Introduction*, (Oxford University Press 2014) p.36-40

The interpretation and perception then are interpreted into someone's act. Hence, the process of perception is doing selection and interpretation of the information received by sensory organs.¹⁰

e. Aspects of Perception

Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning.¹¹ Perception contains three components that create behavior structure; they are cognitive, affective, conative. Cognitive components is component that related to the science, opinion, believes, and intellectual aspects. Affective component is part of emotional aspects of the socio-psychology factor. And cognitive component is related to habit.¹²

f. Perception and Learning

Perception and learning interrelated. Perception is defined as the process by which someone organizes and interprets patterns of stimuli in environment.¹³ Then, learning is defined as a relatively permanent change in behavior due to experience.¹⁴ It refers to personal experience of the world. Hence, when one perceive something .through his or her environment, her or she then learns it and somehow puts it into practice.

¹⁰ Alex Sobur, *Psikologi Umum*, (Bandung: Pustaka Setia, 2003), p. 447

¹¹ Nancy Lankton and Stephen P Robbins, *Fundamentals of Organizational Behavior*, (New Jersey:Prentice-Hall, 2002) p. 31

¹² Andrew Lotto and Lori Holt, *Psychology of Auditory Perception*, (New York: John Wiley & Sons, 2010), p. 1

¹³ M. Kubra Kaymaz, Mine Sungur, "The Effects of Knowledge Acquisition Levels on Perception in Art Education", *Anadolu Journal of Education Sciences International. Art Education Special Issue, November 2015*, p. 268

¹⁴ Raygor, *The Science of Psychology*, (New York: Harcourt College Publishers, 2005), p.26

In Psikology Pendidikan, a positive perception leads to happiness, on the other hands, a negative perception leads to unhappiness.¹⁵ That happiness and unhappiness will influence someone's desire and action, including learners' desire and action in learning. It means that when students have a good perception, they will easily understand the lesson because their mind is happy while studying the lesson. While students with negative perception will feel the lesson is boring. Because the perceptions have an important role in education, teachers have to accommodate the positive perception to the learners to improve the happiness which leads to the learners' desire and action in learning.

a. Learning English

All around the world, students of all ages are learning to speak English, but their reasons for wanting to study English can differ greatly. Some students, of course, only learn English because it is on the curriculum at primary or secondary level, but for others, studying the language reflects some kind of a choice. Many people learn English because they have moved into a target-language community and they need to be able to operate successfully within that community. A target-language community is a place where English is the national language.

Many people learn English because they think it will be useful in some way for international communication and travel. Such students of general English often do not have a particular reason for going to English classes, but simply wish to learn to speak (and read and write) the language effectively for wherever and whenever this might be useful for them. The purposes students have for learning will have an effect on what it is they want and need to learn and as a result will influence what they are

¹⁵Wasti Soemanto, *Psikologi Pendidikan*, (Jakarta: Rineka Cipta, 2006). p. 26

taught. Business English students, for example, will want to spend a lot of time concentrating on the language needed for specific business transactions and situations. Students living in a target-language community will need to use English to achieve their immediate practical and social needs.

We know that children don't just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them. We know that seeing, hearing and touching are just as important for understanding as the teacher's explanation. We are conscious, too, that the abstraction of, say, grammar rules, will be less effective the younger the students are. But we also know that children respond well to individual attention from the teacher and are usually pleased to receive teacher approval. Children usually respond well to activities that focus on their lives and experiences. But a child's attention span - their willingness to stay rooted in one activity - is often fairly short.¹⁶ English is learnt and taught in many different contexts, and in many different class arrangements. Such differences will have a considerable effect on how and what it is we teach.

a. Classroom Situation

Describe the classroom situations based on the situation of the class. Describing the physical appearance like the total of student in a class, seating arrangement, lighting and ventilation. These ideas are proven based on the government official regulation of minimum ratio of teacher and standard process regulating the maximum number of students in each group study.

¹⁶ Jeremy Harmer, *How To Teach English*, (Pearson Education Limited 2007) p.11-14

The total of student in a classroom is regulated as follows: for Elementary should be 20-28 students. Junior High School should be 20-32 students, and Senior High School should be 15-32 students in a classroom.

As quoted above, each level; Junior High School, Senior High School, or Vocational School should at least be minimum 20 students and maximum 32 students per class. This regulation is a bit different with an Elementary School in which Elementary have to be least 20 students per class and maximum 28 students per class. This aims to have an effective class with the result the goal of learning is possible to get.¹⁷

b. Teaching aids and facilities

The second component used to describe the students' perception of learning English is the teaching aids and facilities. Atmosphere is important for children. It is possible to create an English atmosphere in a classroom with pictures, posters, dictionary, and books in English also helps to create an atmosphere to get the students into the mood for using English. Where possible, should have technology (a computer) for additional experiences and especially listening to different English. Teaching aids and facilities keep adjusting to minimum service standard in order to support a learning process that is flexible and prioritizes students as the main subject.¹⁸

¹⁷ Kosmas Sarkol, "Students' Perception of Learning English in Senior High School of Kaimana, West Papua" (The Graduate Program of English Language Studies Sanata Dharma University Yogyakarta 2016). p.11

¹⁸ Opal Dunn, *Introducing English to Young Children : Spoken Language* (HarperCollins Publishers Ltd 2013) p.73

Teaching aids are objects (such as, a book, picture, or map) or devices (such as DVD, or computer) use by teacher to enhance or enliven classroom instruction. They could be audiovisual teaching aids such as videos and guest lectures or tactile like 3D models. Teaching aids and facilities that can be used to easy, encourage, improve and promote teaching and learning activities.

Broadly speaking, any device that helps teach can be called a teaching aid. These devices can be traditionally items such as blackboards and flannel boards as well as modern devices such as tablets and projectors

c. Teaching Classroom Management (Method, strategies, and the Application of English Learning)

Classroom management planning is the first step that must be done by teacher to bring the classroom toward warmer, challenged, and conducive. Classroom management activities undertaken by teachers in the form of; planning, implementation method-strategies and evaluation to optimize of English learning process. The planning of the rules of classes are conducted by the teacher to optimize learning activities, create physical conditions and nonphysical classroom (socio-emotion) that are effective for improving the quality and climate (satisfaction)of study in the classroom.

One of the supporting aspects that lead to high quality and excellent education, namely the existence of management classroom and classroom management skill controlled by teacher (classroom management skills), so that the climate will be realized (classroom climate) conducive as a decent place for teaching and learning process.

Educational interaction in classroom occurs with the two parties, with different forms of activity. Teachers act as lecturers as a managers of classroom, while students act as agents of learning. The success of teaching and learning interactions in the classroom are very depend on the skills of teachers in managing the learning process in the classroom. Teaching skills are follows; basic questioning skills, providing reinforcement skills, held a variety of situational skills, explaining skills, opening and closing lessons skills, small group discussion guiding skills, classroom management skills, and teaching small groups and individuals skills.

Implementation of learning in the classroom is a manifestation of the interaction of the interaction of the learning process. Teachers and learners in the learning process have different roles so that each of them has a different behavior in the classroom. The good teaching behavior in teaching and learning process in the classroom can be characterized by their ability to master the subject matter, the ability of delivery the course material, classroom management skills, discipline, enthusiasm, caring, and hospitality teacher to students.

To realize the right learning behavior in the classroom, teachers are also building a positive classroom climate by using strategies; communication, collaboration in the classroom, rule models and the class rules. The strategy used is shown to create a classroom climate and to build appropriate learning behavior of the learners in the learning process.¹⁹

d. Student Motivation

¹⁹ Sulaiman, "Classroom Management and the Implications to Quality of Learning" (A Study About Classroom Climate at Madrasah Aliyah in Aceh, Indonesia) (Jurnal Ilmiah : Peuradeun, Media Karya Ilmiah Sosial, Politik, Hukum, Agama dan Budaya Vol. 3 No. 3 2015) p. 434-437

Motivation is very important in everything we will do. It's a power full to get the best in doing something. Moreover, in teaching and learning process. Motivation is really needed. Motivation makes teaching and learning easier and interesting. It is very good if both of teacher and students motivate each other in teaching and learning process.

Motivation is one of the most important factors that will influence students' English achievements or performance. Achievement is the result of an activity that has been done, created by students. It becomes a measurement whether the students success or failure in learning. If it can affect students learning and performance, surely it will be influence students' learning achievement.²⁰

e. Learning Outcome

The last component is learning outcome. One indicator of the success of each student in determining the outcome of learning in school can be seen from the results in achieves. But to achieve this it is not an easy thing. Due to the success of learning is influenced by many factors, such as internal factors and external factors. Internal factors are factors that arise from within the child itself, such as health, mental, intelligence, motivation and so on. While external factors are factors that come from outside of the child, such as family environment, community, friends, teachers, method, media, facilities, and infrastructure. It is learning in school there are many complex issues that affect the student learning outcomes.

One of the problems encountered in the learning in the school readiness of student learning. The readiness for student learning is the conditions that precede

²⁰ Shams, M. *Students Attitudes, Motivation and Anxiety towards English Language Learning*. (Journal of Research and Reflection in Education, 2008) p. 132

learning activity itself. Students are required to be ready to learn, to be Able to accept material that is given by the teacher. Be it, be physically and psychologically. With considering Reviews These conditions, the readiness to learn as a picture of the beginning of a learning activity that makes it ready to give a response/ answer that is in teaching students in achieving certain objectives. In addition to learning readiness, the condition of students' learning activeness is a contributing factor in determining student learning outcomes.

Students should mastery any teaching materials that have been delivered because it has been linked with a further material. If the students does not master the material has been submitted, then the students will have the difficulty in participating in further learning activities. Vice versa, if the students mastered the materials that has been presented, the students will easily understand the teaching materials optimally.

Learning is a process of behavioral changes towards a better and relatively fixed, as well as shown in various forms such as changes in knowledge, understanding, attitudes, behavior, skills, habit, and change other aspects that exists in individuals who learn.²¹

1. Method of Learning

The way of teaching English is very different. We know that English is taught as a second language in our country. We know that when any language is taught as second language, it becomes very necessary to know for teacher “how and what to teach to students” because it is very difficult for teachers to use suitable method.

²¹ Widodo Winarso, “Assesing the Readiness of Student Learning Activity and Learning Outcome” (Jurnal Pencerahan Volume 10, No.2 2016) p.82

Methodology is systematic and scientific way of teaching any subject. It guides teacher “how to teach” and how their teaching may be effective it is very necessary for teacher to know various types of methods and techniques of teaching English. Method may also defined as: “The process of planning, selection and grading language materials and items, techniques of teaching, Method as: it is a particular trick, strategy or contrivance used to accomplish an immediate objective.”²²

2. The Definition of Method

The method define as way of doing things. In teaching and learning, a method is defined as ‘means to an end’. The learning method can be interpreted as a comprehensive way from beginning to the end with a systematic order based on a specific approach to achieve learning goals. In the other words, the method is a way of carrying out the work. Thus, it can be concluded that the method of learning is a learning plan that includes the selection, determination, and systematically, arrange material to be taught, as well as the possibility of procuring remedial and how is development.²³

A teaching method is characterized by a set of principles, procedures or strategies to be implemented by teachers to achieve desired learning in students. These principles procedures are determined partly by the nature of the subject matter to be taught, and partly by our beliefs or theories about how students learn.²⁴

²² Patel, M.F.,& Jain, P.M *English Language Teaching (Methods, Tools & Techniques)*(Printed by : Jaipur,India : Sunrise Publisher & Distributors 2008) p. 71

²³ Saidna Zulfiqar bin Tahir, “Redefining Terms of Teaching And Learning Strategy, Method, Approach, Technique, And Model” (English Education Department of University of Iqra Buru 2012) p. 3

²⁴ Peter Westwood *What Teachers Need to Know About Teaching Methods* (Printed by : Australia Council for Educational Research Ltd 2008) p. 2

Method is the level of planning the language teaching included selecting and grading language materials and also determining the techniques of teaching. There are several methods. They are grammar translation method, direct method, audio lingual method, silent way, community language learning, communicative language teaching, suggestopedia, total physical response.²⁵

However, in selection and use the method, a teacher should know the advantage and disadvantage of the method that will be use, and also must be able to consider aspect effectiveness, efficiency, and relevance to learning objective. So the students able to understand, and apply the meaning of the learning materials.

3. The role and function of learning methods

In learning process, the method has a very significant role to achieve learning goals or learning competencies. There are several roles of the learning methods :²⁶

- a. As an extrinsic motivational tool in teaching and learning activities.

Motivation is something that encourage people to get what they want and achieve the specific purpose. Motivation one of the important factors that influence English learning achievement. In order to help the students to maintain a proper

²⁵ Ita Sarmita Samad, "A Study on English Teachers' Teaching Approaches, Methods, and Techniques at A State Senior High School In Enrekang, Indonesia," *Lingua Scientia*, Vol. 8 No. 2, November 2016 p. 134-137

²⁶ Pupuh Faturrihman, & M.Sobri Sutikno, *Strategy Belajar Mengajar* (Bandung: PT. Redika Aditama, 2007) p. 55

strength in English learning, motivation is necessary for the teachers in daily teaching procedure by encouraging the students to be more attractive in teaching and learning process. Motivation is divided in to two parts, extrinsic motivation and intrinsic motivation.

Therefore, the use of the method by teacher in learning teaching process as a extrinsic motivation tool or encouragement that comes from outside that can make the student excited to learn. Motivation has a power in learning teaching process so, someone's succeed or not in learning, one of them is influenced by motivation.

b. Examine the individual differences from the students

The students as a learning subject that has different characters, in terms of psychology aspect, talent, capabilities, motivation, social environment, family and habit. Therefore, the use of method by teacher in learning process should to get around all the these differences. So the students are able to learn and understand the lesson or materials with the character of each student.

c. To Achieve learning Goals

Method is facilities to present the material in an effort to achieve the learning goal. Present material without use of method, will make the teacher difficult to achieve the learning goals. Based on reality that happened in the school, the communicative way to present the material preferred by student so, can make the student interest to learn although the material not really interesting. The opposite, interesting material when its present but the way is not suitable with will hard to understand so can make the goal of learning is not complete maximal.

The function of learning method generally is as a direction or how the way is better to education operational. While in other context as a tool to find, test, and

arrange the data it need for developing discipline to a knowledge. Because in function the method there is a common principle that is how learning can deliver in fun situation, happy, and motivation. So the lesson or material can be easily to present by teacher. A lot of methods which offer from the expert that is an effort or find the most suitable way with the soul expansion from the student when they learn the lesson.²⁷

4. Factors that affecting the learning Method

Efficient teaching methods are essential tools that can help student's achieve success in the classroom. Each student has a different personality and learning abilities. There are several factors that a teacher must consider when choosing a teaching method for their students. Some determining factors for selecting a teaching method include the student's interest and background knowledge, as well as their environment and learning abilities. Teachers also help their students learn with various learning aids such as auditory, kinesthetic (collaborating), and visual. Instructors use these teaching methods to help the students understand and complete class assignments.

There are several factors that affecting the learning methods :

a. Learning objective to be achieved

Learning objective will affect on students' ability and selection of the method that teacher uses. The expected outcome of the lesson also dictates the method to be used it must be one that will ensure full achievement of the set objectives. Therefore, the method must be balanced with the level of ability that all students will accept. It means that the method in accordance with the provisions of learning objective.

b. The learning subject

²⁷ Abuddin Nata, *Filsafat Pendidikan Islam 1* (Jakarta :Logos, wacana ilmu 1997) p.93-94

Learning subject is several of teaching material that present by the teacher to the student. Every subject has a different materials this factor deals with the nature of the content to be learned which may be difficult or uninteresting. The teachers have to select the suitable methods to use in learning. Therefore, students can understand the material easily and will make learning effective, and meaningful so, they will achieve optimal learning outcomes.

c. The students

Every student has a different personality with the other students. Also need a different treatment in choosing the methods. Next, to increase the result of study from students, need to notice that a relation between type of personal with the using of method. Using learning methods will be influencing with an increase of the result of study from students, even introvert or extrovert. Each learning methods have different advantages with the other methods. Because with the suitable using of methods with the personal type of students so the result even the introvert or extrovert student will have an increased.

d. The Situation

The situation of teaching and learning activities that created by the teacher not always the same day after day. Therefore, in teaching learning process, the teacher have to create the dynamic situation, not only study in the classroom but in the certain time teacher should do the learning process outside.

e. School Equipment & facilities

The availability of materials, devices & technologies needed should be considered for the lack of them may hamper the achievement of the target.

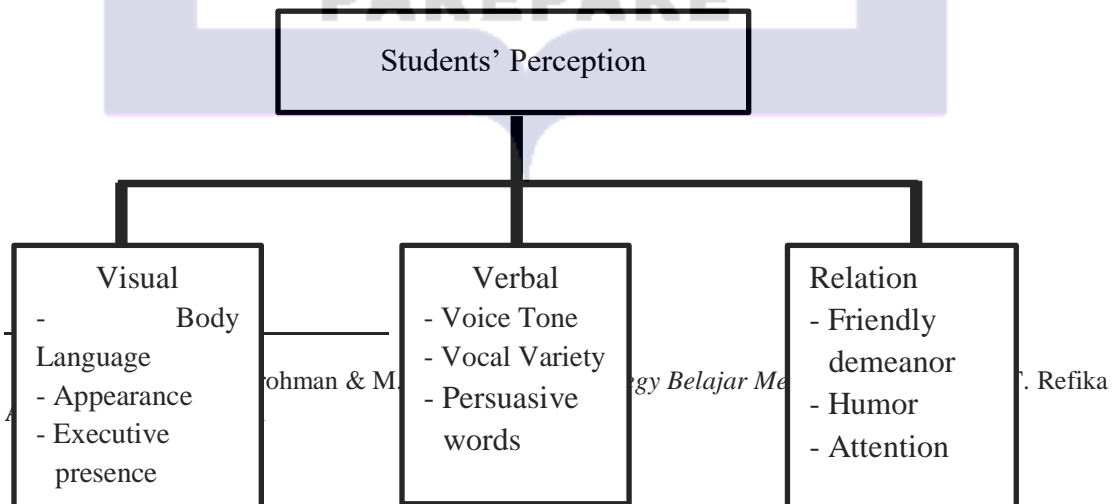
f. Teacher

The teacher’s style, academic preparation, skills, interest & abilities are also points of consideration. It is important that he/she could effectively execute the method/strategy of his/her choice to ensure success of learning.²⁸

Each method has its own principles which may different one to another in terms of teacher’s goal, teacher’s role students’ role, the nature of interaction, and the use of students’ native language. It is because these principles are derived from the theories of language and language learning backing each method. Thus, when EFL teacher plans his/her plan, he/she should apply a method that is based on his/her believe toward language learning.

C. Conceptual Framework

The conceptual review of this research as follow:





Teacher's Method in Learning English

This research will focus on students' perception which refers to visual, verbal and relation according to Darlene Price's theory. Visual factors are : Body Language, Appearance, Executive presence. Verbal factors are : Voice Tone, Vocal Variety, Persuasive words. and Relation factors are : Friendly demeanor, Humor, Attention. It will related to the use of teacher's method in learning English in the classroom.

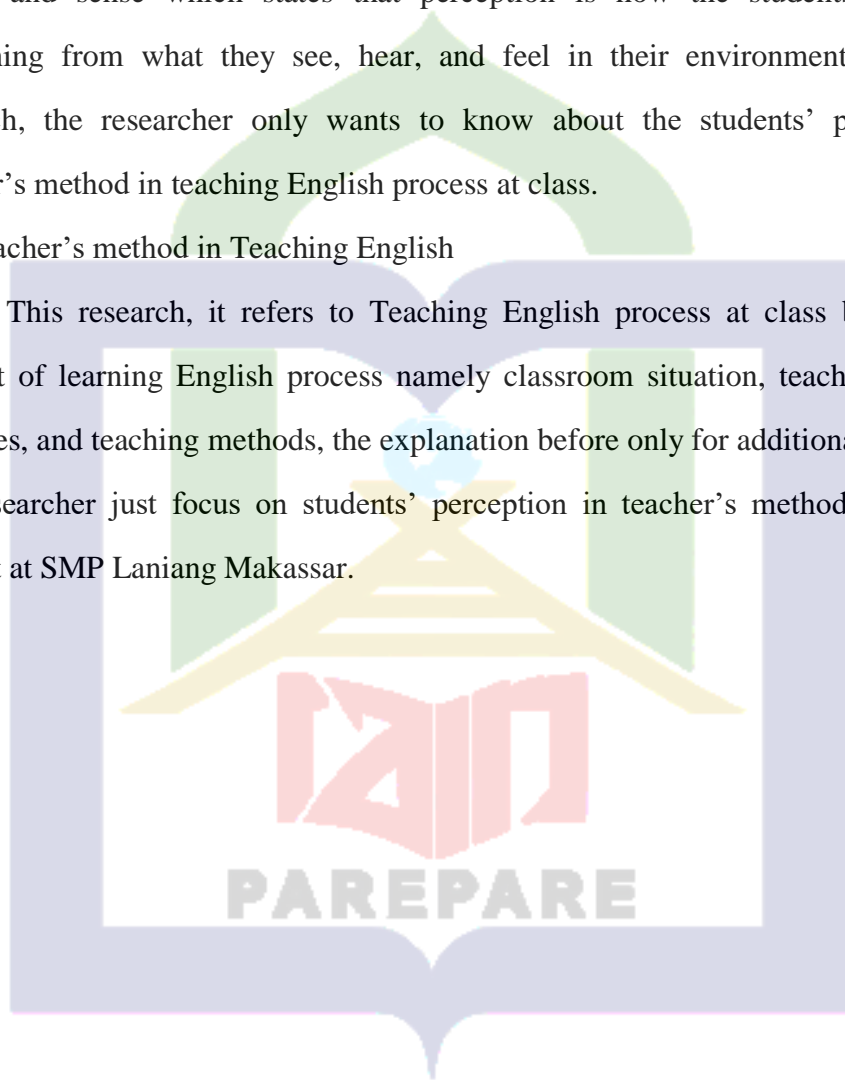
D. Variable and Operational Definition

1. Students' Perception

This research, refers to Darlene Price's theory of perception, that are visual, verbal and sense which states that perception is how the students understand something from what they see, hear, and feel in their environment. So in this research, the researcher only wants to know about the students' perception of teacher's method in teaching English process at class.

2. Teacher's method in Teaching English

This research, it refers to Teaching English process at class by following context of learning English process namely classroom situation, teaching aids and facilities, and teaching methods, the explanation before only for additional references, the researcher just focus on students' perception in teacher's method for English subject at SMP Laniang Makassar.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive quantitative research; it was applied to answer the research questions about the students' perception of teachers' method in teaching English. Quantitative research is procedures collecting number, graphic, diagram which descriptions of the phenomena under study.¹ The descriptive design used to interpret the data.

B. Location and Time of the Research

The location of this research at SMP Laninag Makassar. It was located on Jl. Laniang Blok AA No.9 BTP, Tamalanrea, Kec. Tamalanrea, Kota Makassar, and the researcher used 45 days for this research.

C. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Laniang Makassar. The number of population as show below:

Table 3.1 The Resear ch Popula tion	No.	Class	Male	Female	Total
	1.	VIII Unggulan	9	3	12
	2.	VIII Regular	5	10	15
	Number of Students				27

¹ Scout W, Vanderstoer and Deirdre Djohnston. *Research Methods for Everyday Life, Blending Qualitative and Quantitative.* (Jossey-Bass: San Fransisco, 2009), P.7

2. Sample

Sample is a part of population, as the representative that has been taken by using certain technique.² It means that the sample was contain the same characteristic with the population because the sample should represent the whole number of population.

In choosing the sample for the research, the researcher used total sampling. The total of sample was 15 Students namely Class VIII Regular.

D. Research Instrument

1. Questionnaire

Spreading questionnaire to the students used a great way to get more concrete data about the students' perception. Questionnaire used one of the ways to know the students perception toward the teacher method in teaching English at school, the questions that need to be answered honest and correctly by the students. In this instrument, the form of questionnaire related with several aspects that mentions on chapter II, the item consist of 10 positive statements and 10 negative statement.

Table 3.2 Instrument Questionnaire

No.	Aspects	Indicators	No. Item
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² Margono, *Metodologi Penelitian Pendidikan Komponen MKDK* (Cet. VII; Jakarta: RinekaCipta, 2009), P.121

1.	Visual	▪ Body language (Bahasa tubuh)	1, 2
		▪ Appearance (Penampilan)	3, 4
		▪ Executive Presence (Motivasi/Penguatan)	5, 6, 7



2.	Verbal	▪ Voice tone (Nada suara)	8, 9,
		▪ Vocal Variety (Intonasi, penekanan)	10, 11
		▪ Persuasive Words (Kepedulian)	12, 13
3.	Relation	▪ Friendly demeanor (Sikap yang ramah)	14, 15, 16
		▪ Humor (Lucu, asik)	17, 18
		▪ Attention (Perhatian)	19, 20

E. Procedure of Collecting Data

1. Questionnaire Form

Collecting the questionnaire followed the application of google form, by avoiding face to face to the students. The researcher will spread the link of the form and the students answered based on their feeling about the perception aspects.

F. Technique of Data Analysis

1. Analysis Questioner

Questionnaire is one of supporting techniques that researcher aims to identify students' perception, responses, opinion, problem. In this test, the form of questionnaire closes with the alternative answer that has been chosen by the students. Students had chosen only the best answers which were suitable to themselves. In analyzing the students' response, the writer used formula.

$$P = \frac{F}{N} \times 100\%$$

Where,

P= Percentage

F= Frequency

N= the Total Number of the Respondents.

The formula of likers scale as follow:

Table 3.3
The scale likert below:

POSITIVE STATEMENT		NEGATIVE STATEMENT	
Category	Score	Category	score
Strongly Agree (SA)	4	Strongly Agree (SA)	1
Agree (A)	3	Agree (A)	2
Disagree (D)	2	Disagree (D)	3
Strongly Disagree (SD)	1	Strongly Disagree (SD)	4

The following is the interpretation score of the category:

Table 3.4
The Classification of the students response based on the criteria:

NO	Qualification	Interval
1	Very Strong (VS)	81% - 100%
2	Strong(S)	61% – 80%
3	Undedicated(U)	41% – 60%
4	Low (L)	21% – 40%
5	Strongly Low (SL)	0% – 20% ³

³ Subagyo, *Metode Penelitian Pendidikan* (Bandung:Penerbit Alfabeta,2010), p.135.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and the discussion of the research about Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar.

A. Findings

The research findings were the answering of problems statements that formulated in the first chapter. This part is also present data analysis of Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar.

1. The result of the Students' Perception

The researcher presents the result of the questionnaire. Questionnaire referred to the factor of perception. In analyze the questionnaire; the researcher used the formulas as follow:

a. Visual Factor

Table 4.1 Item Number 1 : Body Language (Bahasa tubuh)
(Saya lebih mengerti jika guru menjelaskan disertai dengan bahasa tubuh/gerakan)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	10	40
2	Agree	3	4	12
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			14	54

Based on the result above, it shows that there are 14 students that strongly agree to the statement, to be valid data, by continuum can be shown below:

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Visual aspect, namely $54/60$ (Maximum Score) $\times 100 = 90,00\%$, so it is categorized Very Strong.

Table 4.2 Item Number 2 : Body Language (Bahasa tubuh)

(Bahasa tubuh/gerakan yang digunakan guru,
membuat saya tidak fokus dalam pembelajaran)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	3	6
3	Disagree	3	7	21
4	Strongly Disagree	4	3	12
Total			15	41

Based on the result above, it shows that there are 10 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Visual aspect, namely $41/60$ (Maximum Score) $\times 100 = 68, 33\%$ so it is categorized Strong disagree to this statement.

Table 4.3 Item Number 3 : Appearance (Penampilan)

(Penampilan guru yang kurang rapi membuat saya nyaman menerima materi yang diajarkan)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	0	0
3	Disagree	3	6	18
4	Strongly Disagree	4	9	36
Total			15	54

Based on the result above, it shows that there are 14 students that strongly agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Visual aspect, namely $54/60$ (Maximum Score) $\times 100 = 90, 00\%$ so it is categorized Very Strong.

Table 4.4 Item Number 4 : Appearance (Penampilan)

(Guru mengajar dengan penampilan yang rapi dan kelas yang bersih, mempengaruhi konsentrasi saya saat belajar bahasa Inggris)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	12	48
2	Agree	3	2	6
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			15	56

Based on the result above, it shows that there are 14 students that strongly agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Visual aspect, namely $56/60$ (Maximum Score) $\times 100 = 93,33\%$ so it is categorized Very Strong.

Table 4.5 Item Number 5 : Executive Presence (Motivasi/penguatan)

(Motivasi yang diberikan guru membuat saya tekun dalam mengerjakan tugas dan semangat untuk belajar lebih giat)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	10	40
2	Agree	3	5	15
3	Disagree	2	0	0

4	Strongly Disagree	1	0	0
Total			15	55

Based on the result above, it shows that there are 15 students that strongly agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Visual aspect, namely $55/60$ (Maximum Score) $\times 100 = 91,67\%$ so it is categorized Very Strong.

Table 4.6 Item Number 6 : (Executive presence)

(Guru tidak memberikan penghargaan berupa nilai, hadiah, dan pujian untuk mendorong semangat belajar siswa)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	1	1
2	Agree	2	0	0
3	Disagree	3	8	24
4	Strongly Disagree	4	5	20
Total			15	45

Based on the result above, it shows that there are 13 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Visual aspect, namely $45/60$ (Maximum Score) $\times 100 = 75, 00\%$ so it is categorized Strong.

Table 4.7 Item Number 7 : (Executive presence)

(Guru kurang memberikan bimbingan kepada siswa pada saat pemberian tugas)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	2	4
3	Disagree	3	6	18
4	Strongly Disagree	4	5	20
Total			15	44

Based on the result above, it shows that there are 11 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Visual aspect, namely $44/60$ (Maximum Score) $\times 100 = 73, 33\%$ so it is categorized Strong.

b. Verbal Factor

Table 4.8 Item Number 8 : Voice tone (Nada suara)

(Guru memberikan variasi suara dengan, kecepatan, dan nada suara yang sesuai dengan situasi dan kondisi kelas pada saat itu)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	8	32
2	Agree	3	6	18
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
	Total		15	52

Based on the result above, it shows that there are 14 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Verbal aspect, namely $52/60$ (Maximum Score) $\times 100 = 86,67\%$ so it is categorized Very Strong.

Table 4.9 Item Number 9 : Voice tone (Nada suara)

(Suara guru yang lantang/tinggi saat mengajar membuat saya sulit memahami materi)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	3	6

3	Disagree	3	7	21
4	Strongly Disagree	4	5	20
Total			15	47

Based on the result above, it shows that there are 12 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Verbal aspect, namely $47/60$ (Maximum Score) $\times 100 = 78,33\%$ so it is categorized Strong.

Table 4.10 Item Number 10 : Vocal Variety (Intonasi, penekanan)

(Pada saat menjelaskan materi guru menggunakan suara yang lembut dan memberikan penekanan pada saat menjelaskan point-point penting)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	3	12
2	Agree	3	8	24
3	Disagree	2	3	6
4	Strongly Disagree	1	1	1
Total			15	43

Based on the result above, it shows that there are 11 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Verbal aspect, namely $43/60$ (Maximum Score) $\times 100 = 71,67\%$ so it is categorized Strong.

Table 4.11 Item Number 11 : Vocal variety (Intonasi, penekanan)

(Guru menyampaikan materi dengan intonasi yang sulit dipahami oleh siswa)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	3	3
2	Agree	2	4	8
3	Disagree	3	6	18
4	Strongly Disagree	4	2	8
Total			15	37

Based on the result above, it shows that there are 8 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Verbal aspect, namely $37/60$ (Maximum Score) $\times 100 = 61,67\%$ so it is categorized Strong.

Table 4.12 Item Number 12 : Persuasive words (Kepedulian)

(Guru sangat peduli pada kemampuan Bahasa Inggris siswa)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	10	40
2	Agree	3	5	15
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			15	55

Based on the result above, it shows that there are 15 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Verbal aspect, namely $55/60$ (Maximum Score) $\times 100 = 91,67\%$ so it is categorized Very Strong

Table 4.13 Item Number 13 : (Persuasive words)

(Guru membedakan kemampuan belajar siswa)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	3	12
2	Agree	3	3	9
3	Disagree	2	7	14

4	Strongly Disagree	1	2	2
Total			15	37

Based on the result above, it shows that there are 9 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Verbal aspect, namely $37/60$ (Maximum Score) $\times 100 = 61,67\%$ so it is categorized Strong.

c. Relation Factor

Table 4.14 Item Number 14 : Friendly demeanor (Sikap yang ramah)

(Guru menyampaikan materi didalam kelas dengan sangat ramah dan menyenangkan)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	8	32
2	Agree	3	6	18
3	Disagree	2	1	2
4	Strongly Disagree	1	0	0
Total			15	52

Based on the result above, it shows that there are 14 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Relation aspect, namely $52/60$ (Maximum Score) $\times 100 = 86,67\%$ so it is categorized Very Strong.

Table 4.15 Item Number 15 : Friendly demeanor

(Guru yang baik dan murah senyum membuat saya tidak cemas pada saat belajar)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	7	28
2	Agree	3	6	18
3	Disagree	2	1	2
4	Strongly Disagree	1	1	1
Total			15	49

Based on the result above, it shows that there are 13 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Relation aspect, namely $49/60$ (Maximum Score) $\times 100 = 81,67\%$ so it is categorized Very Strong.

Table 4.16 Item Number 16 : Friendly demeanor (Sikap yang ramah)

(Guru tidak mempertimbangkan kemampuan siswa saat belajar)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	6	6
2	Agree	2	2	4
3	Disagree	3	6	18
4	Strongly Disagree	4	1	4
Total			15	32

Based on the result above, it shows that there are 8 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Relation aspect, namely $32/60$ (Maximum Score) $\times 100 = 53,33\%$ so it is Undedicated.

Table 4.17 Item Number 17 : Humor (Lucu, asik)

(Guru yang mengajar dengan cara yang terlalu serius dan marah yang berlebihan membuat saya mudah memahami materi)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	0	0
2	Agree	2	0	0
3	Disagree	3	7	21

4	Strongly Disagree	4	8	32
Total			15	53

Based on the result above, it shows that there are 15 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students disagree to the statement refers to Relation aspect, namely $53/60$ (Maximum Score) $\times 100 = 88,33\%$ so it is categorized Very Strong.

Table 4.18 Item Number 18 : Humor (Lucu, asik)

(Saat belajar bahasa Inggris, guru menyampaikan materi dengan santai, menyenangkan dan bersahabat membuat saya mengikuti pelajaran dengan sungguh-sungguh tanpa rasa takut dan tegang).

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	12	48
2	Agree	3	3	9
3	Disagree	2	0	0
4	Strongly Disagree	1	0	0
Total			15	57

Based on the result above, it shows that there are 15 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Relation aspect, namely $57/60$ (Maximum Score) $\times 100 = 95,00\%$ so it is categorized Very Strong.

Table 4.19 Item Number 19 : Attention (Perhatian)

(Guru tidak menarik perhatian siswa jika siswa merasa bosan saat belajar)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	1	2	2
2	Agree	2	2	4
3	Disagree	3	8	24
4	Strongly Disagree	4	3	12
Total			15	42

Based on the result above, it shows that there are 11 students that disagree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Relation I aspect, namely $42/60$ (Maximum Score) $\times 100 = 70,00\%$ so it is categorized Strong.

Table 4.20 Item Number 20 : Attention (Perhatian)

(Ketika terdapat siswa yang gaduh, guru menggunakan suara keras dengan nada tinggi dan juga melakukan gerakan-gerakan khusus seperti tepuk tangan, berdiri, atau gerakan lainnya untuk menarik perhatian siswa didalam kelas)

No.	Category	Score	Frequent	Sum of Score
1	Strongly Agree	4	8	32
2	Agree	3	6	18
3	Disagree	2	0	0
4	Strongly Disagree	1	1	1
Total			15	51

Based on the result above, it shows that there are 14 students that agree to the statement, to be valid data, by continuum can be shown below :

0	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
-	SL	L	U	S	VS

The data above shows that the Students agree to the statement refers to Relation aspect, namely $51/60$ (Maximum Score) $\times 100 = 85,00\%$ so it is categorized Very Strong.

B. DISCUSSION

This term, explained about the discussion of the findings above, it was used questionnaire in answering the research question of perception, the researcher would explained each items for clearly explanation, the items referred to visual factor, verbal factor, and relation factor, as explained below:

a. Visual Factor

1. I understand better if the teacher explains materials with body language.

Based on the finding above, it can be seen from the result that students more understand when the teacher taught by following gesture, not only that, gesture can help the teacher to express their mind, and also to deliver the materials easily, moreover, when the materials hardly, gesture can help and support the teacher to send the meaning of the materials. Body language is one of the basic skills that all teachers need in order for students to understand the materials and to support the transmission of the materials. Body language can support the message being conveyed and understand one's thinking, and certainly emphasize the meaning of the words being spoken.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 90.00%, while shown above, we can conclude that students perception agree with the gesture can help the students to understand the materials.

2. The body language/movement, or the change of position the teacher does in the process of learning to teach English made the students not focus in learning English.

Based on the term above, it can be seen from the result that students not disturbed when the teacher taught with body language or varying positions. The teacher usually stands in front of the class, then in the middle, left, right and back as long as it can still be seen by all students, sometimes guiding students when doing assignments and when the students asks. A Change in position or movement made by the teacher are natural or not excessive so it does not affect students' concentration.

Body language/movement, or the change in position by the teacher can improve and maintain students' attention to the suitability of the teaching and learning process. In addition it can be seen in teaching activities that are several of certain events.

The explanation above explained clearly with the result of the questioner which shown the percentage of the disagree option was 68.33%, while shown above, we can conclude that students perception disagree with The body language/movement, or the change of position the teacher does in the process of learning to teach English made the students not focus in learning English

3. Teachers untidy grooming made the students comfortable in learning process

Based on the finding above, it can be seen from the result that students disturbed because the teacher doesn't dressed so the students' attention interrupted and did not focus on learning, uncomfortable place and let the students doesn't accepted the materials well so the method that teacher use in learning English did not attracting students' attention there, the classroom situation ineffective and the learning goals is not accomplished. When a teacher attend the class, well dressed and confident, teacher will convey the message that organized and has control over the students.

The appearance of the teacher is an important asset for the teacher to support the realization of the learning and teaching process in the classroom. Teachers who always appear neat and attractive will encourage the students to dress neatly and have an attractive appearance.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 90.00%, while shown above, we can conclude that students perception disagree with Teachers untidy grooming make students comfortable in learning process.

4. Teacher while interesting grooming let the students spirit and comfortable to learn.

Based on the term above, it can be seen from the result that students felt well-dressed teacher considered to be more organized, knowledgeable, and better prepared and are considered friendly, sympathetic, and enthusiastic by the students' perception and the teacher's responsibility in school is to teach and guide students however, many sections affect these two major activities. Classroom cleanliness is at the tops the list of concerns of teachers, students, and parents. A clean class has far-reaching consequences to both teachers and learners as well as parents and whoever may visit the school.

Classroom cleanliness and teacher who always appear neat and attractive will encourage students' enthusiasm in the classroom, and the methods used by teacher in learning English are acceptable to all students to create a comfortable learning situation.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was .93,33%, while shown above, we

can conclude that students perception agree with Teacher while interesting grooming let the students spirit and comfortable to learn.

5. Teacher's motivation let me be diligent in doing task and be more spirit.

Based on the term above, it can be seen from the result that students felt the teacher's motivation is crucial. In this case, the teacher's motivation is needed for all students to develop their ability, encouraging the students to be diligent and eager to study hard so, the students will get a good achievement.

Motivation is very important in everything we will do. It's a power full to get the best in doing something. Moreover, in teaching and learning process. Motivation is really needed. Motivation makes teaching and learning easier and interesting. It is very good if both of teacher and students motivate each other in teaching and learning process. Motivation is process to get success and has a great influence to the future achievement. In teaching and learning process given motivation to the students is the process to push to support them to learn. Therefore, it can help the students achieve their goals.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was .91,67%, while shown above, we can conclude that students perception agree with Teacher's motivation let me be diligent in doing task and be more spirit.

6. Teachers' doesn't support about any reward, gift, and glad, to push students' motivation.

Based on the term above, it can be seen from the result that students felt disagree about the statement. According to the students' perception in teacher's method, the teacher gave reward to motivate the students to more diligent and able to

complete the assignments or can answer the questions from the teacher. The teacher encourage free communication, and sharing with their students so, it can make the students motivated eager to learn. Rewarding the students can reinforces positive behavior, and students motivated for learning better. A rewards program include giving praise to students for completing assignment and being active participants in classroom activities.

The explanation above explained clearly with the result of the questioner which shown the percentage of the disagree option was 76,67%, while shown above, we can conclude that students perception disagree with Teachers' doesn't support about any reward, gift, and glad, to push students motivation.

7. Teacher's less of consultation toward students in learning teaching process.

Based on the term above, it can be seen from the result that students disagree with the statement because, according to the students' perception, in teaching, or did assignments, teacher always given direction, guidance and explained the material to the students during the class. As a good educator, teacher need to be prepared to handle diversity of students' abilities in their classes. Teacher also need to be prepared to work with students who may not be fluent in understand the materials. The best teacher do not set limits on their students. Teacher had a high standard, teacher taught students to do their best, care for the students' abilities, and taught students to believe in themselves.

The explanation above explained clearly with the result of the questioner which shown the percentage of the disagree option was 73,33%, while shown above, we can conclude that students perception disagree with guru Teacher's less of consultation toward students in learning teaching process.

b. Verbal Factor

8. Teachers delivering variety sound and intonation toward learning-teaching process.

Based on the term above, it can be seen from the result that students felt teacher often given a variety of voice when delivered the materials based on the situation in the class. Based on this condition, the students could understand the explanation of teacher from their variety sounds. There are some students do not understand the teacher's explanation because the teacher's voice is inaudible or the tone of voice is not in accordance with the condition. Therefore, students agree if the teacher use variety of sounds during learning that is in accordance with the condition or the class.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 86.67%, while shown above, we can conclude that students perception agree with Teachers delivering variety sound and intonation toward learning-teaching process.

9. Rising intonation while teaching let me hard in understanding the materials.

Based on the term above, it can be seen from the result that students disagree with the statement. Students does not felt difficult to understand the materials if the teacher use rising intonation or voice constantly. Teacher use rising intonation or to make the students understand and how to communicate or interact with students when teaching in the classroom.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 46.67%, while shown above, we

can conclude/e that students perception agree with Rising intonation while teaching let me hard in understanding the materials.

10. Delivering materials while soft intonation let me focuses on materials.

Based on the term above, it can be seen from the result that students perception were teacher's voice has an important role in producing the quality of teaching variations. Therefore the intonation, tone volume and speed of the teacher's voice well. Tone of emphasis on word in presented the materials can make the students understand the important aspects of accepting the lesson.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 71.67%, while shown above, we can conclude that students perception agree with Delivering materials while soft intonation let me focuses on materials

11. Teachers' delivering materials while hard intonation difficult for students.

Based on the term above, it can be seen from the result that students felt that tone of voice or intonation has an effect on the student's ability to understand the teacher's explanation a flat tone, will make the students feel bored so, the students get tired in listen the materials. Teacher must be able to choose sentences that are easy for students to understand. So that the message to be delivered can be received well by the students and educational communication run well.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 61.67%, while shown above, we can conclude that students perception disagree with Teachers' delivering materials while hard intonation difficult for students.

12. Teachers' is very care for students' improvement.

Based on the term above, it can be seen from the result that students felt the teacher really cares about the students' English skill. The teacher concern will encourage the students comfortable to receive the materials and did their assignments, so the students have a confidence too face their problem. The teacher concern for students' English skill such as providing exercise, asking for feedback from students and other concern.

The teacher have to support students in teaching and learning process, encourage students creativity so that students will get more opportunities in the learning process to learn together and develop their potential.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 91.67%, while shown above, we can conclude that students perception agree with Teachers' is very care for students' improvement.

13. Teacher did unfair for learning process.

All the students felt that the teacher has been fair in teaching such as in grading, and during the learning process, being fair can have an effect on students' achievement.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 61.67%, while shown above, we can conclude that students perception disagree with Teacher did unfair for learning process.

c. Relation Factor

14. Teachers' delivering materials at class with calm and friendly.

Based on the finding above, it can be seen from the result that students felt that teacher uses method in presented the material so fun when come to the classroom, the teacher greets students' friendly manner, taught be lesson well, and respects students' abilities. The teacher can create a learning situation that is fun that can make students active in the classroom, and full concentration a learning situation that create the comfortable situation for the students so that the learning process can be achieved optimally with the development of potential in themselves.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 86, 79%, while shown above, we can conclude that students perception agree with Guru Teachers' delivering materials at class with calm and friendly.

15. Friendly and calm teacher's let the students' anxieties in learning.

Based on the finding above, it can be seen from the result that students felt smiling makes people happy, so do students, the student will be pleased when their teacher is respect of the students. This condition will make the students more enthusiastic in learning.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 81, 67%, while shown above, we can conclude that students perception agree with friendly and calm teacher's let the students' anxieties in learning.

16. Teacher didn't consider students achievement.

Based on the finding above, it can be seen from the result that students agree with this statement. The teacher did not consider students' ability. Therefore, students feel that the teacher needs to consider the ability of students in learning because,

teaching without consideration, it can result in the learning process not running properly where it could be that students have understand well, but the teacher is still explaining, or where students are not able to learn the materials but teacher has explained and moved to the next.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 81,67%, while shown above, we can conclude that students perception agree with Teacher didn't consider students achievement.

17. Teachers' method in serious and angry more let me easy to understand materials.

Based on the term above, it can be seen from the result that students felt uncomfortable to accept the lessons if teachers taught so seriously and often angry because they can create uncomfortable situation or condition so the students difficult to understand the explanation materials by the teacher.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 88,33%, while shown above, we can conclude that students perception disagree with Teachers' method in serious and angry more let me easy to understand materials.

18. English learning, teachers delivering materials calmly, relax and fun, it let the students more spirit in learning process.

Based on the finding above, it can be seen from the result that students really like and enjoy the class when teacher taught the materials in relaxed and fun so that it makes the class situation calm and comfort for students and easy to understand the materials.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 95,00%, while shown above, we can conclude that students perception agree with English learning, teachers delivering materials calmly, relax and fun, it let the students more spirit in learning process.

19. Teachers didn't attractive while students fell bored in learning.

Based on the finding above, it can be seen from the result that students disagree with the statement because their teacher has attracted students' attention when students feel bored in the classroom. The learning process must be made easy and fun at the same time so that students are not psychologically depressed and do not feel bored with the condition in the classroom. And do not feel bored with what the teacher teaches, and learning must also use appropriate methods based on the situation and conditions of students in the classroom.

The explanation above explained clearly with the result of the questioner which shown the percentage of the disagree option was 70,00%, while shown above, we can conclude that students perception disagree with Teachers didn't attractive while students fell bored in learning.

20. Teacher's rising voice, standing, clapping and doing unique movement, when students making noisy to get students attractive.

Based on the finding above, it can be seen from the result that students agree with the statement that the teacher gives rise voice and particular movements when students are noisy. Students cannot always be calm in the classroom so teachers have to understand the classroom situation, especially when students are noisy. With this

condition, the teacher can make students pay attention to the teacher and the material presented in a rise tone of voice and particular movements can focus students' attention in paying attention to the material presented by the teacher so that students can refocus on learning.

The explanation above explained clearly with the result of the questioner which shown the percentage of the agree option was 85,00%, while shown above, we can conclude that students perception agree with Teacher's rising voice, standing, clapping and doing unique movement, when students making noisy to get students attractive.

The researcher found the result of the research based on the questioner instrument, it conclude that students perception toward visual, verbal and relation on teacher's method was good perception, based on the theory of perception by Darlene Price, are Visual, everything the decision see in order to craft a positive perception through their eyes. Verbal. Every word phrase you say reinforced the audience's perception of you as authoritative, intelligent, and well prepared. Relation, it refers to how the audience feels about you. For example as well as emotional touch such as developing rapport and creating a positive connection with audience.³¹

³¹ Darlene Price, *Well Said! Presentations And Conversations That Get Results*, (Printed in the United States of America 2012) p.30-31

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

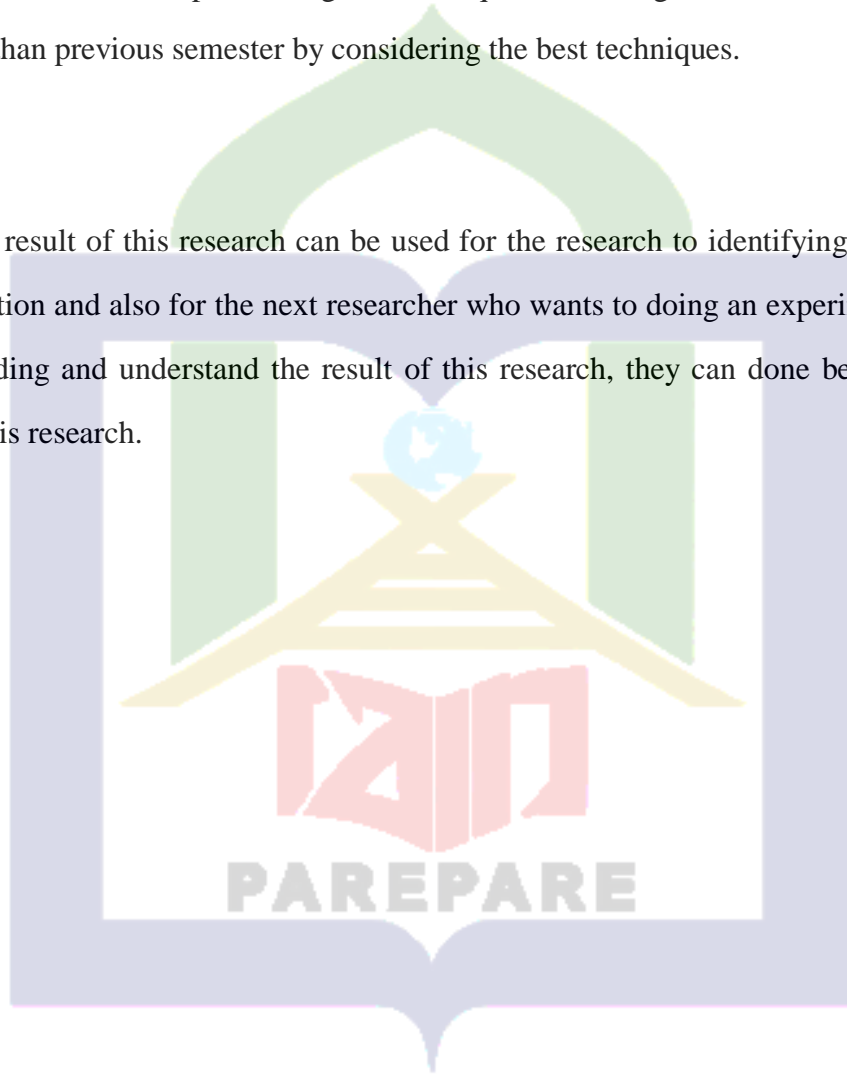
The researcher concluded the result of this research referred to the question on students perception toward teachers method in learning English at class, the researcher found the result of the research based on the questioner' instrument, it conclude that students perception toward visual, verbal and relations on teacher's method was good perception, it can be seen that students loved the way of teachers in teaching at class which supported by body language, delivering perfectly materials, great technique, giving reward or bonus and also showed calm and friendly in teaching process also which students looked very welcome for teachers who are very nice in their manner, it also supported that, by delivering materials with calmly and friendly expression, it can support the students for their motivation, in different way, students showed very good perception toward teacher's method in learning English during the class. Students' perception was great moreover the teacher were calm and friendly in teaching.

B. SUGGESTION

Based on the research and discussion, researcher offer two points of ideas aimed to the teacher and researchers. These points were described as follow:

1. The teacher is a person who can influence the students in their learning activities, so the teacher should provide a great technique in teaching, students which should be better than previous semester by considering the best techniques.

2. The result of this research can be used for the research to identifying the students perception and also for the next researcher who wants to doing an experimental class, by reading and understand the result of this research, they can done better research than this research.



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Appendix 1: Questioner

**ANGKET IDENTIFYING STUDENTS' PERCEPTION OF
TEACHER'S METHOD IN LEARNING ENGLISH**

Nama :
Kelas :
Sekolah :
Petunjuk :

- 1. Bacalah pernyataan-pernyataan berikut ini dengan teliti.**
- 2. Pilihlah salah satu pernyataan yang sesuai dengan keadaan anda.**
- 3. Jawaban yang anda pilih tidak akan mempengaruhi nilai pelajaran.**
- 4. Isilah angket dengan bersungguh-sungguh.**
- 5. Berilah checklist (√) pada kolom yang sesuai dengan hati nurani anda dengan ketentuan sebagai berikut:**

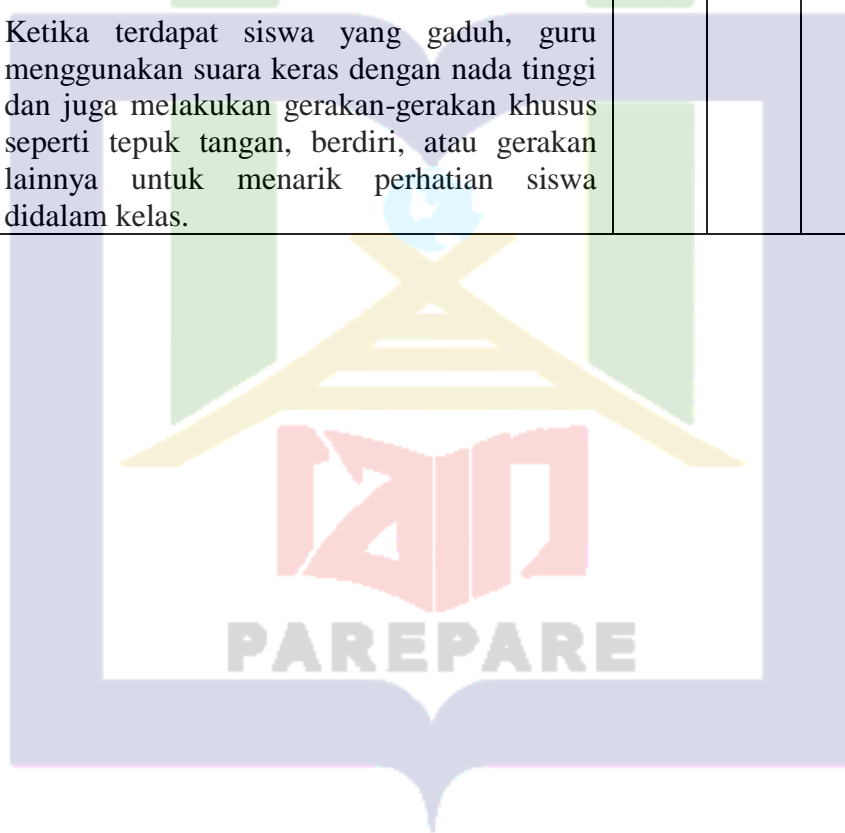
SS= Sangat Setuju TS= Tidak Setuju
S= Setuju STS= Sangat Tidak Setuju

No.	Pernyataan	SS	S	TS	STS
1	Saya lebih mengerti jika guru menjelaskan disertai dengan bahasa tubuh/gerakan				
2	Bahasa tubuh/gerakan yang digunakan guru, membuat saya tidak fokus dalam pembelajaran				
3	Penampilan guru yang menarik, membuat saya lebih nyaman menerima materi				
4	Guru mengajar dengan penampilan yang rapi dan kelas yang bersih, mempengaruhi konsentrasi dan semangat saya saat belajar bahasa Inggris				

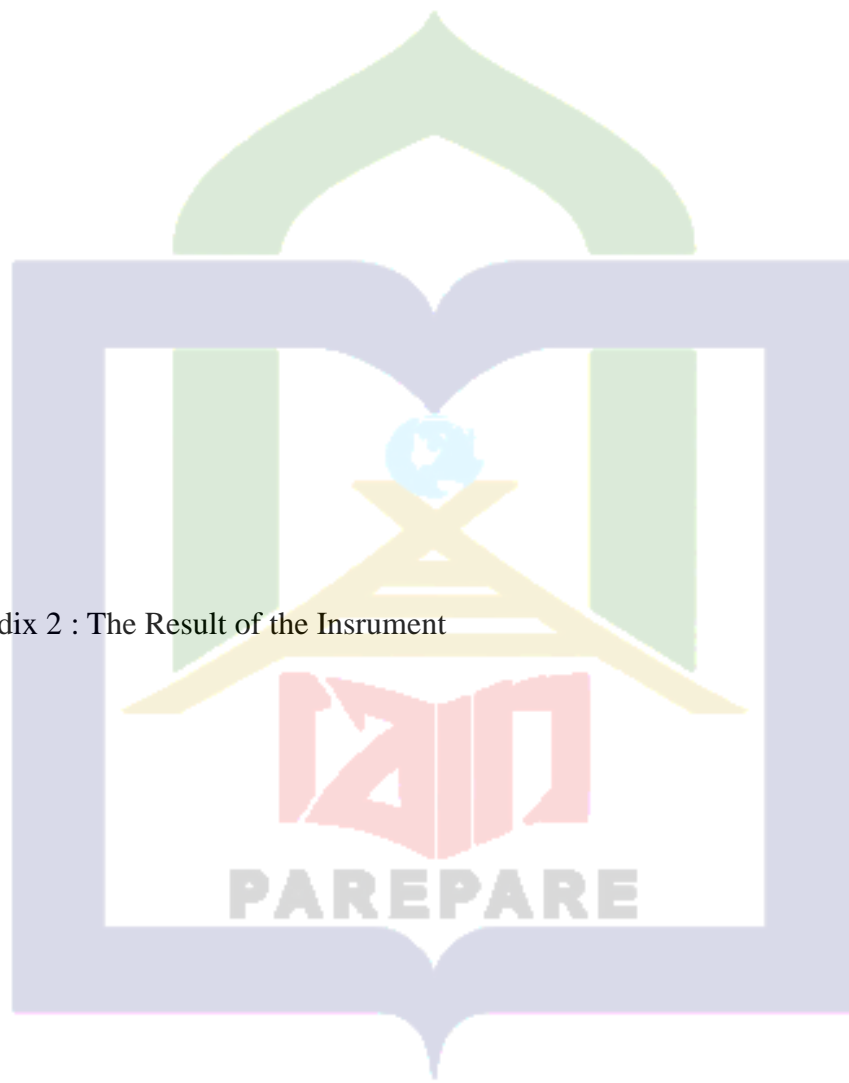


5	Motivasi yang diberikan guru membuat saya tekun dalam mengerjakan tugas dan semangat untuk belajar lebih giat,				
6	Guru tidak memberikan penghargaan berupa nilai, hadiah, dan pujian untuk mendorong semangat belajar siswa				
7	Guru kurang memberikan bimbingan kepada siswa pada saat pemberian tugas				
8	Guru memberikan variasi suara dengan, kecepatan, dan nada suara yang sesuai dengan situasi dan kondisi kelas pada saat itu.				
9	Suara guru yang lantang/tinggi saat mengajar membuat saya sulit memahami materi				
10	Pada saat menjelaskan materi guru menggunakan suara yang lembut dan memberikan penekanan pada saat menjelaskan point-point penting				
11	Guru menyampaikan materi dengan intonasi yang sulit dipahami oleh siswa				
12	Guru sangat peduli pada kemampuan bahasa Inggris siswa				
13	Guru membeda-bedakan kemampuan belajar siswa				
14	Guru menyampaikan materi didalam kelas dengan sangat ramah dan menyenangkan				
15	Guru yang baik dan murah senyum membuat saya tidak cemas pada saat belajar				
16	Guru tidak mempertimbangkan kemampuan siswa saat belajar				

17	Guru yang mengajar dengan cara yang terlalu serius, dan marah yang berlebihan membuat saya mudah memahami materi				
18	Saat belajar bahasa Inggris, guru menyampaikan materi dengan santai, menyenangkan dan bersahabat membuat saya mengikuti pelajaran dengan sungguh-sungguh tanpa rasa takut dan tegang				
19	Guru tidak menarik perhatian siswa jika siswa merasa bosan saat belajar				
20	Ketika terdapat siswa yang gaduh, guru menggunakan suara keras dengan nada tinggi dan juga melakukan gerakan-gerakan khusus seperti tepuk tangan, berdiri, atau gerakan lainnya untuk menarik perhatian siswa didalam kelas.				



Appendix 2 : The Result of the Insrument



STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKASSAR

Petunjuk:

1. Bacalah pernyataan-pernyataan berikut ini dengan teliti.
2. Pilihlah salah satu pernyataan yang sesuai dengan keadaan anda.
3. Jawaban yang anda pilih tidak akan mempengaruhi nilai pelajaran.
4. Isilah angket dengan bersungguh-sungguh.
5. Berilah checklist (v) pada kolom yang sesuai dengan hati nurani anda dengan ketentuan sebagai berikut:

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Nama Lengkap *

Andika

Jenis Kelamin *

- perempuan
 Laki-Laki

PAREPARE

1/10/2021 STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

1. Saya lebih mengerti jika guru menjelaskan disertai dengan bahasa tubuh/gerakan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

2. Bahasa tubuh/gerakan yang digunakan guru, membuat saya tidak fokus dalam pembelajaran *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

3. Penampilan guru yang kurang rapi membuat saya nyaman menerima materi yang diajarkan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

1/10/2021

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

4. Guru mengajar dengan penampilan yang rapi dan kelas yang bersih, mempengaruhi konsentrasi dan semangat saya saat belajar bahasa Inggris *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

5. Motivasi yang diberikan guru membuat saya tekun dalam mengerjakan tugas dan semangat untuk belajar lebih giat. *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

6. Guru tidak memberikan penghargaan berupa nilai, hadiah, dan pujian untuk mendorong semangat belajar siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

1/10/2021 STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

7. Guru kurang memberikan bimbingan kepada siswa pada saat pemberian tugas *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

8. Guru memberikan variasi suara dengan, kecepatan, dan nada suara yang sesuai dengan situasi dan kondisi kelas pada saat itu. *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

9. Suara guru yang lantang/tinggi saat mengajar membuat saya sulit memahami materi *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

10. Pada saat menjelaskan materi guru menggunakan suara yang lembut dan memberikan penekanan pada saat menjelaskan point-point penting *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

11. Guru menyampaikan materi dengan intonasi yang sulit dipahami oleh siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

12. Guru sangat peduli pada kemampuan bahasa Inggris siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

13. Guru membedakan kemampuan belajar siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

14. Guru menyampaikan materi didalam kelas dengan sangat ramah dan menyenangkan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

15. Guru yang baik dan murah senyum membuat saya tidak cemas pada saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

1/10/2021

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

16. Guru tidak mempertimbangkan kemampuan siswa saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

17. Guru yang mengajar dengan cara yang terlalu serius, dan marah yang berlebihan membuat saya mudah memahami materi *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

18. Saat belajar bahasa Inggris, guru menyampaikan materi dengan santai, menyenangkan dan bersahabat membuat saya mengikuti pelajaran dengan sungguh-sungguh tanpa rasa takut dan tegang *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

1/10/2021 STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

19. Guru tidak menarik perhatian siswa jika siswa merasa bosan saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

20. Ketika terdapat siswa yang gaduh, guru menggunakan suara keras dengan nada tinggi dan juga melakukan gerakan-gerakan khusus seperti tepuk tangan, berdiri, atau gerakan lainnya untuk menarik perhatian siswa didalam kelas. *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.

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PAREPARE

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKASSAR

Petunjuk:

1. Bacalah pernyataan-pernyataan berikut ini dengan teliti.
2. Pilihlah salah satu pernyataan yang sesuai dengan keadaan anda.
3. Jawaban yang anda pilih tidak akan mempengaruhi nilai pelajaran.
4. Isilah angket dengan bersungguh-sungguh.
5. Berilah checklist (√) pada kolom yang sesuai dengan hati nurani anda dengan ketentuan sebagai berikut:

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Nama Lengkap *

Nurul sri wahyuni

Jenis Kelamin *

- perempuan
 Laki-Laki

PAREPARE

1/10/2021 STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECCND GRADE OF SMP LANIANG MAKAS...

1. Saya lebih mengerti jika guru menjelaskan disertai dengan bahasa tubuh/gerakan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

2. Bahasa tubuh/gerakan yang digunakan guru, membuat saya tidak fokus dalam pembelajaran *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

3. Penampilan guru yang kurang rapi membuat saya nyaman menerima materi yang diajarkan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

4. Guru mengajar dengan penampilan yang rapi dan kelas yang bersih, mempengaruhi konsentrasi dan semangat saya saat belajar bahasa Inggris *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

5. Motivasi yang diberikan guru membuat saya tekun dalam mengerjakan tugas dan semangat untuk belajar lebih giat. *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

6. Guru tidak memberikan penghargaan berupa nilai, hadiah, dan pujian untuk mendorong semangat belajar siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

1/10/2021

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

7. Guru kurang memberikan bimbingan kepada siswa pada saat pemberian tugas *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

8. Guru memberikan variasi suara dengan, kecepatan, dan nada suara yang sesuai dengan situasi dan kondisi kelas pada saat itu. *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

9. Suara guru yang lantang/tinggi saat mengajar membuat saya sulit memahami materi *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

1/10/2021

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

10. Pada saat menjelaskan materi guru menggunakan suara yang lembut dan memberikan penekanan pada saat menjelaskan point-point penting *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

11. Guru menyampaikan materi dengan intonasi yang sulit dipahami oleh siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

12. Guru sangat peduli pada kemampuan bahasa Inggris siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

13. Guru membedakan kemampuan belajar siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

14. Guru menyampaikan materi didalam kelas dengan sangat ramah dan menyenangkan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

15. Guru yang baik dan murah senyum membuat saya tidak cemas pada saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

16. Guru tidak mempertimbangkan kemampuan siswa saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

17. Guru yang mengajar dengan cara yang terlalu serius, dan marah yang berlebihan membuat saya mudah memahami materi *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

18. Saat belajar bahasa Inggris, guru menyampaikan materi dengan santai, menyenangkan dan bersahabat membuat saya mengikuti pelajaran dengan sungguh-sungguh tanpa rasa takut dan tegang *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

1/10/2021 STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

19. Guru tidak menarik perhatian siswa jika siswa merasa bosan saat belajar *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

20. Ketika terdapat siswa yang gaduh, guru menggunakan suara keras dengan nada tinggi dan juga melakukan gerakan-gerakan khusus seperti tepuk tangan, berdiri, atau gerakan lainnya untuk menarik perhatian siswa didalam kelas. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

PAREPARE

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKASSAR

Petunjuk:

1. Bacalah pernyataan-pernyataan berikut ini dengan teliti.
2. Pilihlah salah satu pernyataan yang sesuai dengan keadaan anda.
3. Jawaban yang anda pilih tidak akan mempengaruhi nilai pelajaran.
4. Isilah angket dengan bersungguh-sungguh.
5. Berilah checklist (√) pada kolom yang sesuai dengan hati nurani anda dengan ketentuan sebagai berikut:
SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

Nama Lengkap *

Fitri Lela

Jenis Kelamin *

- perempuan
 Laki-Laki

PAREPARE

1. Saya lebih mengerti jika guru menjelaskan disertai dengan bahasa tubuh/gerakan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

2. Bahasa tubuh/gerakan yang digunakan guru, membuat saya tidak fokus dalam pembelajaran *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

3. Penampilan guru yang kurang rapi membuat saya nyaman menerima materi yang diajarkan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

1/17/2021

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

4. Guru mengajar dengan penampilan yang rapi dan kelas yang bersih, mempengaruhi konsentrasi dan semangat saya saat belajar bahasa Inggris *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

5. Motivasi yang diberikan guru membuat saya tekun dalam mengerjakan tugas dan semangat untuk belajar lebih giat. *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

6. Guru tidak memberikan penghargaan berupa nilai, hadiah, dan pujian untuk mendorong semangat belajar siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

7. Guru kurang memberikan bimbingan kepada siswa pada saat pemberian tugas *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

8. Guru memberikan variasi suara dengan, kecepatan, dan nada suara yang sesuai dengan situasi dan kondisi kelas pada saat itu. *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

9. Suara guru yang lantang/tinggi saat mengajar membuat saya sulit memahami materi *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

PAREPARE

10. Pada saat menjelaskan materi guru menggunakan suara yang lembut dan memberikan penekanan pada saat menjelaskan point-point penting *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

11. Guru menyampaikan materi dengan intonasi yang sulit dipahami oleh siswa *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

12. Guru sangat peduli pada kemampuan bahasa Inggris siswa *

- Sangat Setuju
- Setuju
- Tidak Setuju
- Sangat Tidak Setuju

PAREPARE

1/17/2021

STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

13. Guru membeda-bedakan kemampuan belajar siswa *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

14. Guru menyampaikan materi didalam kelas dengan sangat ramah dan menyenangkan *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

15. Guru yang baik dan murah senyum membuat saya tidak cemas pada saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

PAREPARE

16. Guru tidak mempertimbangkan kemampuan siswa saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

17. Guru yang mengajar dengan cara yang terlalu serius, dan marah yang berlebihan membuat saya mudah memahami materi *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

18. Saat belajar bahasa Inggris, guru menyampaikan materi dengan santai, menyenangkan dan bersahabat membuat saya mengikuti pelajaran dengan sungguh-sungguh tanpa rasa takut dan tegang *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

1/17/2021 STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKAS...

19. Guru tidak menarik perhatian siswa jika siswa merasa bosan saat belajar *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

20. Ketika terdapat siswa yang gaduh, guru menggunakan suara keras dengan nada tinggi dan juga melakukan gerakan-gerakan khusus seperti tepuk tangan, berdiri, atau gerakan lainnya untuk menarik perhatian siswa didalam kelas. *

- Sangat Setuju
 Setuju
 Tidak Setuju
 Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.

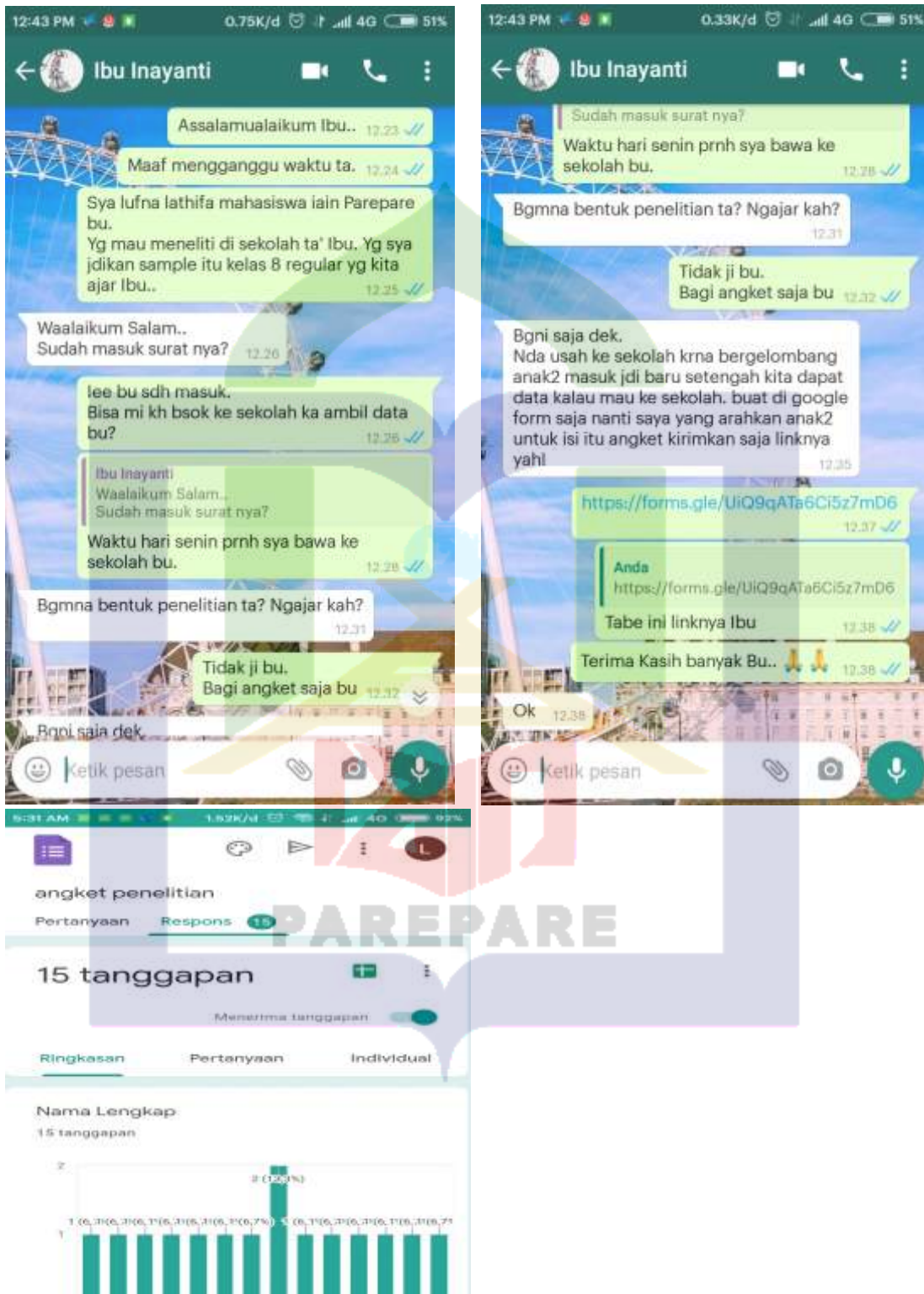
Google Formulir

PAI
PAREPARE

Appendix 3 : Score of the Questionnaire

ITEM	Respondent														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	4	4	4	3	3	4	4	4	2	4	4	4	4	3	3
2	3	4	3	1	4	1	3	2	2	4	3	3	2	3	3
3	2	2	1	1	2	1	1	1	1	2	2	2	2	2	2
4	4	4	4	4	2	4	4	4	4	4	4	3	3	4	4
5	4	4	4	4	3	4	4	3	3	4	3	3	4	4	4
6	3	4	3	3	3	1	1	3	3	4	4	3	3	4	4
7	2	4	3	1	3	1	3	4	3	4	2	3	3	4	4
8	4	3	3	4	3	4	4	3	4	4	3	3	3	4	4
9	3	4	2	4	3	4	3	2	3	3	4	3	4	3	2
10	3	2	3	3	3	4	4	3	2	1	4	2	3	3	3
11	2	3	3	1	3	1	1	2	2	4	4	2	3	3	3
12	4	4	4	4	3	4	4	4	4	4	3	3	4	3	3
13	2	3	3	3	3	1	1	2	3	4	4	2	1	3	3
14	3	4	4	4	3	4	4	3	4	4	4	3	2	3	3
15	3	3	4	4	2	4	4	4	4	4	1	3	3	3	3
16	3	3	3	1	3	1	1	1	3	1	4	3	1	2	2
17	1	2	2	1	1	1	1	1	2	2	1	1	2	2	2
18	4	4	4	3	3	4	4	4	4	4	4	3	3	4	4
19	3	3	3	4	3	4	1	1	2	3	4	3	2	3	3
20	3	4	3	1	3	4	4	3	3	4	4	3	4	4	4

Appendix 4 : Documentation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Alamat : Jl. Azzahidi No. 08 Sorong, Parepare 9102 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.2663/In.39.5.1/PP.00.9/12/2020
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di-
Kota Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Lufna Lathifa
Tempat/Tgl. Lahir : Parepare, 25 Oktober 1998
NIM : 16.1300.065
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Jl. Jend. Sudirman, Kel. Bangkale Kec. Malwa Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kota Makassar dalam rangka penyusunan skripsi yang berjudul :
"Students' Perception of Teacher's Method in Teaching English at The Second Grade of SMP Laniang Makassar"

Pelaksanaan penelitian ini direncanakan pada bulan Desember 2020 sampai bulan Januari Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 10 Desember 2020
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah

IAIN PAREPARE




12020193009847

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 9303/S.01/PTSP/2020
 Lampiran :
 Penhal : Izin Penelitian

Kepada Yth.
 Ketua Yayasan Laniang Makassar

di-
Tempat

Berdasarkan surat Wakil Dekan I Institut Agama Islam Negeri Parepare Nomor : B 2663/In.39.5/PP.00.9/12/2020 tanggal 10 Desember 2020 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a : LUFNALATHIFA
 Nomor Pokok : 161300065
 Program Studi : Pend. Bahasa Inggris
 Pekerjaan/Lembaga : Mahasiswa(S1)
 Alamat : Jl. Amal Bakti No. 8 Soraeng, Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :
" STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKASSAR "

Yang akan dilaksanakan dan : Tgl. 10 Desember 2020 s/d 10 Januari 2021

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami menyetujui kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.
 Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.
 Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
 Pada tanggal : 10 Desember 2020

A.n. GUBERNUR SULAWESI SELATAN
 KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
 SATU PINTU PROVINSI SULAWESI SELATAN
 Selaku Administrator Pelayanan Perizinan Terpadu


Dr. JAYADI NAS, S.Sos., M.Si
 Pangkat : Pembina Tk.I
 Nip : 19710501 199803 1 004

Terdapat di:
 1. Wakil Dekan I Institut Agama Islam Negeri Parepare
 2. Peringkat

SAKIP PTSP 10-12-2020

 Jl. Bougainville No.5 Telp. (0411) 441077 Fax. (0411) 448936
 Website : <http://smap.sulselprov.go.id> Email : ptsp@sulselprov.go.id
 Makassar 90231





PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP LANIANG MAKASSAR
 Jalan Laniang Blok AA No. 9 BTP Makassar No. Telp (08124120115)
 Web : smpalaniang.sch.id, e-mail : smp_laniangmks@yahoo.co.id



SURAT KETERANGAN
NOMOR : 422/001/SMP-LN/1/2021

Yang bertanda tangan di bawah ini kepala SMP Laniang Makassar, menerangkan bahwa:

Nama : LUFNA LATHIFA
 NIM : 16.1300.065
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Jurusan : Tadris Bahasa Inggris

Yang bersangkutan telah melaksanakan penelitian (research) di SMP Laniang Makassar, terhitung mulai tanggal 10 Desember 2020 – 10 Januari 2021 guna penulisan skripsi dengan judul: **"STUDENTS' PERCEPTION OF TEACHER'S METHOD IN LEARNING ENGLISH AT THE SECOND GRADE OF SMP LANIANG MAKASSAR"**.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Makassar, 11 Januari 2021
 Kepala Sekolah

MASWATI, S.E., M.M.



PAREPARE

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 437.13 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

- DEKAN FAKULTAS TARBIYAH**
- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 139 tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah.
- MEMUTUSKAN**
- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd.
2. Bahtiar, S.Ag., M.A
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
- Nama : Lufna Lathifa
NIM : 16.1300.065
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perception of Teacher's Method in Learning English at the Second Grade of SMP Laniang Makassar
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- e. Surat keputusan ini dibenkan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 10 Februari 2020



CURRICULUM VITAE



Lufna Lathifa, the writer was born on Oktober 25nd 1998 in Parepare South Sulawesi. She is the second child from three children in her family, her father's name is Rukman and her mother's name is Supriani. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her educational background, she began her study on 2003 at Kindergarten AISYIAH Mamuju and 2004 at SDN 107 Bangkala, and graduated on 2010. While at the same year she study in Junior High School 1 Maiwa and finish on 2013, then continued her study in Vocational High School 3 Enrekang and graduated on 2016. Then continued her study at Tarbiyah Faculty of IAIN Parepare and completed his study with her skripsi in the title "Students' Perception of Teacher's Method in Learning English at The Second Grade of SMP Laniang Makassar".