

**A THESIS**  
**STUDENTS' PERCEPTION OF AUDIO LINGUAL METHOD**  
**IN LEARNING ENGLISH OF VIII GRADE**  
**AT SMPN 3 PAREPARE**



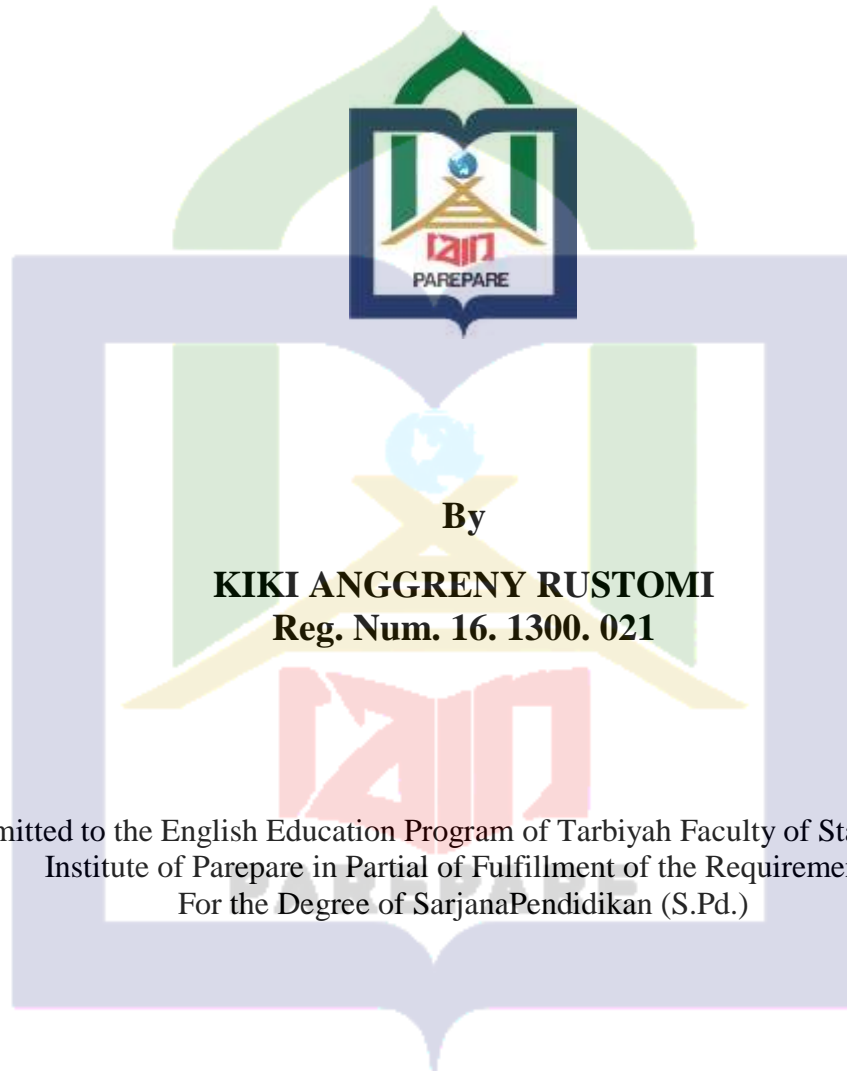
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**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

**2021**

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IN LEARNING ENGLISH OF VIII GRADE  
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**By**

**KIKI ANGGRENY RUSTOMI**

**Reg. Num. 16. 1300. 021**

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

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**Thesis**

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

**English Education Program**

**Submitted by:**

**KIKI ANGGRENY RUSTOMI  
Reg. Num. 16.1300.021**

**To**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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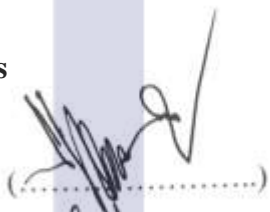
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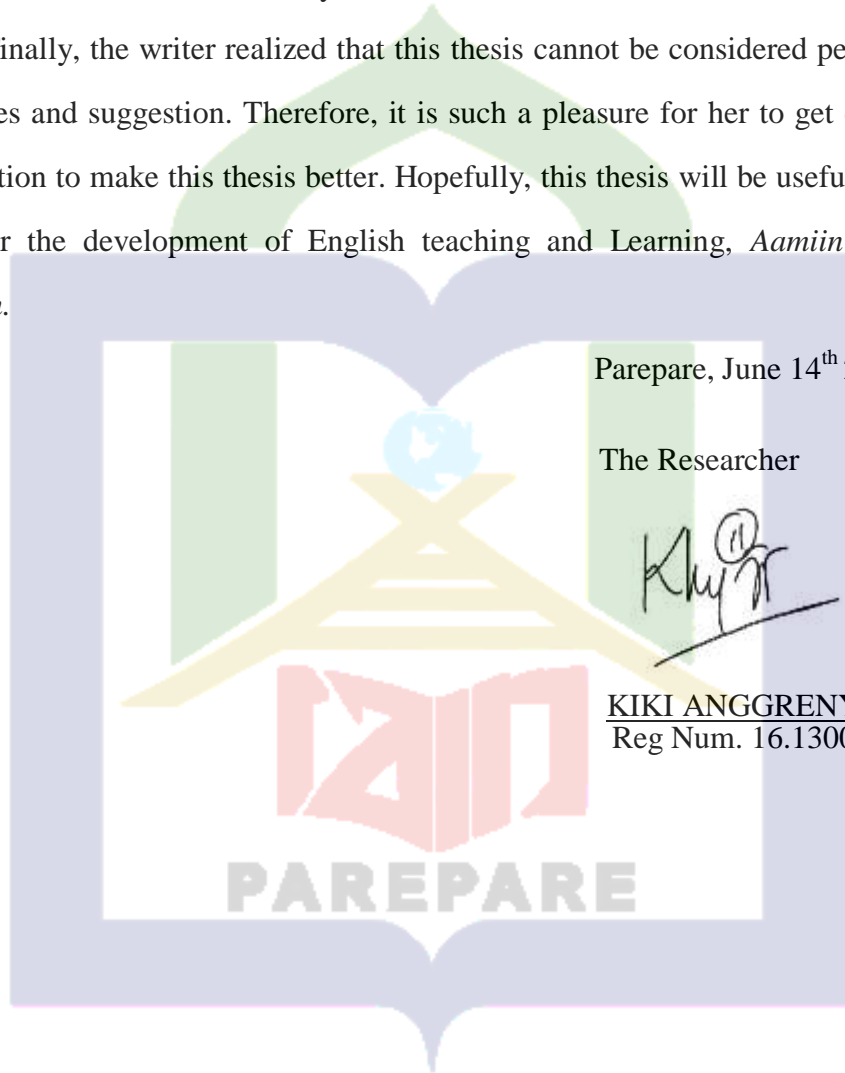
Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for her to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and Learning, *Aamiin Ya Rabbal-Alamin.*

Parepare, June 14<sup>th</sup> 2021

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## DECLARATION OF THE RESEARCH AUTHENCITY

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

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## ABSTRACT

KIKI ANGGRENY RUSTOMI. *Students' Perception of Audio Lingual Method in Learning English of VIII Grade at SMPN 3 Parepare.* (Supervised by Amzah and Ahdar)

Every students has different perception about learning they get. Students' perception by using the method in learning English in class can help the teacher to conclude what the best method they can use in the class to get the students' attention and understand in learning English. The purpose of this study to find out students' perception of Audio lingual Method "Rejoinder" of eight grade at SMPN 3 Parepare.

This research used Quantitative approach with description survey. The data was collecting by using questionnaire. After analyzing, the researcher found that concerning the students' perception of Audio lingual Method "Rejoinder" can be seen in two ways, in Acceptance and Evaluation. Students tend to give a positive response of Audio lingual Method "Rejoinder". This can be seen from the two indicators that have good results by students' perception.

The result of this research showed that based on the questionnaire, the researcher found a good response from the students to the Method used by the teacher. So that the Audio lingual Method "Rejoinder" in Leaning English of VIII grade at SMPN 3 Parepare have good perception by the students.

The researcher spread the questionnaire to the students and the question need to be answer honestly by the students.

*Keywords: Students, Perception, Audiolingual, Method, Rejoinder.*

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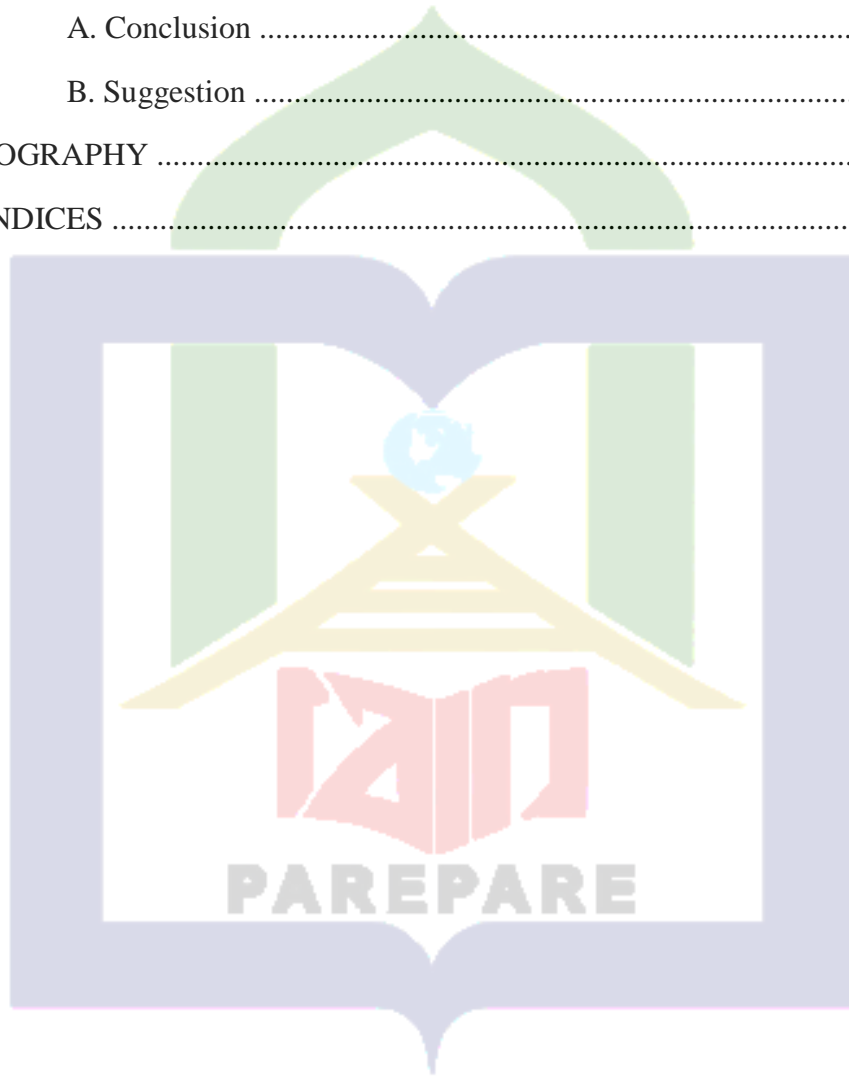
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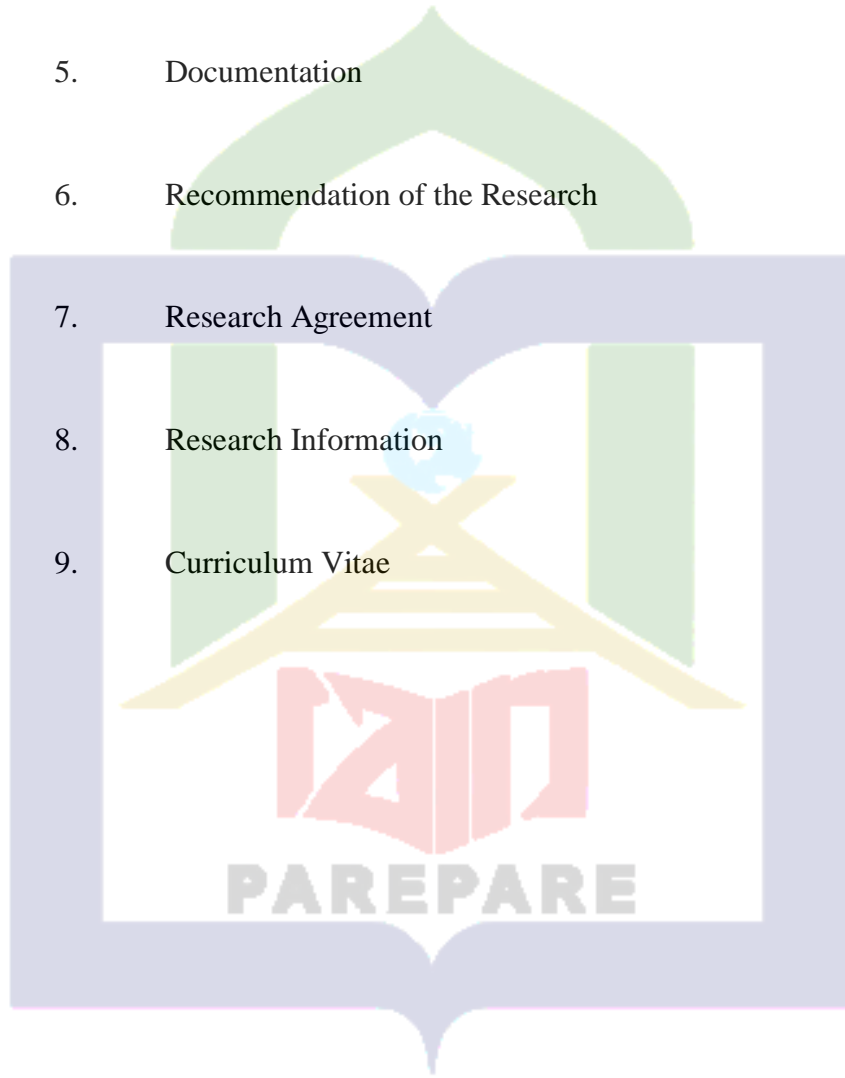
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## CHAPTER I

### INTRODUCTION

#### A. Background

Some of countries teach English as foreign language in their school including Indonesia. In learning English there are four skills that should be mastered by students namely listening, speaking, writing and reading.

Language is used for communication. Language is a phenomenon with many layers, from the sounds that come out of people's mouths to the meanings that those sounds express.<sup>1</sup> Language also can make people develop their ability in intellectual, social, and emotional. English as international language, of course we must be able to master it.

A language is important because the people who speak it are important - politically, economically, commercially, socially, culturally.<sup>2</sup> With language we can speak each other and also can express what we think, our ideas, and etc.,

Some researchers claim that there is a sensitive period for language learning, biological changes take place in the brain after a certain age (usually said to be between 10 and 13 years). The claim is that people actually lose certain abilities after this age. In this case, the age factor would actually be closely related to the fact that

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<sup>1</sup> Abdul Haris Sunubi, *Introduction To Linguistics*, (Parepare: 2016), p. 7

<sup>2</sup> Albert C. Baugh and Thomas Cable, *A History of The English Language*, (London and New York: Routledge&Kegan Paul, 1980), p. 3

children have had very recent exposure to new sounds because they have just learned their first language.<sup>3</sup>

The fact, in real condition in field, students always feel difficult in learning English. It because the spoken and written are different. So, it makes them lazy to learn English. And also students rarely speak English in class, it makes them unfamiliar with English. To make them enjoy learning English, they must be familiar with the language. Some teacher teach English in an assertive way, so that makes students feel tense and feel difficult in accepting the subject because they can't relax.

And also some troubles in learning English are the students cannot express their idea because of limitation of vocabulary mastery. They always only memorizing the vocabulary not how to use it in a sentence. So, that's make them forgot the vocabulary easily. The students always think that English is a difficult subject because the spoken and written are different. Beside that, the students also do not have confidence to speak English, because they afraid to make mistakes when they speak English in front of their friends or the others. So, they are not happy to learn English, because of that, they are hard to understand the lesson and not motivated to learn and finish their tasks.

So, teaching English to the students, teachers need to use an attractive method to present their material that also help them to make the class more fun than before. One of the alternative method is Audio lingual method based on Rejoinder drill.

Audio lingual method is based on behaviorist theory, because based on the behavior it can makes students be familiar with English. In audio lingual method

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<sup>3</sup> Joanne Kenworthy, *Teaching English Pronunciation*, (New York: Longman Group UK Limited, 1987) p. 6

based on *rejoinder* drill, the students can makes an appropriate answer to a given utterance.

Audio lingual method based on *Rejoinder* drill is thought to have an effect on students' learning in English, since indirectly there are many things that can be achieved in Basic Competency in Curriculum13 contained in that method.

The success of a method sometimes gives different results for every students. Some students think that the method can help them to learn English easily but some of them think different that the method can't help them in learning English, it because they have different perceptions.

According Vernon, perceptions namely the understanding about the object, the view and action toward the object.<sup>4</sup> Sugiharto stated that in human perception there are differences of viewpoint in sensing, there are perceive something good or something positive perceptions or negative perception that will affect visible or real actions.<sup>5</sup>

Students' have different perception about learning they get. Students' perception of learning in class are important, because it will determine whether the learning is successful or not. And also the teacher must know the perception of every students toward learning in class. So the teacher can conclude what the best method they can use in class to get students' attention or understand in learning English.

Based on the background above, the researcher want to know Students' Perception of Audio lingual Method in Learning English of VIII Grade at SMPN 3 Parepare.

### **B. Research Question**

Based on the background above, the researcher formulates the main research question is:

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<sup>4</sup>M.D. Vernon, *The Psychology of Perceprion*, (Florida: Penguin Books, 1962)

<sup>5</sup>Sugihartono, et al.,eds. *Psikologi Pendidikan*, (Yogyakarta: UNY Press, 2007), p.7

“What are the students’ perception of Audiolingual Method “Rejoinder” of VIII Grade at SMPN 3 Parepare?”

### **C. The Objective of the Research**

Based on the research question, the researcher decided the objective of the research is:

“To find out students’ perception of Audio lingual Method “Rejoinder” of VIII Grade at SMPN 3 Parepare.”

### **D. Significant of the Research**

The significance of the research is expected to be useful for;

1. For the students

Researcher hope if this research can give new information for the students and also researcher hope students can able to tell the other about their perceptions without pressure .

2. For the teacher

Researcher hope if this research can give information for the teachers so they can choose the method that can make their students enjoy learning English.

3. For the next researchers

Researcher hope this research can be one of the references for the other researcher.

## 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:

Kosmas Sarkol (2016) “Students’ Perception of Learning English Senior High School in Kaimana, West Papua”. In this research, the researcher found that 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, the students’ perception of learning English must be so positive that the students’ achievement in learning English is not doubt.<sup>6</sup>

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<sup>6</sup> Kosmas Sarkol, *Students’ Perception of Learning English Senior High School in Kaimana, West Papua*, (Yogyakarta: English Language Studies, Graduate Program, Sanata Dharma University, 2016).

Armawati (2020) “Students’ Perception of Learning Process on Speaking Class through Online at the Second Semester of IAIN Parepare in Covid-19 Situation”. In this research, the researcher conclude in there detail aspects these are, learning process aspect, lecturer and students interaction aspects and the last are tools and infrastructure aspect, got percentage about 61,25%, that indicate category score was enough, also from lecturer and students interaction aspect, got percentage about 57,5%, that explained category score was enough and tools and infrastructure aspect total score from students got percentage 65%, it indicate that category score was enough. From the result of questionnaire got category enough and based interview, show that from learning online made students difficult to understand about speaking material duo to learning speaking prefer to get to offline class interaction with lecturer.<sup>7</sup>

Jukriati Tahang (2015) “Using Audio lingual Method to Improve Students’ Pronunciation”. In this research, the researcher conclude that the students’ pronunciation at the eleventh grade of SMAN 7 Pinrang has been better after learning English by using audio lingual method, the students can have a good speaking in English with the correct pronunciation. It can be seen that all the goals in the lesson pIt can be proved by looking at the number of words that could be correctly pronounced by each student in pre-test and post-test. The mean score of pre-test was 2,2 and the mean score of post-test was 4,6. It means, that there were significant improvement of the students’ pronunciation by using audio lingual method. Furthermore, the result finding that SPSS output paired sample t-test=11,225 and sig

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<sup>7</sup>Armawati, “Students’ Perception of Learning Process on Speaking Class through Online at the Second Semester of IAIN Parepare in Covid-19 Situation” (Skripsi Sarjana; Jurusan Tarbiyah: Parepare, 2020), p. 57



(2-tailed) = 0,000. It showed that the alternative hypothesis (Ha) is accepted, which the t-test value was greater than t-table value.<sup>8</sup>

Based on some of the some research, the researcher conclude that the previous the researcher want to know about students' perception and one of the researcher want to know the use of audio lingual method. So in this research, the researcher want to know how students' perception about audio lingual method.

## B. Some Pertinent Idea

### 1. Perception

#### a. Definition of Perception

In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word “perception” comes to from the Latin words *perception*, *percipio*, and means “receiving, collecting, action of taking possession, and apprehension with the mind or senses.”<sup>9</sup>

Perception is a view that is formed from the process of seeing an and experiencing the events that exist in the environment.<sup>10</sup> According Hamachek state perception as how individuals experience stimulation by sensory receptors, from the world around them.<sup>11</sup> The perception is the process how someone seeing and experiencing in understanding something by sensory receptors.

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<sup>8</sup> Jukriati Tahang, “Using Audiolingual Method to Improve Students' Pronunciation”, (Skripsi Sarjana: Jurusan Tarbiyah: Parepare, 2015) p.68

<sup>9</sup>OU Qiong, *A Brief Introduction to Perception*, (Studies in Literature and Language, vol. 15, no. 4, 2017), p. 18

<sup>10</sup>Inayatul Chusniyah, Thesis : *Students' Perception and Their Strategies in Learning English Pronunciation Through Native English Vlog at MTs Negeri 6 Tulungagung*, (Tulungagung: IAIN Tulungagung, 2020), p. 14

<sup>11</sup>Hamachek, *Psychology in teaching, learning, and growth*, Boston: Allyn& Bacon: 5<sup>th</sup> edition, 1995

Perception is the way of regarding, interpreting, and understanding something. The person acceptance of the stimuli take an important role in the perception process, the person is confronted with a situation.<sup>12</sup>The acceptance and experience of a person towards stimuli is an important thing in perception.

According Robbins, perception is a process by which individuals organize and interpret their sensory impression in order to give meaning to their environment.<sup>13</sup>According Bimo Walgito perception is the organization, interpretation of the stimulus it senses so that it is something meaningful, and is an integrated response in the individual.<sup>14</sup>Perception is a person's opinion, expression, response in understanding to something

Warga and Mahmud in Pratiwi states that perceptions are based on past experience and supporting this idea defines perception as the act of interpreting information which has been kept in human brain.<sup>15</sup>Perception is based on experience and is the act of interpreting information that has been previously received.

In perception even though the stimulus is the same but experience is different, the ability to think is also different, the frame of reference is different, there is a possibility that the results of perceptions between individuals and other individuals

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<sup>12</sup>Wilda Zahara, *Students' Perception of Using Drama to Create Students' Creativity in Speaking Skill*, (Banda Aceh: Ar-Ranry, State Islamic University, 2018), p. 15

<sup>13</sup>Stephan P. Robbins and Timothy A. Judge, *Organizational Behavior*, (USA: Pearson Education, 2013), p. 166

<sup>14</sup>BimoWalgito, *Pengantar Psikologi Umum*, (Yogyakarta: ANDI, 1980), p. 88

<sup>15</sup>Wahyu Dewi Pratiwi, *Students' Perception Towards Teacher's Written Feedback Among 11<sup>th</sup> Grade Students at SMA N 1 Wedi Klaten*, (State University of Yogyakarta, 2013),p.25

are different.<sup>16</sup> So, because of that every people have different perceptions on something but it is also possible they have same perceptions.

#### b. Indicator of Perception

According Bimo Walgito the perception has the following indicators, namely:<sup>17</sup>

##### 1) Absorption of stimuli or objects from outside the individuals

Stimuli or objects are received and absorbed by five senses individually and also together. Result absorption by the five senses will provide images, responses, or impression in the brain.

##### 2) Understanding of the object

After the image occurs in the brain, then the images are organized, classified and interpreted to form understanding of an object.

##### 3) Individual evaluation of objects

After forming an understanding, then formed an assessment of the individual. Individual compare the newly acquired understanding with the criteria or norms that the individual has subjectively. Individual assessments different even the object is the same. Because of that, perception is individually.

Perception is an impression that is obtained by individual through the five sense then analyzed (organized), interpreted and then evaluated, so that the individual obtains mean.

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<sup>16</sup>RofiqFaudy Akbar, *Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus*, Edukasia: Jurnal Penelitian Pendidikan Islam, vol. 10, no. 1, Februari 2015, p. 197

<sup>17</sup>Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: ANDI, 1980)

In this research, the researcher only focus in two indicators according to Robbins, such as acceptance and evaluation to know students' perception in learning English. Robbins stated there are two kinds of indicators perception, namely:<sup>18</sup>

#### 1) Acceptance

The acceptance process is an indicator of perception in the physiological stage, namely the functioning of the senses to grasp stimulation from outside.

#### 2) Evaluation

External stimuli that have been captured by the senses, then evaluated by individuals. This evaluation is very subjective. One individual judges a stimulus as something difficult and boring. But other individuals assess the stimulation the same as something that is good and fun.

#### c. Types of Perceptions

In identifying the students perception, there were kinds of perception divided into two, there are; positive and negative perceptions. Self-perception has to act by all personal acts, think, and do about themselves, their capabilities and their bodies. It is also prejudiced by the reaction of others to them. This perception, in turn influences the demeanors each individual obtain and choices each human being makes all the way through life.<sup>19</sup>

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<sup>18</sup> Stephan P. Robbins and Timothy A. Judge, *Organizational Behavior*, (USA: Pearson Education, 2013).

<sup>19</sup> Catherine E. Burns, Ardys M. Dunn, Margaret A. Brady, Nancy Barber Starr, Catherine G. Blosser, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009),p. 304.

- 1) Positive perception is a valuable present that prepares the self-confidence and power to catch on the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others.
- 2) Negative perception is disposed to focus on their own desires, trying to acquire and proved their self-worth.

## 2. Audio Lingual Method

### a. The Understanding of Audio Lingual Method

Audio-lingual Method or Audio-lingualism is a theory or style teaching used in teaching foreign languages. It is based on behaviorist theory which is the belief that learning should be on psychological study of observable and measureable psychology only; psychological theory based on stimulus-response influenced audiolingualism.<sup>20</sup>

Audio-lingual Method emerged after Aural-oral approach was developed in the first English language Institute in Michigan University USA 1939. This was introduced by Charles Fries who applied the principles of structural linguistics to language teaching. As for Fries, grammar or structure was the starting point of learning a foreign language. The structure of language was indentified with its basic sentence pattern and grammatical structure. The language had to be taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence pattern.<sup>21</sup>

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<sup>20</sup>Prapasa Aji Setiawan, Skripsi: *The Use of Audio-lingual Method to Improve Students' Oral Past Tense*, (Semarang: Universitas Negeri Semarang, 2011), p. 9

<sup>21</sup>Kaharuddin Bahar, *The Communicative Grammar Translation Method*, (Yogyakarta: Trust Media Publishing , 2013), p. 7

Language was viewed as a system of structurally related elements for the encoding of meaning, the elements being phonemes, morphemes, words, structures, and types. The term *structural* referred to these characteristics: (a) Elements in a language were thought of as being linearly produced in a rule – governed (structured) way. (b) Language samples could be exhaustively describe at any structural level of description (phonetic, phonemic, morphological, etc). (c) Linguistic levels were thought of as systems within systems – that is, as being pyramidally structured; phonemic systems led to morphemic systems, and these in turn led to higher-level systems of phrases, clauses, and sentence.<sup>22</sup>

Learning a language must entail mastering the elements of language which are formed from phoneme to morpheme to word to phrase sentence. Based on theoretical perspectives of this approach as well, Audio-lingual method emerged in USA by end of 1950s. This method assumed that language teaching had to focus on mastery phonological and grammatical structures rather than on mastery vocabulary. So the major objectives of audio-lingual method were listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on printed page, the ability to reproduce these symbols in writing. In practice, this means that the focus skill recommended by this method is oral skill, with gradual links to other skills as learning develops.<sup>23</sup>

The audio lingual method mainly consists of the following features:

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<sup>22</sup> Jack C. Richard an Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1995), p. 49

<sup>23</sup> Kaharuddin Bahar, *The Communicative Grammar Translation Method*, (Yogyakarta: Trust Media Publishing, 2013), p. 8

The teacher reads a dialog by modeling it. It has been always motivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real life learning environments. Teacher as a role model will encourage and inspire to strive for learning the target language.

Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this method it is desirable that students form a habit formation to use the target language with ease, therefore, the more they repeat, the easier they will speak the target language without thinking.

Some words or phrases are changed in the dialogue. Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple-slot substitution, and transformation students are given the opportunity to produce speech in the target language, furthermore these patterns will let them see how language functions. Students learn how to respond correctly when they practice the drills.<sup>24</sup>

Audio Lingual Method is an oral approach and also one of method in teaching English. The key in Audio Lingual Method is “Repeat After Me” that is the reason why the teacher should great in pronunciation or the teacher should provide a tape for native speaker sounds.

#### b. The Principles of Audio Lingual Method

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<sup>24</sup> Cagri Tugrul Mart, *The Audio-Lingual Method: An Easy way of Achieving Speech*, (International Journal of Academic Research in Business and Social Science, vol. 3 no. 12, December 2013), p. 63



Bushra in Nurdevi describes the principles of Audio-lingual Method as follows:<sup>25</sup>

- 1) Instructions are given in the target language
- 2) Language forms occur within a context
- 3) Students' native language interferes as little as possible with the students' attempts to acquire the target language
- 4) Teaching is directed to provide students with a native speaker like model
- 5) Analogy provides a better foundation for language learning than analysis
- 6) Errors are carefully avoided because they lead to the formation of bad habits
- 7) Positive reinforcement helps the student to develop correct habits
- 8) Students are encourage to learn to respond to verbal and non-verbal stimuli
- 9) The teacher is regarded as an orchestra leader conducting, guiding and controlling the students' behavior in the target language
- 10) Learning foreign language is treated on par with the native language.

#### c. Various Kinds of Drills Used in Audio lingual Method

The use of drills and pattern practice is a distinctive feature of the Audio lingual Method. Various kinds of drills are used. Brooks includes the following:<sup>26</sup>

*Repetition.* The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear. Sound is as important as form and order.

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<sup>25</sup>NurdeviBte Abdul, *The Use of Audiolingual Method In Teaching Listening Comprehension at the Second Year Students Of SMK Yapip Makassar Sungguminasa*, (Exposure Journal, Vol.2 No.2 November 2013), p. 191

<sup>26</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1995) p. 54



### Example

This is seventh month. – This is seventh month.

After a student has repeated an utterance, he may repeat it again and add a few words, then repeat that whole utterance and add more words.

### Examples.

I used to know him. – I used to know him.

I used to know him *years ago*. – I used to know him *years ago when we were in school...*

**Inflection.** One word in an utterance appears in another form when repeated.

### Examples.

I bought the *ticket*. – I bought the *tickets*.

He bought candy. – *She* bought the candy.

I called the young man. – I called the young *men*...

**Replacement.** One word in an utterance is replaced by another.

### Examples.

He bought this *house* cheap. – He bought *it* cheap.

*Helen* left early. – *She* left early.

They gave their *boss* a watch. – They gave *him* a watch...

**Restatement.** The student rephrases an utterance and addresses it to someone else, according to instructions.

### Examples.

Tell him to wait for you. – Wait for me.

Ask her how old she is. – How old are you?

Ask John when he began. – John, when did you begin?...

*Completion.* The student hears an utterance that is complete except for one word, then repeats the utterance in completed form.

Examples.

I'll go my way and you go... -I'll go my way and you go *yours*.

We all have... own troubles. – We all have *our* own troubles...

*Transposition.* A change in word order is necessary when a word is added.

Examples.

*I'm* hungry. (so). – So *am* I.

*I'll* never do it again. (neither). – Neither *will* I ...

*Expansion.* When a word is added it takes a certain place in the sequence.

Examples.

I know him. (hardly). – I *hardly* know him.

I know him. (well). – know him *well*...

*Contraction.* A single word stands for a phrase or clause.

Examples.

Put your hand *on the table*. –Put your hand *there*.

They believe *that the earth is flat*. – They believe *it*...

*Transformation.* A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

Examples.

He knows my address.

He doesn't know my address.

Does he know my address?

He used to know my address.

If he had known my address.

*Integration.* Two separate utterances are integrated into one.

Examples.

They must be honest. This is important. – It is important that they be honest.

I know that man. He is looking for you. – I know the man who is looking for you...

*Rejoinder.* The student makes an appropriate rejoinder to a given utterance. He is told in advance to respond in one of the following ways:

Be polite.

Answer the question.

Agree.

Agree emphatically.

Express surprise.

Express regret.

Disagree.

Disagree emphatically.

Question what is said.

Fail to understand.

BE POLITE. Examples.

Thank you. – You're welcome.

May I take one? – Certainly.

ANSWER THE QUESTION. Examples.

What is your name? – My name is Smith.

Where did it happen? – In the middle of the street.

AGREE. Examples.

He's following us. – I think you're right.

This is good coffee. – It's very good.

...

*Restoration.* The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning. He uses these words with a minimum of changes and additions to restore the sentence to its original form. He may be told whether the time is present, past, or future.

Examples.

Students/waiting/bus – The students are waiting for the bus.

Boys/build/house/tree – The boys build a house in a tree...

### 3. Rejoinder Drill

Schofield, defines drill, as “the formation of good or bad habits through regular practice of stereotyped exercises”.<sup>27</sup> And also Richards and Roger in Supartinah stated that drill used for practicing sounds or sentence patterns in a language based on guided repetition or practice.<sup>28</sup> Drill is the best way to reduce the mistakes that students usually make, because student only using the correct language.

Drill has advantages and disadvantages in the implementation process. The advantage of the drill is the formation of habits carried out by the drill, this will increase the accuracy and speed of execution. Utilization of habits does not require a lot of concentration in the implementation. Habits makes complex movement more

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<sup>27</sup> Harry Schofield, *The Philosophy of Education (RLE Edu K): An Introduction*, (London:Routledge, 2012), p.45

<sup>28</sup>Supartinah, *The effectiveness of Using Drill of Rejoinder to Improve Speaking Ability of seventh Grade in SMPN 3 Gombong in the Academic Year 2013/2014*, (Muhammadiyah University of Purworejo, 2014), p. 20

automatic. The disadvantages of drill is that it can hinder talent and learner initiative. Forming rigid habits, because students are more intended to get the conversation to respond automatically, without using intelligence.<sup>29</sup> Drill is only about habits, someone will only be accustomed to using the correct language. So, it becomes their habit.

Ending Fauziati in Supartinah state the student makes an appropriate rejoinder (response) to given utterance.<sup>30</sup> *Rejoinder*. The students makes an appropriate rejoinder to given utterance. He is told in advance to respond.<sup>31</sup>

In rejoinder, teacher teach students how to given an answer or a respond to someone by following some ways such as, be polite, answer the question, agree, agree emphatically, express surprise, express regret, disagree, disagree emphatically, question what is said, and fail to understand. Almost all of the ways are including in Basic Competency in Curriculum 13 for VIII grade.

In conclusion, in *Rejoinder* students makes an appropriate rejoinder to given utterance. *Rejoinder*, is told in advance to respond in one of some of ways. Students know how to respond something and the ways to respond it when they speak with the other.

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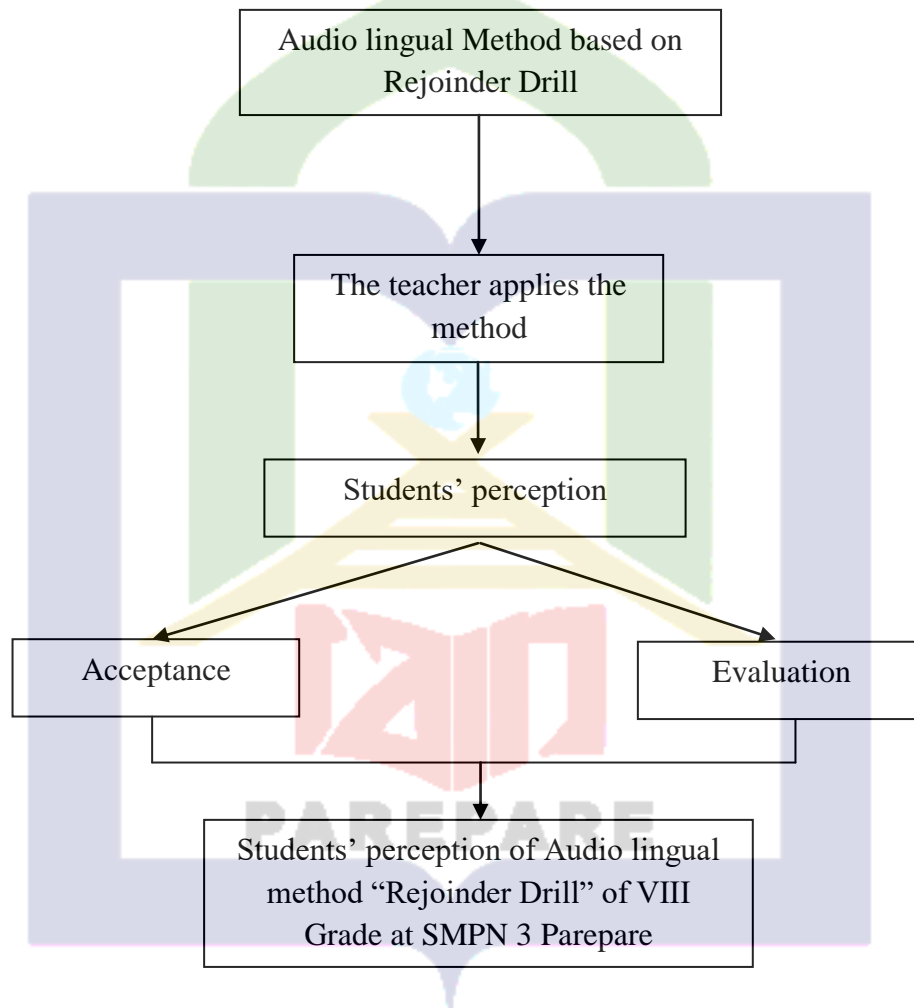
<sup>29</sup> Ferry Lesmana, MamanKusman, Ariyanto, UliKaroKaro, *Metode Latihan (Drill) Untuk Meningkatkan Hasil Belajar Peserta Didik Dalam MenggambarAutoCad*, (Journal of Mechanical engineering Education, Vol. 1 no. 2, 2014),p. 247

<sup>30</sup>Supartinah, Thesis : *The Effectiveness of Using Drill of Rejoinder to Improve Speaking Ability of Seventh Grade in SMPN 3 gombong in the Academic Year 2013/2014*, ( Purworejo: Muhammadiyah University of Purworejo, 2014), p.5

<sup>31</sup> Jack C. Richard and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1995) p. 55

### C. The Conceptual Framework

Based on review of related above, the researcher designed conceptual framework as follow:



In learning activities, teachers sometimes use various kinds of methods to teach in the class, one of which is the Audio lingual method.. When teaching using the audio lingual method, the teacher can use several types of drill, one of which is rejoinder

drill. Every drill has its own ways of implementing it in the class. From the application of the method, it can be seen that the method has an effect on students learning activities. It can be concluded from the application of these methods, students have different perception, in terms of their acceptance and also from the point of view of their evaluation.

### 1. Definition of Operational Variable

#### a. Operational Definition of Variable

- 1) Students perception of Audio Lingual Method “Rejoinder” after being implemented, the method and drill has been being implemented by the teacher in previous semesters and the researcher will only identify how students perception of Audio lingual Method “Rejoinder” in learning English.
- 2) Audio lingual Method based on Rejoinder drill can help students in learning English. Audio Lingual Method is an oral approach and also one of method in teaching English. The key in Audio Lingual Method is “Repeat After Me” that is the reason why the teacher should great in pronunciation or the teacher should provide a tape for native speaker sounds. With *Rejoinder* drill, students makes an appropriate rejoinder to given utterance. *Rejoinder*, is told in advance to respond in one of some of ways. Collaboration of the method and drill, really can help students in learning English easily.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Research Design

In this research, the design of the research is Quantitative approach with description survey. Aliaga, and Gunderson describes quantitative research methods as the explaining of an issue or phenomenon through gathering data in numerical form and analyzing with the aid of mathematical methods; in particular statistics.<sup>32</sup> And descriptive design is used to interpret the data. This research is aimed to describe how students' perceptions of Audio lingual Method "Rejoinder" of VIII grade at SMPN 3 Parepare.

#### B. Location and Time of the Research

The location of the research is at SMPN 3 Parepare and focus to the students at the VIII grade. And duration of this research is 1 month in doing research including of analysis data.

#### C. Population and Sample

##### 1. Population

According Malhotra, population is a collection of elements that have a number of general characteristics, which consists of the field to be studied. Or population is the whole group of people, events, or goods that the researcher is interested in researching.<sup>33</sup>

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<sup>32</sup>Obeiri Destiny Apuke, *Quantitative Research Methods a Synopsis Approach*, (An Open Access Journal, vol.6 (10), 2017), p. 41.

<sup>33</sup>Amirullah, *Populasi dan Sampel (Pemahaman, jenisdanteknik)*, (Malang: Bayumedia Publishing Malang, 2015), p. 67



The population in this research are the VIII grade students of SMPN 3 Parepare in academic year 2020/2021.

Table 3.1 The Data of the Students of SMPN 3 Parepare

No	Class	M	F	Student
1	VIII.1	14	15	29
2	VIII.2	13	16	29
3	VIII.3	13	14	27
4	VIII.4	14	13	27
5	VIII.5	17	15	32
6	VIII.6	15	14	29
7	VIII.7	12	14	26
8	VIII.8	14	15	29
9	VIII.9	13	15	28

2. Sample

According Sujarweni, sample is part of a number of characteristics possessed by the population used for research. The sample is also taken from a population that is truly representative and valid, it can measure something that should be measured.<sup>34</sup>

The sample in this research is VIII.1 grade which is selected by using cluster random sampling technique. The researcher identify all of the VIII grade at Junior High School 3 Parepare. Then, the researcher choose one class randomly from the whole class and the class is VIII.1.

#### D. Instrument of the Research

##### 1. Questionnaire

According to Wilson and McLean stated that the questionnaire is a widely used and useful instruments for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze.<sup>35</sup>

The researcher made questionnaire according to the perception indicators according to Robbins, the indicators are Acceptance and evaluation. The researcher spread the questionnaire to the students and the questions need to be answer honestly by the students.

Table 3.2 Indicator of the students' perception

Indicator	Variable	No. items		Total Items
		Negative	Positive	

<sup>34</sup>Risma Dwi Komala, Nellyaningsih, *Tinjauan Implementasi Personal Selling pada PT. Astra internasional Daihatsu Astra Biz Center Bandung padaTahun 2017*, (e-Proceeding of Applied Science, vol. 3, no.2,2017) p.333a

<sup>35</sup>Louis Cohen, Lawrence Manion, and Keith Marrison, *Research Method in Education*, (New York: Routledge , 2007), p. 317

Acceptance	Students' happy to learn	9, 16	1, 5	4
	Students easily to understand the lesson	4, 19	3, 2, 12	5
	Students are motivated to learn	11, 18	6, 10	4
Evaluation	Students are motivated to complete the task	7, 20	13, 8	4
	Students dare to speak out	15, 17	14	3
<b>Total Items</b>		10	10	20

## 2. Procedure of Collecting Data

In collecting data, the researcher used questionnaire, where the contents of the questionnaire is adopted from journal and theory. The type of questionnaire that used in this research is close ended questionnaire. Close-ended questions provide limited response options. They are useful when the needed information is not exploratory and the developer is interested in certain response.<sup>36</sup>

The close-ended questions, the researcher used a Likert Scale to get information from the students. Likert scale is to measure the extent of subjects' agreement with each

<sup>36</sup>Jason Harlacher, *An Educator's Guide to Questionnaire Development*, (United States: Regional Education Laboratory Central. 2016), p. 7

item. The extent is measured on a five point scale: strongly agree, agree undecided, disagree, and strongly disagree.<sup>37</sup>

### **E. The Technique of Data Analysis**

Scoring to find out the students' perception of Audio lingual Method "Rejoinder" in learning English. In this research, the researcher used questionnaire in collecting data, offers several advantages. The advantages are; first, communication skills of respondent less critical. Because they merely require respondents to select from a set of alternatives. Second, speedy response. Respondents can answer close-ended questions quickly, giving them the sense they are making good progress. Third, easier to answer. As any parent will attest, it is easier for children to choose one option among several alternatives than to make an unstructured decision. Fourth, data quickly coded, entered, and analyzed. Close-ended questions are easily pre-coded, which means entering an answer into your response database merely requires you type a number (corresponding with the answer provided). And last, less-skilled or no interviewer needed. Either little or no interviewing skill is needed to administer close-ended questions, which is why such questions dominate self-administered surveys.<sup>38</sup> Participant were instructed to choose the response that their think the best corresponded to their agreement with the statements in questionnaire. For preliminary analysis using a simple distribution tables for each variable by using the following criteria:

- a. Strongly agree, the highest grade. The score for this grade is 5.

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<sup>37</sup>David E McNabb, *Research Method for Political Science Second Edition Quantitative and Qualitative Approaches*, (New York: M.E. Sharpe, 2010), p. 121

<sup>38</sup>Michael R. Hyman, *Open- versus Close- Ended Survey Questions*, (NM State University: Business Outlook, vol.14, issue 2, 2016) p.2

- b. Agree, it's a lower grade compared to adding the word "strong". The score for this grade is 4.
- c. Neutral (have no idea), it shows lower rate in comparison with agree. Then the score is 3.
- d. Disagree, it is lower rate than neutral. Then the score is 2.
- e. Strongly disagree, the lowest grade. The score given is 1 for this condition.

The data obtained from each statement item was made in a table in which there are percentages and frequencies. Then the researcher analyzing and interpreting the data with the terms of the scale decide as follows:

Table 3.3. The Scale Likert Below:

NEGATIVE STATEMENT		POSITIVE STATEMENT	
Category	Score	Category	Score
Strongly Disagree (STS)	5	Strongly Disagree (STS)	1
Disagree (TS)	4	Disagree (TS)	2
Neutral (N)	3	Neutral (N)	3
Agree (S)	2	Agree (S)	4
Strongly Agree (SS)	1	Strongly Agree (SS)	5

How to count every answer on a Likert scale was used pattern Percentage. To find out the number of answers from respondents through a percentage, the following formula is used;

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

Where:

P = percentage

F = frequency

$n$  = total of number of sample.<sup>39</sup>

Table 3.4. Count every answer on a Likert Scale

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Disagree (STS)	The respondent who choose the scale in every question	$F/n \times 100\%$
Diasagree (TS)	The respondent who choose the scale in every question	$F/n \times 100\%$
Neutral (N)	The respondent who choose the scale in every question	$F/n \times 100\%$
Agree (S)	The respondent who choose the scale in every question	$F/n \times 100\%$
Strongly Agree (SS)	The respondent who choose the scale in every question	$F/n \times 100\%$
<b>Total</b>		<b>100%</b>

Frequent is the respondent who choose the scale in every question.

To know the total score

$T \times P_n$

Where:

$T$  = Total respondents who choose the item

<sup>39</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja GrafindoPersada, 2006), p.43.

Pn = Item code

To know the final result:

$$\frac{\text{Total Score}}{\text{Highest Score}} \times 100\%$$



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This chapter presents findings and discussion of the research.

##### 1. Result of Questionnaire

Table 4.1 Item number 1 (English Material Presented by the Teacher in an Interesting Way and not Boring)

Classification	Frequency	Percentage
Strongly Agree (SS)	6	20,685
Agree (S)	18	62,06%
Neutral (N)	3	10,34%
Disagree (TS)	2	6,89%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there are 6 respondents with percentage 20,85%. In scale of Agree, there are 18 respondents with percentage 62,06%. In scale of Neutral, there are 3 respondents with percentage 10,34%. In scale of Disagree, there are 2 respondents with percentage 6,89%. And the last scale is Strongly Disagree, 0 respondent with percentage 0%



It shows that the higher frequency is on the Scale Agree, with total frequency 18 respondents and based on percentage is 62,06% from 100%. It means that more than half the students agree to the statements.

Table 4.2 Item number 2 (The Material Given by the Teacher Easily for Me to Understand while Learning English)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	6	20,68%
Agree (S)	17	58,62%
Neutral (N)	4	13,79%
Disagree (TS)	2	6,89%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Agree, with total frequency 17 respondents and based on percentage is 58,62% from 100%. It means that more than half the students agree to the statements.

Table 4.3 Item number 3 (I Can Easily Understand English when the Teacher Using the Method in the Class.)

<b>Classification</b>	<b>Frequency</b>	<b>Total</b>
Strongly Agree (SS)	8	27,58%

Agree (S)	11	37,93%
Neutral (N)	6	20,68%
Disagree (TS)	4	13,79%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100</b>

Based on the result above, it shows that the higher frequency is on the Scale Agree, with total frequency 11 respondents and based on percentage is 37,93% from 100%. Even the students who choose scale Agree less than half of the students but the higher frequency on scale Agree, it means the students is agree with this statements.

Table 4.4 Item number 4 (The Method Used by the Teacher, Does not Help in Understanding the English Lesson.)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	1	3,44%
Agree (S)	6	20,68%
Neutral (N)	3	10,34%
Disagree (TS)	17	58,62%
Strongly Disagree (STS)	2	6,89%
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there is 1 respondent with percentage 3,44%. In scale of Agree, there are 6 respondents with percentage 20,68%. In scale of Neutral, there are 3 respondents with percentage 10,34%. In scale of Disagree, there are 17 respondents with percentage 58,62%. And the last scale is Strongly Disagree, 2 respondent with percentage 6,89%.

it shows that the higher frequency is on the Scale Disagree, with total frequency 17 respondents and based on percentage is 58,62% from 100%. It means that more than half the students Disagree to the statements.

Table 4.5 Item number 5 (With the Method Used by the Teacher, it Makes Me Happy to Learn English.)

Classification	Frequency	Percentage
Strongly Agree (SS)	5	17,24%
Agree (S)	20	68,96%
Neutral (N)	3	10,34%
Disagree (TS)	1	3,44%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Disagree, with total frequency 20 respondents and based on percentage is 68,96% from 100%. It means that more than half the students agree to the statements.

Table 4.6 Item number 6 (The Method Used by the English Teacher, Can Motivated Me to Learn English.)

Classification	Frequency	Percentage
Strongly Agree (SS)	8	27,58%
Agree (S)	13	44,82%
Neutral (N)	5	17,24%
Disagree (TS)	3	10,344%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Agree, with total frequency 13 respondents and based on percentage is 44,82% from 100%. Even the students who choose scale Agree less than half of the students but the higher frequency on scale Agree, it means the students is agree with this statements.

Table 4.7 Item number 7 (The Method Used by the Teacher, it is More Difficult for Me to Finish the Tasks)

Classification	Frequency	Percentage
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Strongly Agree (SS)	0	0
Agree (S)	4	13,79%
Neutral (N)	5	17,24%
Disagree (TS)	17	58,62%
Strongly Disagree (STS)	3	10,34%
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there is 0 respondent with percentage 0%. In scale of Agree, there are 4 respondents with percentage 13,79%. In scale of Neutral, there are 5 respondents with percentage 17,24%. In scale of Disagree, there are 17 respondents with percentage 58,62%. And the last scale is Strongly Disagree, 3 respondents with percentage 10,34%.

It shows that the higher frequency is on the Scale Disagree, with total frequency 17 respondents and based on percentage is 58,62% from 100%. It means that more than half the students Disagree to the statements.

Table 4.8 Item number 8 (The Method Used by the English Teacher, Can Motivate Me to finish the Tasks given by the Teacher.)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	6	20,68%

Agree (S)	18	62,06%
Neutral (N)	2	6,89%
Disagree (TS)	3	10,34%
Strongly Disagree (STS)	0	0
<b>Total</b>	<b>100</b>	

Based on the result above, it shows that the higher frequency is on the Scale Agree, with total frequency 18 respondents and based on percentage is 62,06% from 100%. It means that more than half the students Agree to the statements.

Table 4.9 Item number 9 (I Feel Bored Following the Lessons with the Method Used by the English Teacher)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	1	3,44%
Agree (S)	2	6,89%
Neutral (N)	1	3,44%
Disagree (TS)	19	65,51%
Strongly Disagree (STS)	6	20,68%
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Disagree, with total frequency 19 respondents and based on percentage is 65,51% from 100%. It means that more than half the students Disagree to the statements.

Table 4.10 Item number 10 (Method Used by the Teacher, Can Increase my Enthusiasm in Learning English.)

Classification	Frequency	Percentage
Strongly Agree (SS)	4	13,79%
Agree (S)	14	48,27%
Neutral (N)	7	24,13%
Disagree (TS)	4	13,79%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there is 4 respondents with percentage 13,79%. In scale of Agree, there are 14 respondents with percentage 48,27%. In scale of Neutral, there are 7 respondents with percentage 24,13%. In scale of Disagree, there are 4 respondents with percentage 13,79%. And the last scale is Strongly Disagree, 0 respondent with percentage 0%.

It shows that the higher frequency is on the Scale Agree, with total frequency 14 respondents and based on percentage is 48,27% from 100%. Even the students who

choose scale Agree less than half of the students but the higher frequency on scale Agree, it means the students is agree with this statements.

Table 4.11 Item number 11 (In learning English, I am not Motivated to Learn.)

Classification	Frequency	Percentage
Strongly Agree (SS)	0	0
Agree (S)	4	13,79%
Neutral (N)	0	0
Disagree (TS)	18	62,06%
Strongly Disagree (STS)	7	24,13%
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Disagree, with total frequency 18 respondents and based on percentage is 62,06% from 100%. It means that more than half the students Disagree to the statements.

Table 4.12 Item number 12 (With the Method Used by Teacher, I Find it Very Helpful in Solving the Problem when I Learning English)

Classification	Frequency	Percentage
Strongly Agree (SS)	5	17,24%



Agree (S)	16	55,17%
Neutral (N)	6	20,68%
Disagree (TS)	2	6,89%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Agree, with total frequency 16 respondents and based on percentage is 55,17% from 100%. It means that more than half the students Agree to the statements.

Table 4.13 Item number 13 (With the Method used by the Teacher, I Find my Self Easier to Solve the Tasks)

<b>Classification</b>	<b>Frequent x Score Answer</b>	<b>Total</b>
Strongly Agree (SS)	4	13,79%
Agree (S)	20	68,96%
Neutral (N)	3	10,34%
Disagree (TS)	2	6,89%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there are 4 respondents with percentage 13,79%. In scale of Agree, there are 20 respondents with percentage 68,96%. In scale of Neutral, there are 3 respondents with percentage 10,34%. In scale of Disagree, there are 2 respondents with percentage 6,89%. And the last scale is Strongly Disagree, 0 respondent with percentage 0%.

It shows that the higher frequency is on the Scale Agree, with total frequency 20 respondents and based on percentage is 68,96% from 100%. It means that more than half the students Agree to the statements.

Table 4.14 Item number 14 (With the Method Used by the Teacher, I Feel more Valued in Expressing my Opinion)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	5	17,24%
Agree (S)	13	44,82%
Neutral (N)	9	31,03%
Disagree (TS)	2	6,89%
Strongly Disagree (STS)	0	0
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there is 5 respondents with percentage 17,24%. In scale of Agree, there are 13 respondents with percentage

44,82%. In scale of Neutral, there are 9 respondents with percentage 31,03%. In scale of Disagree, there are 2 respondents with percentage 6,89%. And the last scale is Strongly Disagree, 0 respondent with percentage 0%.

It shows that the higher frequency is on the Scale Agree, with total frequency 13 respondents and based on percentage is 44,82% from 100%. %. Even the students who choose scale Agree less than half of the students but the higher frequency on scale Agree, it means the students is Agree with this statements.

Table 4.15 Item number 15 (In Learning Process, I Feel Unburdened in terms of Expressing my Opinions or Asking Questions.)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	1	3,44%
Agree (S)	3	10,34%
Neutral (N)	7	24,13%
Disagree (TS)	15	51,72%
Strongly Disagree (STS)	3	10,34%
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Disagree, with total frequency 15 respondents and based on percentage is 51,72% from 100%. %. It means that more than half the students Disagree to the statements.

Table 4.16 Item number 16 (I Feel Lazy to Follow the Lesson with the Method Used by the Teacher.)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	0	0
Agree (S)	5	17,24%
Neutral (N)	1	3,44%
Disagree (TS)	18	62,06%
Strongly Disagree (STS)	5	17,24%
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Disagree, with total frequency 18 respondents and based on percentage is 62,06% from 100%. It means that more than half the students Disagree to the statements.

Table 4.17 Item number 17 (With the Method Used by the Teacher, I was not Given a Chance to Speak in Class)

<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	0	0
Agree (S)	2	6,89%
Neutral (N)	2	6,89%

Disagree (TS)	23	79,31%
Strongly Disagree (STS)	2	6,89%
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there is 0 respondent with percentage 0%. In scale of Agree, there are 2 respondents with percentage 6,89%. In scale of Neutral, there are 2 respondents with percentage 6,89%. In scale of Disagree, there are 23 respondents with percentage 79,31%. And the last scale is Strongly Disagree, 2 respondents with percentage 6,89%.

It shows that the higher frequency is on the Scale Agree, with total frequency 23 respondents and based on percentage is 79,31% from 100%. It means almost all the students Disagree to the statements.

Table 4.18 Item number 18 (In Learning Process, I did not Pay Attention to the Explanation of the English Teacher)

<b>Scale</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly Agree (SS)	0	0
Agree (S)	5	17,24%
Neutral (N)	0	0
Disagree (TS)	16	55,17%

Strongly Disagree (STS)	8	27,58%
<b>Total</b>		<b>100%</b>

Based on the result above, it shows that the higher frequency is on the Scale Disagree, with total frequency 16 respondents and based on percentage is 55,17% from 100%. It means that more than half the students Disagree to the statements

Table 4.19 Item number 19 (When the Teacher Used this Method, I Find English to be Difficult)

Classification	Frequency	Percentage
Strongly Agree (SS)	0	0
Agree (S)	4	13,79%
Neutral (N)	4	13,79%
Disagree (TS)	18	62,06%
Strongly Disagree (STS)	3	10,34%
<b>Total</b>	<b>67</b>	

Based on the result above, it shows that the higher frequency is on the Scale Disagree, with total frequency 18 respondents and based on percentage is 62,06% from 100%. It means that more than half the students Disagree to the statements

Table 4.20 Item number 20 (With the Method Used by the Teacher, Makes me be Lazy to Complete the Tasks)

Classification	Frequency	Percentage
Strongly Agree (SS)	0	0
Agree (S)	5	17,24%
Neutral (N)	1	3,44%
Disagree (TS)	16	55,17%
Strongly Disagree (STS)	7	24,13%
<b>Total</b>		<b>100%</b>

Based on the result above, in scale of Strongly Agree there is 0 respondent with percentage 0%. In scale of Agree, there are 5 respondents with percentage 17,24%. In scale of Neutral, there is 1 respondents with percentage 3,44%. In scale of Disagree, there are 16 respondents with percentage 55,17%. And the last scale is Strongly Disagree, 7 respondent with percentage 24,13%.

It shows that the higher frequency is on the Scale Disagree, with total frequency 16 respondents and based on percentage is 55,17% from 100%. It means that more than half the students Disagree to the statements.

Formula

$T \times P_n$

Respondents who answer Strongly Disagree:  $46 \times 1 = 46$

Respondents who answer Disagree:  $202 \times 2 = 404$

Respondents who answer Neutral:  $72 \times 3 = 216$

Respondents who answer Agree:  $200 \times 4 = 800$

Respondents who answer Strongly Agree:  $60 \times 5 = 300$

Final result:

$$\frac{\text{Total Score}}{\text{Highest Score}} \times 100\%$$

$$\frac{1766}{2900} \times 100\% = 60,89\%$$

## B. Discussion

In this section, the writer described the discussion of students' perception of Audio lingual Method based on Rejoinder Drill of VIII Grade at SMPN 3 Parepare. In this research, the researcher focus in two indicators of perception according to Robbins namely acceptance and evaluation. And for the variable the researcher adapts from instrument named Sukiman Harapan in his instrument "Instrumen Tes Persepsi Siswa Terhadap Model Pembelajaran yang di Tetapkan oleh Guru"<sup>40</sup> The researcher adapts his variable but change the question customized according the researcher needs.

Based on data processing the results found on each question indicator are as follows:

### 1. Acceptance

In this indicator, there are 3 variable to know students' perception. There are:

#### a. Students happy to learn

In variable "students happy to learn" there are 4 item with 2 negative statements and 2 positive statements. According of the result, the highest score of the variable "Students happy to learn" in positive item is item number 5 (With the method used by

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<sup>40</sup> Sukiman Harapan, *Instrumen Tes Persepsi Siswa Terhadap Model Pembelajaran Yang Diterapkan oleh Guru*(Mataram: IKIP MATARAM, MIPA, 2014), [https://www.academia.edu/9113138/INSTRUMEN\\_TES\\_PERSEPSI\\_SISWA\\_TERHADAP\\_MODEL\\_PEMBELAJARAN YANG DITERAPAKAN OLEH GURU](https://www.academia.edu/9113138/INSTRUMEN_TES_PERSEPSI_SISWA_TERHADAP_MODEL_PEMBELAJARAN YANG DITERAPAKAN OLEH GURU) (28Juni 2021)



the teacher, it makes me happy to learn English), the total frequency of the statements is 20 respondents with the percentage is 68,96% indicates Agree. It means, the method makes more than half students at VIII.1 grade agree with that statements. According the results it means more than half students happy to learn English when the teacher using that method in the class. Meanwhile, the higher score of the variable “Students happy to learn” in item negative is item number 9 (I feel bored following the lessons with the method used by the English teacher), with the total frequency of statements is 19 with the percentage 65,51% indicates Disagree. It means more than half students Disagree to the statements, because they think that they are didn’t feel bored while learning English in the class. The higher percentage for item positive is 68,96% and for the negative item is 65,51%. So, the writer conclude that almost all students at VIII.1 grade are happy to learn English when the teacher used the method in class.

b. Students easily to understand the lesson

In variable “Students easily to understand the lesson” there are 5 items with 3 items positive and 2 items negative. According of the results, the higher score of variable “Students easily to understand the lesson” in item positive is item number 2 (The material given by the teacher easily for me to understand while learning English), the total frequency of statement is 17 with the percentage 58,62% indicates Agree. It means, the method makes more than half students easily to understand the lesson. So, the method successfully to make students accept the material while learning English in the class. Meanwhile the higher score of the variable “students easily to understand the lesson” in item negative is item number 19 ((When the teacher used this method, I find English to be difficult) with the total frequency of statement is 18 with

percentage 62,06% indicates Disagree. It means some students at VIII.1 grade think by this method, English didn't become difficult. The higher percentage for item positive is 58,62% and for the negative item is 62,06%. So, the writer conclude that almost all students at VIII.1 grade are easily to understand the lesson when the teacher used the method in class.

#### c. Students are motivated to learn

In variable "Students are motivated to learn" there are 4 items with 2 items positive and 2 items negative. According of the results, the higher score of variable "Students are motivated to learn" in item positive is item number 10 (Method used by the teacher, can increase my enthusiasm in learning English.), the total frequency of statements 14 with percentage 48,27% it indicates Agree. It means, the methods can increase their enthusiasm in learning English of VIII.1 grade. Meanwhile the higher score of variable "Students are motivated to learn" in negative item is item number 11 (In learning English, I am not motivated to learn), the total frequency statements is 18 with percentage 62,06% it indicates Disagree. It means, students didn't think that they are not motivated to learn English. The higher percentage for item positive is 48,27% and for the negative item is 62,06%. So, the writer conclude that almost all students at VIII.1 grade are motivated to learn English when the teacher used the method in class.

## 2. Evaluation

In this indicator there 2 variables, namely:

#### a. Students are motivated to complete the task

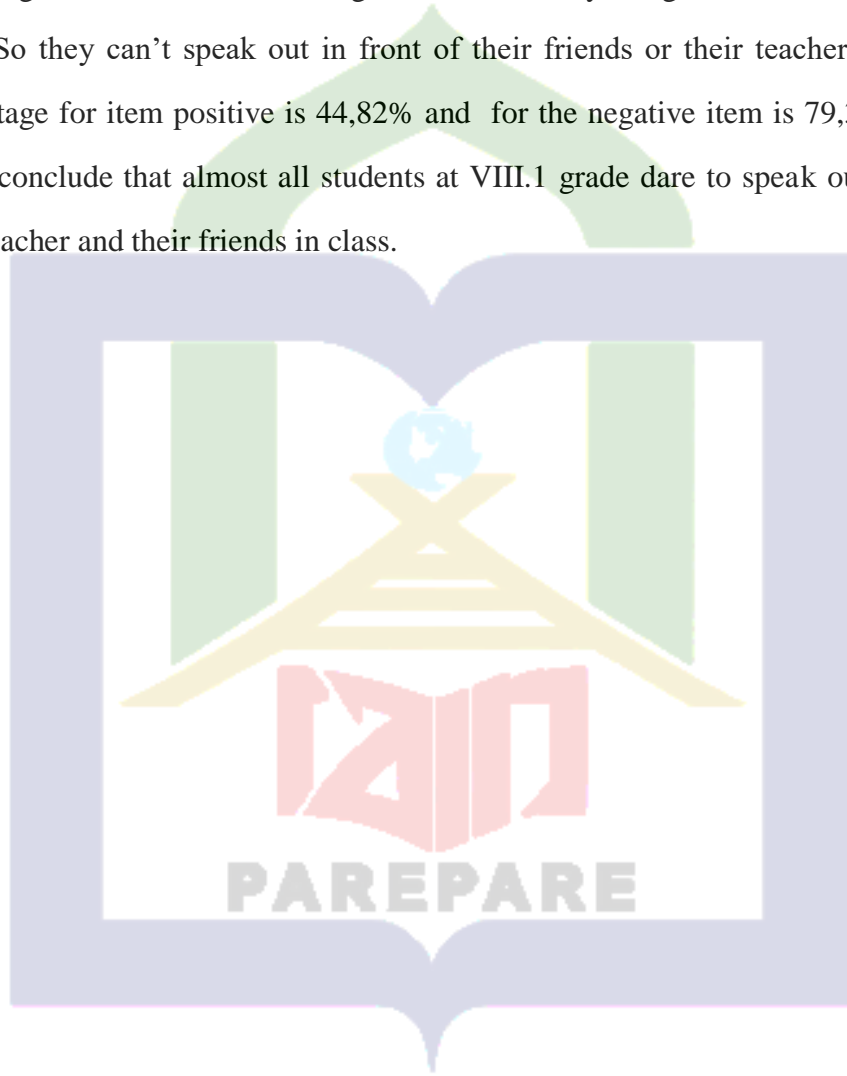
In this variable, the researcher wants to know whether the audio lingual method used by the teacher can make students are motivated to complete their task. Variable

“Students are motivated to complete the tasks” there are 4 items with 2 items positive and 2 items negative. According of the results, the higher score of this variable for positive item is item number 13 (With the method used by the teacher, I find my self easier to solve the tasks), total score frequency of the statement 20 with percentage 68,96% indicates Agree. It means, when the teacher teaching English by using the method, many students feel that they become easier to solve their tasks. Meanwhile, the higher score of variable “Students are motivated to complete the tasks” in negative item is item number 7 (The method used by the teacher, it is more difficult for me to finish the tasks), total score frequency of this variable is 17 with percentage 58,62% it indicates Disagree. It means, students disagree with the statements that the method can made them difficult to finish their tasks. But in conclusion, there are still many students who feel enthusiastic to finishing the tasks than the students who are lazy to complete it. The higher percentage for item positive is 68,96% and for the negative item is 58,62%. So, the writer conclude that almost all students at VIII.1 grade are motivated to complete the task when the teacher used the method in class.

b. Students dare to speak out

In this variable, the researcher wants to know whether the method can build the students' confident to speak out in front of their friends or their teacher. In this variable there are 3 items, with 1 items positive and 2 items negative. According of the results, the higher score of this variable in positive item is item number 14 (With the method used by the teacher, I feel more valued in expressing my opinion), the total score frequency of the statement is 13 with percentage 44,82% indicates Agree. It means the method can build more than half students' confident, so by using the method, students dare to speak out or asking question because they feel more valued.

Meanwhile the lowest score of the variable “Students dare to speak out” in negative item is item number 17 (With the method used by the teacher, I was not given a chance to speak in class), the total score frequency of the statement is 23 with percentage 79,31% indicates Disagree. It means they are given a chance to speak in class. So they can’t speak out in front of their friends or their teacher. The higher percentage for item positive is 44,82% and for the negative item is 79,31%. So, the writer conclude that almost all students at VIII.1 grade dare to speak out in front of their teacher and their friends in class.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This is the last chapter that discussing about two sections, in the first section consists with the conclusion of the findings and the second is suggestion.

#### A. Conclusion

In conducting the research, it was applied indicator of perception by Robbins namely Acceptance and Evaluation to know students' perception of Audio lingual method in learning English at VIII grade at SMPN 3 Parepare. The research design of this research is Quantitative approach with description survey.

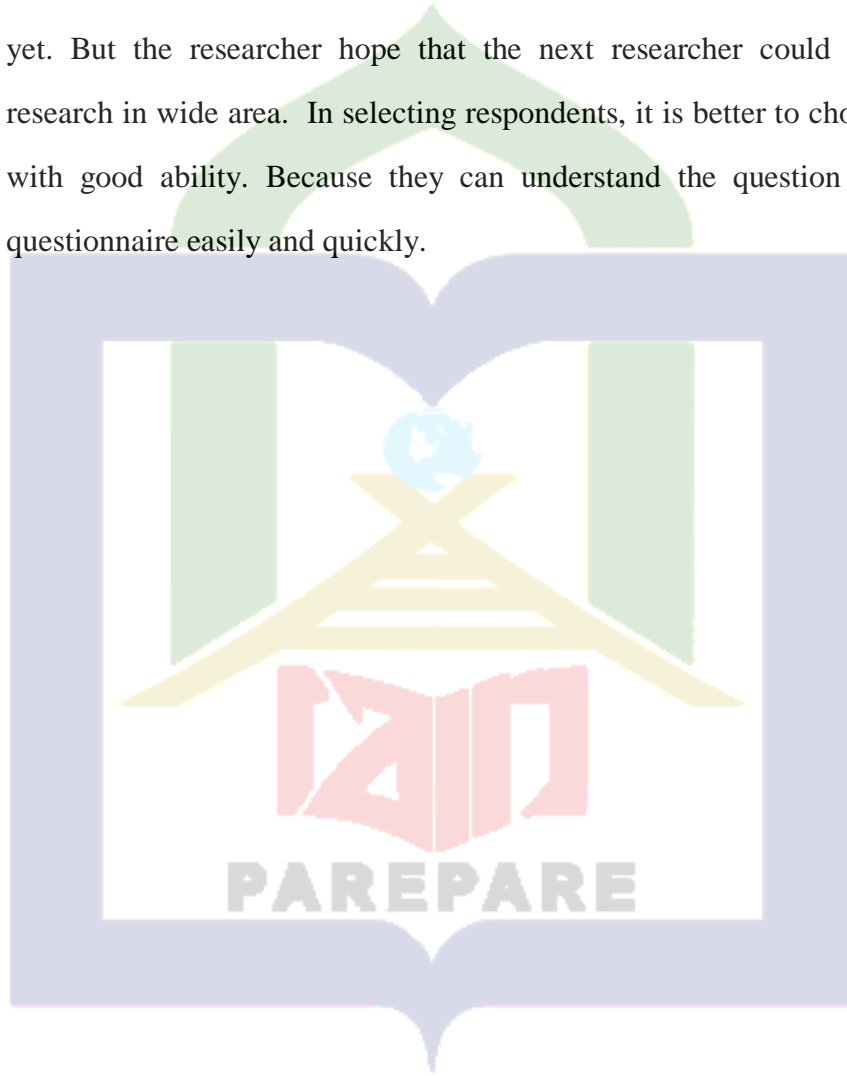
Based on the result of the research "Students' perception of Audio lingual Method "Rejoinder" in learning English of VIII grade at SMPN 3 Parepare", the researcher conclude that the method was good based on students' perception. It can be seen from the results of questionnaire that have been distributed to the students by the researcher. In final result the percentage is 60,89%, it implies that this method was good. Even, few students still think that the method does not work for them. But almost all students think that the method was work to help them in learning English. It means the method still was good for teachers applying during learning English.

#### B. Suggestion

Based in the research and discussion, researcher offer three points of ideas aimed to the teacher, students and the next researchers. These points are described as follow:

1. For the Teacher, this research can improve the quality of the English teacher in teaching English. This method must be applied to the students in the right way, because this method can help students in learning English easily.

2. For the Students, with the method that used by the teacher, the researcher hope the students can understand in learning English. They should build their confidence so they can speak out in front of their friends or their teachers.
3. For the Next Researcher, the researcher realize that this research not perfect yet. But the researcher hope that the next researcher could conduct this research in wide area. In selecting respondents, it is better to choose students with good ability. Because they can understand the question and fill the questionnaire easily and quickly.



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TERHADAP MODEL PEMBELAJARAN YANG DITERAPAKAN OL  
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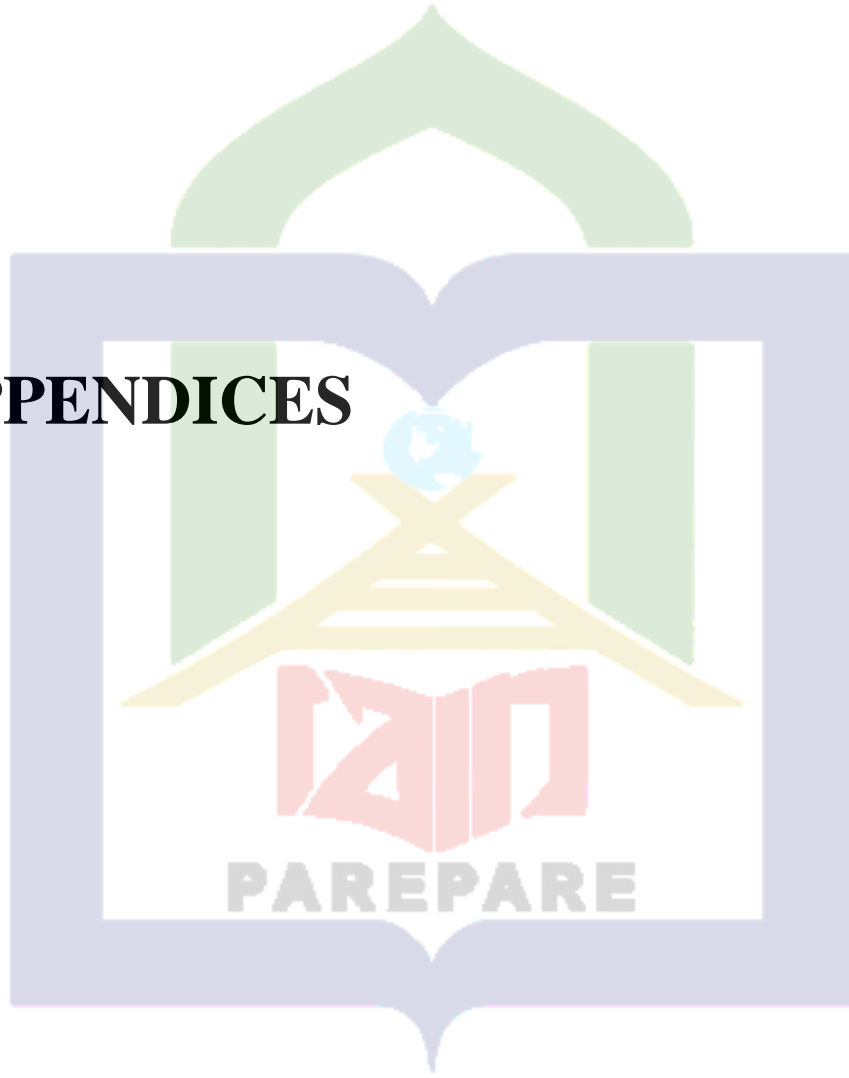
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# APPENDICES



**Appendix 1: Questionnaire**

NAMA MAHASISWA : KIKI ANGGRENY RUSTOMI  
NIM : 16.1300.021  
FAKULTAS/PRODI : TARBIYAH/ PENDIDIKAN BAHASA INGGRIS  
JUDUL : STUDENTS' PERCEPTION OF AUDIO  
LINGUAL METHOD IN LEARNING ENGLISH  
OF VIII GRADE AT SMPN 3 PAREPARE

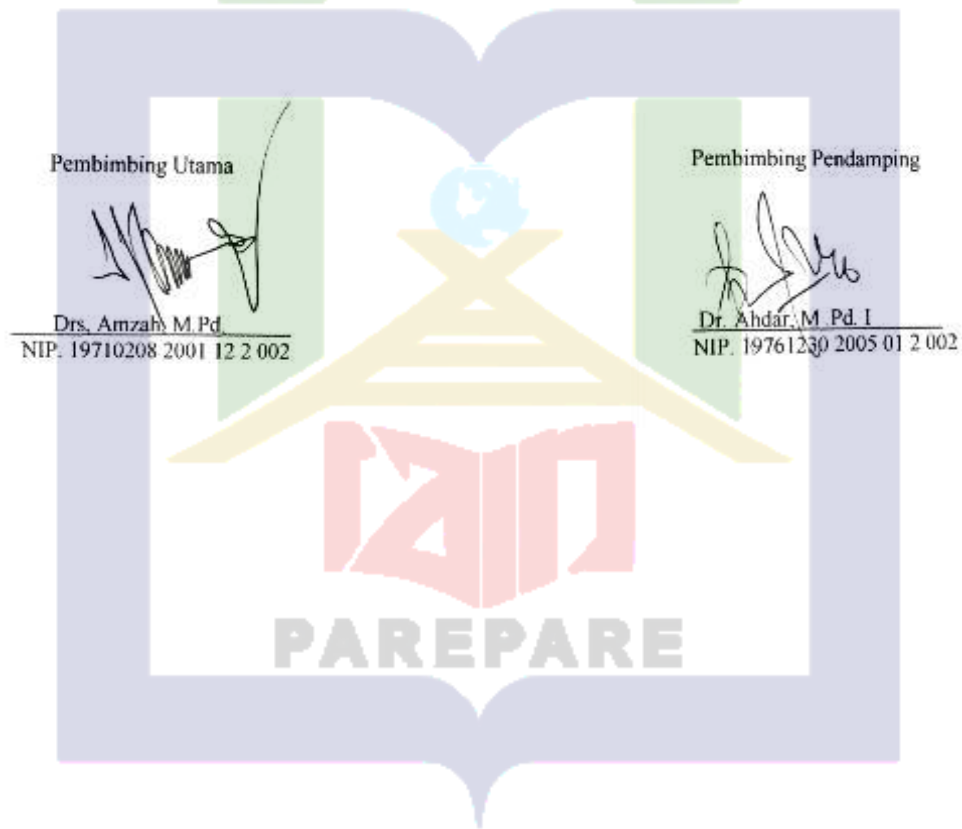
- I. Identitas Responden  
Nama :  
Kelas :
- II. Pilih jawaban yang benar, dengan mencentang ( $\sqrt{\quad}$ ) salah satu kolom jawaban yang tersedia.
- III. Pernyataan jawaban  
SS = Sangat Setuju  
S = Setuju  
N = Netral  
TS = Tidak Setuju  
STS = Sangat Tidak Setuju

## IV. Pernyataan

NO	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1.	Pengajaran bahasa Inggris yang disajikan sangat menarik dan tidak membosankan.					
2.	Materi yang diberikan oleh guru sangat mudah saya pahami selama pembelajaran bahasa Inggris					
3.	Pembelajaran bahasa Inggris dapat saya pahami dengan mudah dengan metode yang diberikan .					
4.	Metode yang digunakan , tidak membantu saya dalam memahami pelajaran bahasa Inggris.					
5.	Dengan metode yang digunakan oleh guru, membuat saya merasa senang belajar bahasa Inggris					
6.	Metode yang digunakan oleh guru mata pelajaran, dapat memotivasi saya untuk belajar					
7.	Dengan metode yang diberikan, saya lebih sulit menyelesaikan soal-soal.					
8.	Metode yang digunakan oleh guru mata pelajaran, dapat memotivasi saya untuk menyelesaikan tugas-tugas yang diberikan oleh					

	guru.					
9.	Saya merasa bosan mengikuti pelajaran dengan metode yang diberikan.					
10.	Metode yang digunakan, dapat meningkatkan semangat saya yang lebih keras dalam pembelajaran bahasa Inggris .					
11.	Dalam pembelajaran, saya tidak termotivasi untuk belajar					
12.	Dengan metode yang digunakan, saya merasa sangat terbantu dalam memecahkan masalah					
13.	Dengan metode yang digunakan, saya merasa lebih mudah untuk menyelesaikan soal-soal.					
14.	Dengan model pembelajaran yang digunakan, saya merasa lebih dihargai dalam mengeluarkan pendapat.					
15.	Pada proses pembelajaran yang diberikan, saya merasa tidak berani mengemukakan pendapat atau bertanya kepada teman atau guru.					
16.	Saya merasa malas dalam mengikuti pelajaran dengan metode yang diberikan.					
17.	Dengan metode yang di gunakan, saya tidak diberi kesempatan untuk berbicara di depan kelas.					
18.	Dalam pembelajaran, saya tidak					

	memperhatikan penjelasan dari guru mata pelajaran					
19.	Menggunakan metode tersebut, saya merasa bahasa inggris menjadi sangat sulit.					
20.	Dengan metode yang digunakan, membuat saya menjadi malas menyelesaikan tugas yang diberikan					



Pembimbing Utama

*[Handwritten Signature]*

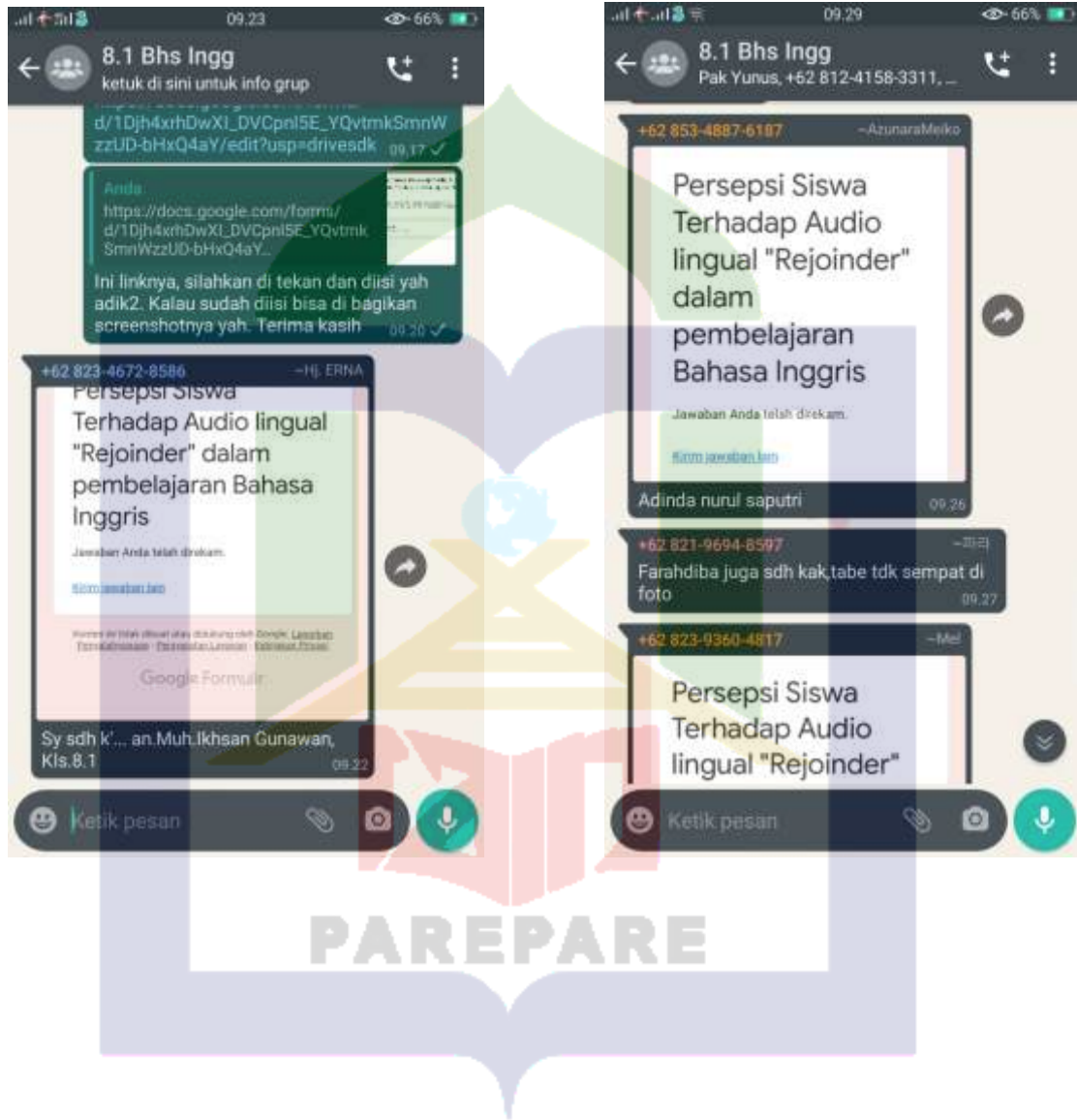
Drs. Amzah M.Pd.  
NIP. 19710208 2001 12 2 002

Pembimbing Pendamping

*[Handwritten Signature]*

Dr. Ahdar M. Pd. I  
NIP. 19761230 2005 01 2 002

## Appendix 2: Pembagian Angket Kuesioner







### Appendix 3: Google Form Respons

The image shows a mobile screenshot of a Google Form. The title is "Persepsi Siswa Terhadap Metode Audio lingual 'Rejoinder' dalam pembelajaran Bahasa Inggris". Below the title, there are several required text input fields. The first section is labeled "Identitas Responden" with the instruction "Mohon diisi dengan benar dan lengkap". It contains a "Nama Lengkap \*" field. The second section is also labeled "Identitas Responden" with the same instruction and contains another "Nama Lengkap \*" field. The third section is labeled "Kelas \*" and contains a text input field. The fourth section is labeled "Nis \*" and contains a text input field. Each input field has a "Your answer" placeholder and a red asterisk indicating it is required. The form is overlaid with a large, semi-transparent watermark logo that features a globe and an open book, with the word "PAREPARE" written in large, bold, grey letters across the bottom of the logo.

Pilih jawaban dari pernyataan dibawah ini sesuai dengan keadaan atau yang anda alami selama kegiatan pembelajaran pada salah satu kolom jawaban yang tersedia.

Pengajaran bahasa Inggris yang disajikan sangat menarik dan tidak membosankan. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Materi yang diberikan oleh guru sangat mudah saya pahami selama pembelajaran bahasa Inggris \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Pembelajaran bahasa Inggris dapat saya pahami dengan mudah dengan metode yang diberikan \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Metode yang digunakan, tidak membantu saya dalam memahami pelajaran bahasa Inggris. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Dengan metode yang digunakan oleh guru mata pelajaran, membuat saya senang belajar bahasa Inggris \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Metode yang digunakan oleh guru mata pelajaran, dapat memotivasi saya untuk belajar \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Dengan metode yang diberikan, saya lebih sulit menyelesaikan soal-soal. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat tidak setuju

Metode yang digunakan oleh guru mata pelajaran, dapat memotivasi saya untuk menyelesaikan tugas-tugas yang diberikan oleh guru. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Saya merasa bosan mengikuti pelajaran dengan metode yang digunakan. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Metode yang digunakan, dapat meningkatkan semangat saya yang lebih keras dalam pembelajaran bahasa Inggris. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Dalam pembelajaran, saya tidak termotivasi untuk belajar \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

22.17 85%

Dengan metode yang digunakan, saya merasa sangat terbantu dalam memecahkan masalah \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Dengan metode yang digunakan, saya merasa lebih mudah untuk menyelesaikan soal-soal. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Dengan model pembelajaran yang digunakan, saya merasa lebih dihargai dalam mengeluarkan pendapat. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Pada proses pembelajaran yang diberikan, saya merasa tidak berani mengemukakan pendapat atau bertanya kepada teman atau guru. \*

Sangat Setuju

Setuju

Netral

Saya merasa malas dalam mengikuti pelajaran dengan metode yang diberikan. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Dengan metode yang di gunakan, saya tidak diberi kesempatan untuk berbicara di depan kelas. \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Dalam pembelajaran, saya tidak memperhatikan penjelasan dari guru mata pelajaran \*

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

Menggunakan metode tersebut, saya merasa bahasa inggris menjadi sangat sulit. \*

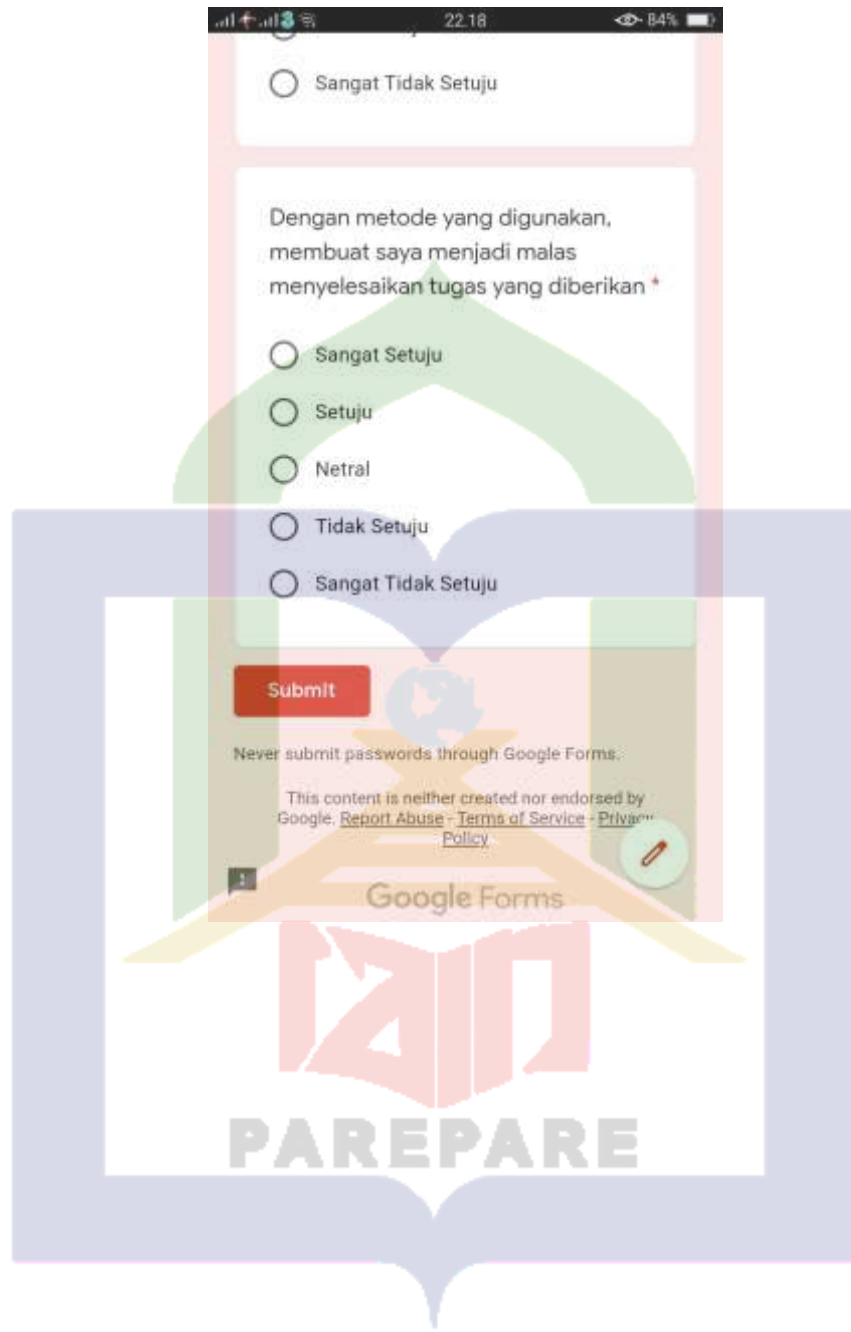
Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

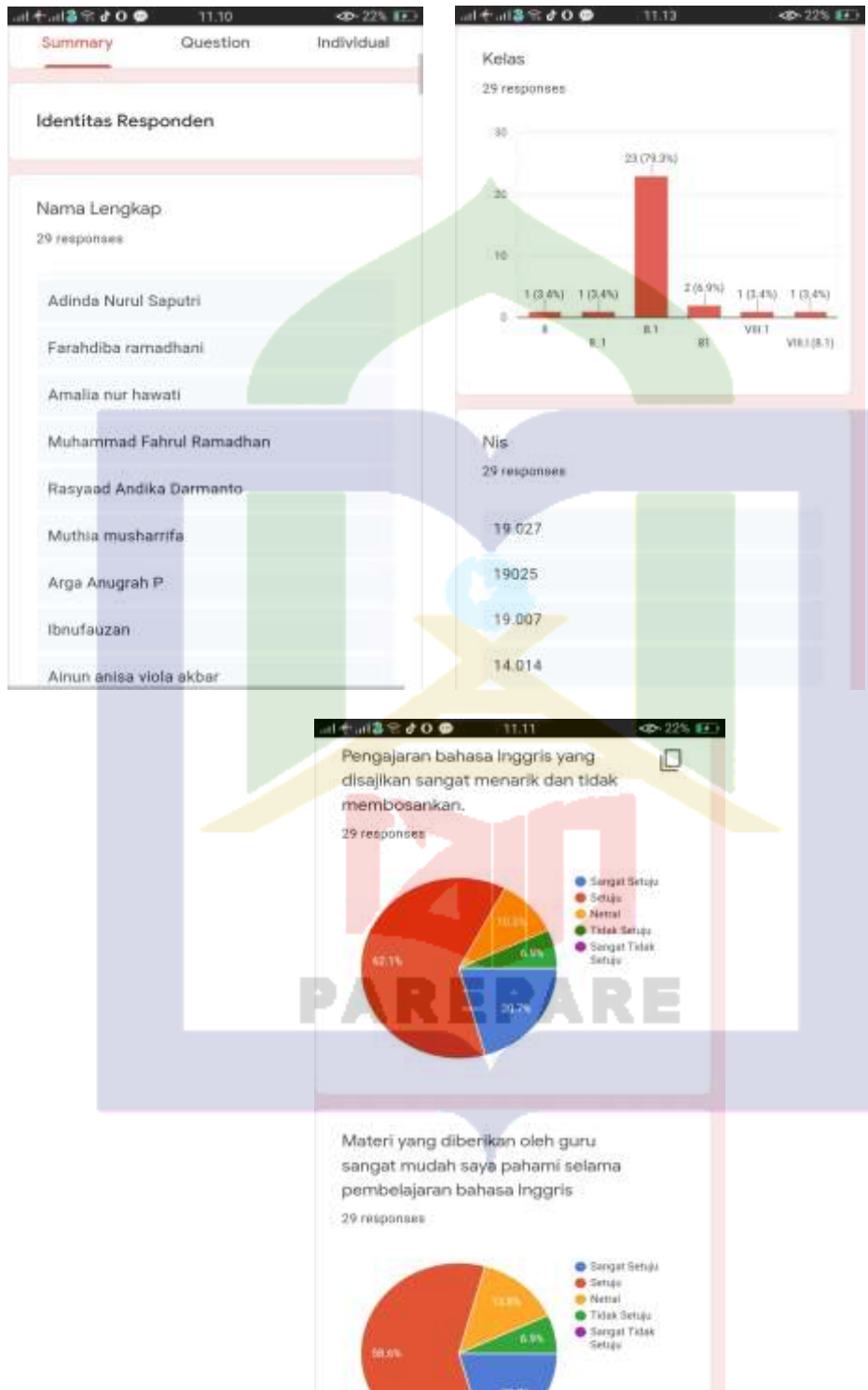


**Appendix 4: The Score of Instrument**

Respondents	Pernyataan																		
1	4	4	4	2	4	4	2	4	2	4	2	4	4	4	2	2	2	2	2
2	4	3	4	2	4	3	2	3	2	3	2	4	3	3	2	2	2	2	2
3	5	5	5	2	5	5	2	5	2	5	1	5	5	5	4	1	2	2	2
4	4	4	5	2	4	5	2	5	2	5	2	5	5	5	2	2	2	2	2
5	4	3	3	2	4	3	1	4	1	3	2	3	5	3	3	2	2	2	2
6	5	5	5	1	5	5	2	5	1	5	2	3	2	3	2	2	2	1	2
7	4	4	5	1	3	4	1	4	1	4	2	4	4	3	2	2	2	2	1
8	4	5	5	2	4	5	2	5	2	4	1	5	4	5	1	1	2	1	1
9	3	4	3	1	5	3	3	2	2	3	2	4	3	3	2	3	3	1	3
10	4	4	3	4	4	3	2	4	2	3	1	3	4	3	3	2	2	2	2
11	3	3	3	2	4	3	2	3	2	3	1	3	3	4	3	2	1	4	3
12	4	5	4	4	5	5	4	4	1	4	4	3	4	4	2	2	2	1	2
13	3	4	3	2	3	2	2	4	2	3	2	4	4	3	2	2	2	2	3
14	4	3	3	3	4	4	3	4	1	4	2	4	4	4	3	2	2	2	3
15	4	5	4	2	4	4	2	5	2	4	2	3	4	4	3	2	4	2	2
16	4	4	2	2	4	4	2	4	3	4	2	4	4	4	3	2	2	2	2
17	4	4	4	2	3	5	3	4	2	4	1	4	4	3	2	2	2	1	2
18	2	4	5	3	4	5	3	4	2	4	1	4	4	3	3	2	2	4	2
19	5	4	4	3	4	4	3	4	1	3	2	4	4	4	1	1	3	1	2
20	5	5	4	2	5	4	1	5	1	5	1	5	5	5	2	1	2	1	1
21	4	2	2	4	4	2	4	2	4	2	4	2	2	2	4	4	2	4	4
22	5	4	4	4	4	5	2	4	2	4	2	4	4	4	2	2	2	2	4
23	4	4	4	2	4	4	2	4	2	4	2	4	2	4	5	4	2	2	2
24	4	4	4	2	4	4	2	4	2	2	2	4	4	4	2	2	2	2	2
25	4	4	5	5	4	4	2	4	2	4	2	4	4	4	2	4	2	4	4
26	4	4	2	4	4	4	2	4	4	2	2	4	4	4	2	4	2	2	4
27	4	4	5	2	4	4	2	4	2	4	2	4	4	5	1	1	1	1	1
28	2	2	2	4	2	2	4	2	2	2	4	2	2	2	4	4	2	4	4
29	5	4	4	2	4	4	4	4	5	4	4	5	4	4	2	2	4	2	4



Appendix 5: Dokumentasi





## Appendix 6: Recommendation of the Research



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

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax 24404  
 PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

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Nomor : B.1026 /In.39.5.1/PP.00.9/04/2021  
 Lampiran : 1 Bundel Proposal Penelitian  
 Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare  
 C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
 di,  
 Kota Parepare

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Kiki Anggreny Rustomi
Tempat/Tgl. Lahir	: Makassar, 03 Maret 1998
NIM	: 16.1300.021
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Jl. Cendana No.33 C, Kel. Bumi Harapan, Kec. Bacukiki Barat Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul :  
**"Students' Perception Of Audio Lingual Method "Rejoinder" In Learning English Of VIII Grade At SMPN 3 Parepare"**

Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.  
 Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*

Parepare, 05 April 2021  
 Waki Dekan I,  
  
 Muhsin Thalib




Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

## Appendix 7: Research Agreement

SRN IP0000243

  
**PEMERINTAH KOTA PAREPARE**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
*Jalan Veteran Nomor 28 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111. Email : dpmpstp@pareparekota.go.id.*

---

**REKOMENDASI PENELITIAN**  
**Nomor : 245/IP/DPM-PTSP/4/2021**

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.  
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.  
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

**MENGIZINKAN**

KEPADA  
NAMA : **KIKI ANGGRENY RUSTOMI**  
UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**  
Jurusan : **TARBIYAH / PENDIDIKAN BAHASA INGGRIS**  
ALAMAT : **JL. CENDANA NO. 33 C PAREPARE**  
UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **STUDENT'S PERCEPTION OF AUDIO LINGUAL METHOD "REJOINDER" IN LEARNING ENGLISH OF VIII GRADE AT SMPN 3 PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMPN 3 KOTA PAREPARE)**

LAMA PENELITIAN : **16 April 2021 s.d 16 Mei 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung  
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**  
Pada Tanggal : **20 April 2021**

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

  
**Hj. ANDI RUSIA, SH, MH**  
Pangkat : **Pembina Utama Muda, (IV/c)**  
NIP : **19620915 198101 2 001**

**Biaya : Rp. 0.00**

■ UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1

■ Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah

■ Dokumen ini telah ditandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSrE**

■ Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)



## Appendix 8 : Research Information

**PEMERINTAH KOTA PAREPARE**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**UPTD SMP NEGERI 3 PAREPARE**  
A. Immanuel Sudirman No. 4 Telp. 23498 Parepare 91322, Email : [surat@yahon.com](mailto:surat@yahon.com), Website :

---

**SURAT KETERANGAN**  
**Nomor : 422 / 024 / SMPN.03 / V / 2021**

Yang bertanda tangan di bawah ini Kepala SMP Negeri 3 Parepare menerangkan bahwa :

N a m a	: KIKI ANGGRENY RUSTOMI
Tempat / tanggal Lahir	: Makassar / 3 Maret 1998
N I M	: 16.1300.021
Program Studi	: Bahasa Inggris
Fakultas	: Tarbiyah
Alamat	: Jl. Cendana No.33 C
Sasaran Penelitian	: Kelas VIII

Telah melaksanakan Penelitian di UPTD SMP Negeri 3 Parepare dengan judul *Students' Perception of Audio lingual Method "Rejoinder" of VIII Grade at UPTD SMP Negeri 3 Parepare* yang berlangsung dari tanggal 16 April 2021 s.d 16 Mei 2021.

Demikian surat keterangan ini diberikan untuk dipergunakan seperlunya.

Parepare, 31 Mei 2021

  
**KEPALA,**  
**JALILUDDIN, S.Pd,**  
**NIP. 1964022 200003 1 007**



## CURRICULUM VITAE



**Kiki Anggreny Rustomi**, the writer was born on March 03<sup>rd</sup> 1998 in Makassar, Sulawesi Selatan. She is only child in her family. Her father's name is Ridzwan bin Ilham and her mother's name Faridah M. Djafaar. She is a student of English Education Program in Tarbiyah Faculty at State Islam Institute (IAIN) Parepare. She began her study on Kindergarten Diinul Karim Makassar and 2004 at SDN 35 Parepare, and graduated 2010. While at the same year she studied at Junior High School 3 Parepare and finished her study on 2013. She continued her study in Senior High School 2 Parepare and graduated 2016 and she continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her thesis in the title "Students' Perception of Audio lingual Method in learning English of VIII Grade at Junior High School 3 Parepare.