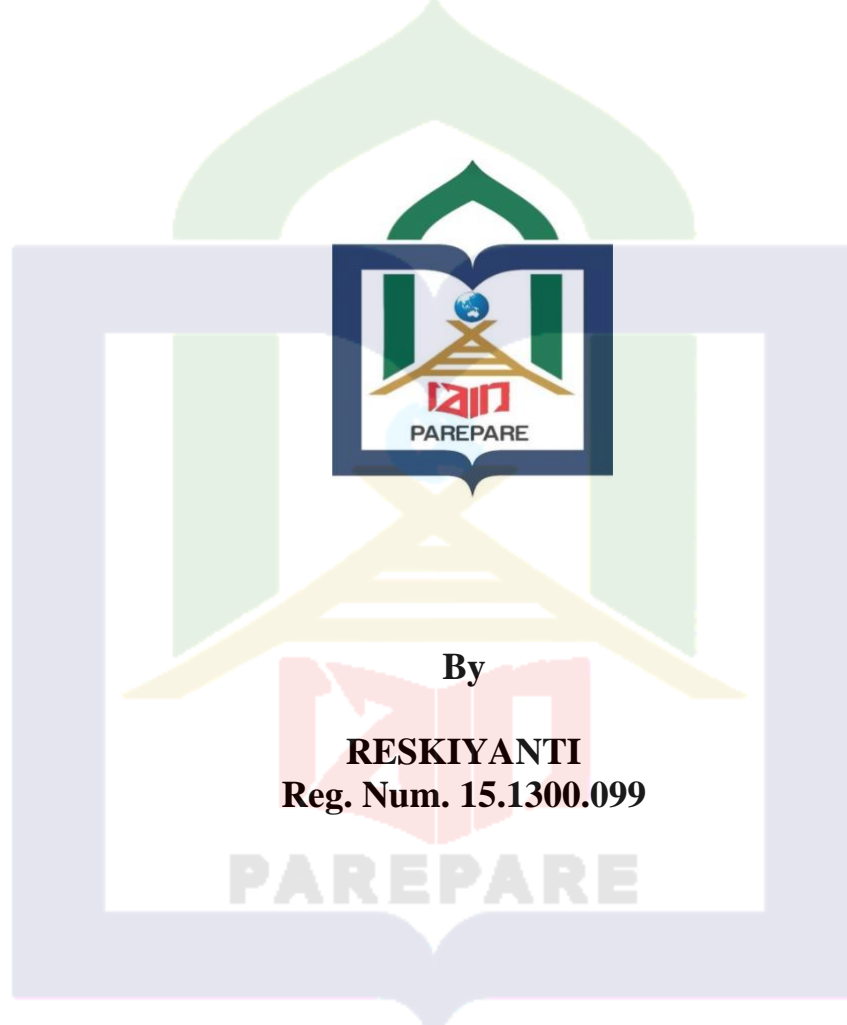


**A THESIS**

**STUDENTS PERCEPTION ABOUT THE TEACHING METHODS  
OF ENGLISH TEACHER IN STUDENTS' VOCABULARY  
MASTERY AT THE SEVENTH GRADE OF SMP  
NEGERI 2 MATTIRO BULU (PINRANG)**



**By**

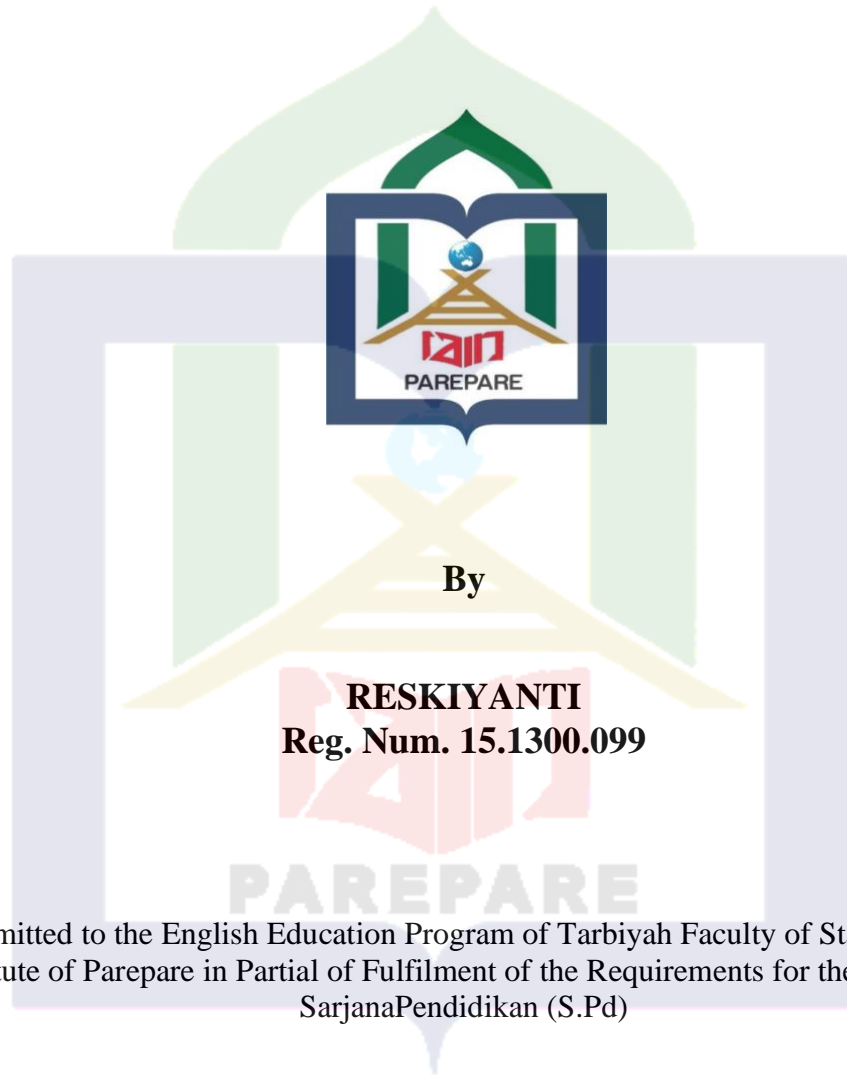
**RESKIYANTI**

**Reg. Num. 15.1300.099**

**PAREPARE**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE  
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**NEGERI 2 MATTIRO BULU (PINRANG)**



**By**

**RESKIYANTI**  
**Reg. Num. 15.1300.099**

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)

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to



**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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PAREPARE**

**2021**

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May the Almighty Allah SWT, Always bless us now and forever.Aamiin.

Parepare, 05<sup>th</sup> April 2021

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## DECLARATION ON THE AUTHENTICITY OF THE THESIS


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Stated this thesis was his own writing and if it can be proved that it's copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 05<sup>th</sup> April 2021

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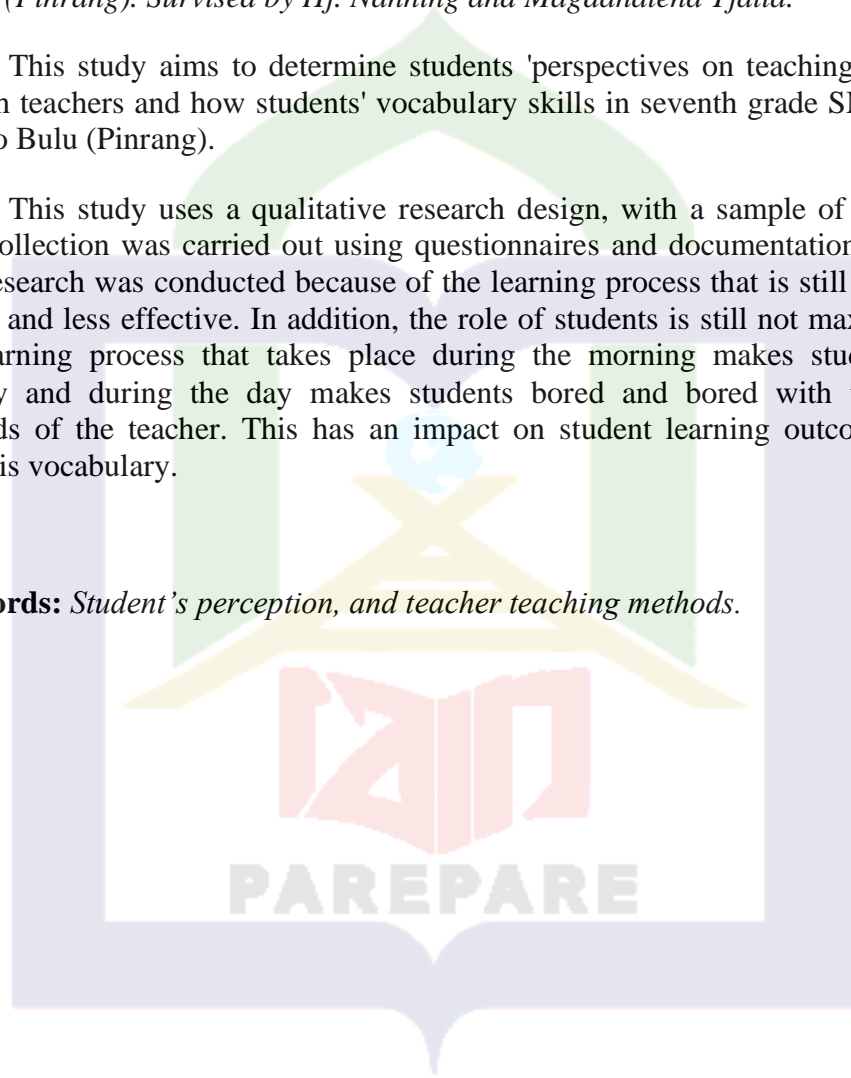
## ABSTRACT

**Reskiyanti.** *Students Perception About The Teaching Methods Of English Teache In Students' Vocabulary Mastery At The Seventh Grade Of SMP NEGERI 2 MATTIRO BULU (Pinrang). Survised by Hj. Nanning and Magdahalena Tjalla.*

This study aims to determine students' perspectives on teaching methods of English teachers and how students' vocabulary skills in seventh grade SMP Negeri 2 Mattiro Bulu (Pinrang).

This study uses a qualitative research design, with a sample of 28 students. Data collection was carried out using questionnaires and documentation techniques. This research was conducted because of the learning process that is still classified as classic and less effective. In addition, the role of students is still not maximized then the learning process that takes place during the morning makes students sleepy quickly and during the day makes students bored and bored with the teaching methods of the teacher. This has an impact on student learning outcomes, one of which is vocabulary.

**Keywords:** *Student's perception, and teacher teaching methods.*



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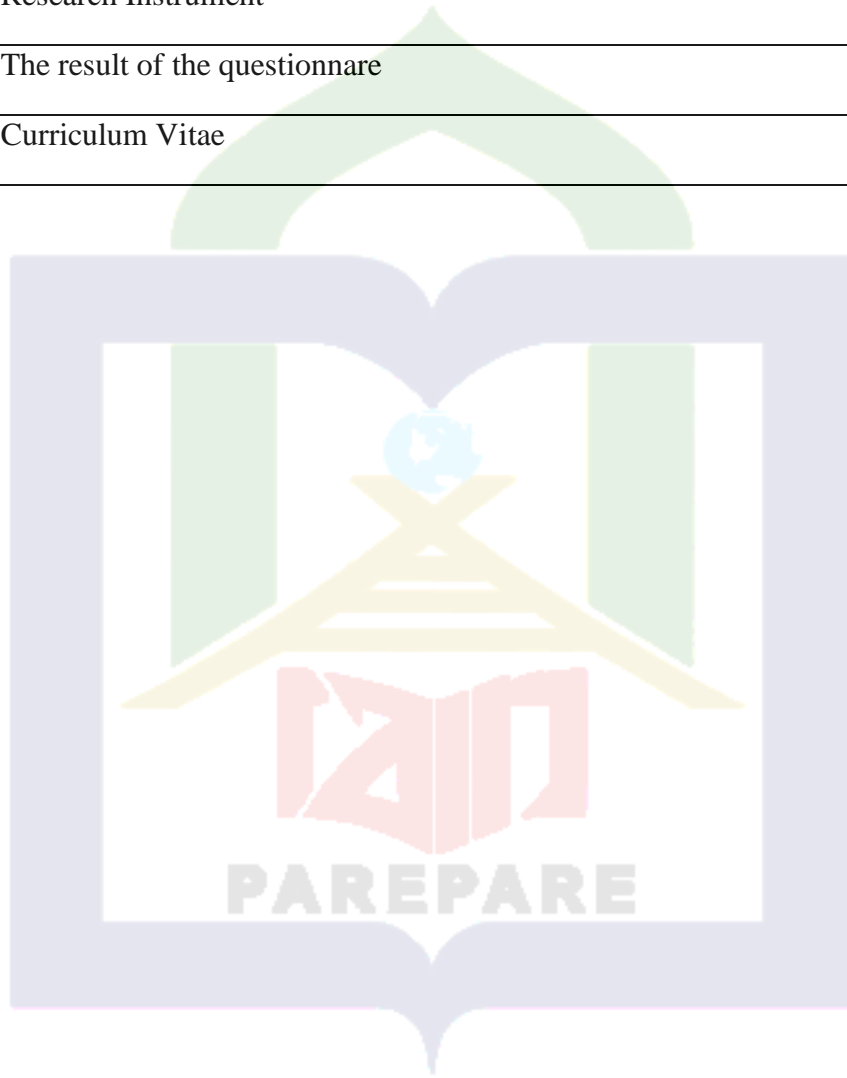
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**STUDENTS PERCEPTION ABOUT THE TEACHING METHODS  
OF ENGLISH TEACHER IN STUDENTS' VOCABULARY  
MASTERY AT THE SEVENTH GRADE OF SMP  
NEGERI 2 MATTIRO BULU (PINRANG)**

**I. INTRODUCTION**

**1.1 Background**

The teaching method is a means of teacher and student interaction in teaching and learning activities. Good learning methods are methods that are able to bring students to achieve an educational goal and practice the ability of students in various activities. Thus students must be given the opportunity to develop their abilities through various activities, both inside and outside of school. To choose a teaching method it is necessary to pay attention to a number of things such as the material to be presented, the learning objectives, the time available and the number of students and other matters relating to the teaching and learning process.<sup>1</sup>

Based on preliminary observations, the learning outcomes of Grade VII English Language Education in the Middle School 2 Mattirotulu are still low. This is shown from the average value which is still below the minimum stipulation value of 65. Related to this opinion, good learning is learning that places students no longer as objects in the teaching and learning process but as subjects and partners in the learning process. Because students who occupy a central position in the learning process. He is considered as a subject in the teaching-learning process because by nature each of them already has certain potentials and abilities. For this reason,

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<sup>1</sup> Supriyadi, Meningkatkan hasil belajar mata pelajaran IPA dengan menggunakan metode Think Pair Share pada siswa kelas V SDN 3 Gabus Tahun Ajaran 2011/2012.

students who are actively able to develop their interests and potential according to their goals, content, and ways and abilities are within their limits.

Therefore, this is where the teacher's role as a facilitator provides conditions for students to learn well, comfortably, and have fun. If the teacher is successful in growing these needs, students will actively experience, seek, and find various knowledge they need with the guidance of the teacher.

English is a tool to communicate both orally and in writing. English functions as a tool to communicate in order to access information other than as a tool to foster interpersonal relationships, exchange information and enjoy the aesthetics of language in English culture. One component of learning English is the understanding of the vocabulary of English itself, in addition to other components. Vocabulary (English: vocabulary) is a set of words whose meaning is known and can be used by someone in a language.

Understanding vocabulary is generally considered as an important part of the learning process of a language or the development of one's abilities in a language that is already mastered. School students are often taught new words as part of certain subjects and many adults consider vocabulary formation to be an interesting and educational activity. Vocabulary mastery is the most basic thing that must be mastered by someone in learning English which is a foreign language for all students and Indonesian people.

Seeing the constraints above, the writer tries to find out how students respond to the teacher's teaching method with the research title “Students Perception About The Teaching Methods Of English Teacher In Students’ Vocabulary Mastery At The Seventh Grade Of Smp Negeri 2 Mattiro Bulu (Pinrang)”.

## **1.2 Problem Statment**

By looking at background above, the researcher formulated the research questions follow :

- 1.2.1 How is the students perception about the teaching methods of english teacher in students' vocabulary mastery?
- 1.2.2 What is the effect of the English teacher learning methods on students' vocabulary mastery.

## **1.3 Objectives of the Research**

The research objectives to be achieved as the above problems are as follows :

- 1.3.1 To find out the students perception about the teaching methods of english teacher in students' vocabulary mastery.
- 1.3.2 To find out the influence between the English teacher learning methods on the mastery of students' vocabulary.

## **1.4 Significance of the Research**

In general, the results obtained from this study are expected to be used as input for the English Education program and can also provide additional insights into learning, namely:

- 1.4.1 For the students' the result of this research is expected through method the students' able to mastery vocabulary ability.
- 1.4.2 For the teacher, it is hoped that this study may provide input for teachers so that teachers can better improve teaching methods so that students are more interested in learning processes and can improve student learning achievement.



- 1.4.3 For the researcher hopes a lot of value benefits that can be given to the general public and the researcher, hopefully this research is valuable and has a positive impact on the needs of the world of education so that it has a good contribution, especially as a reference material in making policies in the learning process.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part covers some previous research findings and some pertinent ideas.

#### 2.1 Some pertinent Ideas

##### 2.1.1 The Definition of Teaching Method

Methods are an important educational component in addition to goals, teachers, students, media, environment, and evaluation. In the learning process it will be difficult if the teacher does not use the right method in accordance with the characteristics of the field of study. Therefore, teacher will know and understand various kinds of teaching methods, both strengths and weaknesses. Teachers who do not know and understand various teaching methods will make students get bored quickly and students do not understand the lessons delivered by the teacher.

The method comes from Greek, namely *methe* and *hodos*. The origin of the meaning of the word can be taken as a simple way is the way or way taken by a teacher in conveying knowledge to his students so as to achieve certain goals. Ahmad Tafsir defines the method of learning interactions as an appropriate and fast way to do things. The right and fast way is, then the sequence in the work of a method must be calculated truly scientific. Therefore the method is always an experimental result.<sup>2</sup> Learning methods are ways or techniques of presenting learning material that will be used by teachers when presenting learning materials, both individually and in groups.<sup>3</sup> So in essence, teaching methods in learning activities play a very important role, because success in learning depends on the teacher using the teaching method.

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<sup>2</sup> Ahmad Tafsir. *ejournal kopertais4.or.id online* (accessed on 14 March 2019).

<sup>3</sup> Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching*, (Ciputat: Quantum Teaching, 2005), h. 52.

God teaching certainly requires good methods. Teaching here not only conveys knowledge to students, but teaching is instilling the attitudes and values, knowledge and basic skills of someone who has known and mastered it to someone else. Teaching can also be interpreted to guide a person or group of people to learn successfully. Teachers are required to master a variety of teaching methods. Mastery of diverse teaching methods allows teachers to explore problems that hinder learning, both in the classroom and outside the classroom.

Based on the experts it can be concluded that the teaching method of the teacher is the method used by the teacher in providing learning material so that students do not feel bored and bored to follow the learning process. Proper teaching methods make it easy for students to capture the material presented.

#### 2.1.1 English Language Teaching Methodology

Some types of english language teaching methodology they are :

##### 2.1.2.1 Grammar Translation Method

###### a. Overview

Latin and Ancient Greek are known as “dead” language, based on the people no longer speak them for the purpose of interactive communication. Yet they are still acknowledged as important languages to learn (especially Latin) for the purpose of gaining access to classical literature, and up until fairly recently, for the kinds of grammar training that led to the mental dexterity considered so important in any higher education study stream.

Latin has been studied for centuries, with the prime objectives of learning how to read classical Latin texts, understanding the fundamentals of grammar and translation, and gaining insights into some important foreign

influences Latin has had on the development of other European languages. The method used to teach it overwhelmingly bore those objectives in mind, and came to be known (appropriately!) as the *Classical Method*. It is no more commonly known in Foreign Language Teaching circles as the *Grammar Translation Method*.

It is hard to decide which is ore surprising – the fact that this method has survived right up until today (alongside a host of more modern and more “enlightened” methods), or the fact that what was essentially a method developed for the study of “dead” languages involving little or no spoken communication or listening comprehension is still used for the study of languages that are very much alive and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication. How has such an archaic method, “remembered with distaste by thousands of school learners” (Richards and Rodgers) persevered?<sup>4</sup>

It is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an acceptable (even recommended or respected) language teaching philosophy in many countries and instutions around the world.

#### b. Objectives

Most teachers who employ the grammar Translation method to teach English would probably tell you that (for their students at least) the most

---

<sup>4</sup>Jack C. Richards and Theodore S. Rodger, *Approaches and methods in language teachin*, (Cambridge University Press 1986),p.4

fundamental reason for learning the language is give learners access to english literature, develop their minds “mentally” through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at high school or tertiary level.

Some teachers who use the method might also tell you that it is the most effective way to prepare students for “global communication” by beginning with the key skills of reading and grammar. Others may even say it is the “least stressful” for students because almost all the teaching occurs in L1 and students are rarely called upon to speak the language in any communicative fashion.

More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical reponse could be “because that’s the way it’s always been done – it’s the way i learned and look, now i’m a professor”. The point being, the method is institutionalized and considered fundamental. Such teachers are probably even unaware that the method has a name and can be compared alongside other methods.

### c. Key Features

According to prator and celce- murcia, the key features off the grammar translation method are as follows:

1. Classes are taught in the mother tongue, with little active use of the target language.
2. Much vocabulary is taught in the form of lists of isolated words.

3. Long elaborate explanation of the intricacies of grammar are given.
4. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
5. Reading of difficult classical texts is begun early.
6. Little attention is paid to the content of texts, which are treated as exercises in in grammatical analysis.
7. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
8. Little or no attention is given to pronunciation.<sup>5</sup>

d. Typical Techniques

Diane Larsen-Freeman, in her book *Techniques and principles in language Teaching* provides expanded descriptions of some common/typical techniques closely associated with the Grammar Translation Method. The listing here is in summary form only.

1. Translation of a Literary passage  
(*Translating target language to native language*)
2. Reading Comprehension Questions  
(*Finding information a passage, making inferences and relating to personal experience*).
3. Antonyms/Synonyms  
(*Finding antonyms and synonyms for words or sets of words*)
4. Cognates

---

<sup>5</sup> Prator and Celce-Murcia. *English Language Teaching Methodology*, (New York: Newbury House 1979),p.3

*(Learning spelling/sound patterns that correspond between L1 and the target language)*

5. Deductive Application of rule

*(Understanding grammar rules and their exceptions, then applying them to new examples)*

6. Fill-in-the-blanks

*(Filling in gaps in sentences with new words or items of a particular grammar type).*

7. Memorization

*(Memorizing vocabulary list, grammatical rules and grammatical paradigms)*

8. Use words in sentences

*(Students create sentences to illustrate they know the meaning and use of new words.<sup>6</sup>*

Many people who have undertaken foreign language learning at high schools or universities even in the past 10 years or so may remember many of the teaching techniques listed above for the grammar translation method. They may also recall that the language learning experience was uninspiring, rather boring, or even left them with a sense of frustration when they traveled to countries where the language was used only to find they couldn't understand what people were saying and struggled mightily to express themselves at the most basic level.

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<sup>6</sup> Diane Larsen-Freeman, *Techniques and principles in language Teaching* (Oxford University Press 1986),p.13

Very few modern language teaching experts would be quick to say that this is an effective language teaching method, and fewer would dare to try and assert that it result in any kind of communicative competence. As Richards and Rodgers state, “it is a method for which there is no theory. There is no literature that offers a rationale or justification for it that attempts to relate it to issues in linguistics, psychology, or education theory.”<sup>7</sup>

And yet the Grammar Translation Method is still common in many countries even popular. Brown attempts to explain why the method is still employed by pointing out “it requires few specialized skills on the part of teachers. Tests of grammar rules and of translation are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translation, and rote exercises.”<sup>8</sup>

#### 2.1.2.2 Direct Method

##### a. Overview

Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create communicative competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach

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<sup>7</sup>Jack C. Richards and Theodore S. Rodgers, *Approaches and methods in language teaching*, (Cambridge University Press 1986),p.5

<sup>8</sup>[H. Douglas Brown](#), *Teaching by Principles: An Interactive Approach to Language Pedagogy* [Brown library of foreign and second language learning and teaching](#), (University of California: Prentice Hall Regents, 1994),p.53



foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not – namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language. Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method – for instance using L1 as the L1 and the target language.

The appearance of “Direct Method” thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking *meaning* to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively. One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and Berlitz Method are now world-renowned.

Still, the Direct Method was not without its problems. As Brown points out, “(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use.” By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of scholastic

language learning orientated around reading and grammar skills. But the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known “Audio-lingual Method” expanded from starting half way through the 20th century.<sup>9</sup>

b. Objectives

The basic premise of the Direct Method is that students will learn to *communicate* in the target language, partly by learning how to *think* in that language and by not involving L1 in the language learning process whatsoever. Objectives include teaching the students how to use the language spontaneously and orally, linking meaning with the target language through the use of realia, pictures or pantomime. Larsen-Freeman, there is to be a *direct* connection between concepts and the language to be learned.<sup>10</sup>

c. Key Features

Richards and Rodgers summarize the key features of the DM thus:

1. Classroom instruction is conducted exclusively in the target language.
2. Only everyday vocabulary and sentences are taught.
3. Oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive classes.

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<sup>9</sup> [H. Douglas Brown](#), *Teaching by Principles: An Interactive Approach to Language Pedagogy* [Brown library of foreign and second language learning and teaching](#), (University of California: Prentice Hall Regents, 1994),p.56

<sup>10</sup> Diane Larsen-Freeman, *Techniques and principles in language Teaching* (Oxford University Press 1986),p.24

4. Grammar is taught inductively.
5. New teaching points are taught through modeling and practice.
6. Concrete vocabulary is taught through demonstration, objects, and pictures; abstract vocabulary is taught by association of ideas.
7. Both speech and listening comprehension are taught.
8. Correct pronunciation and grammar are emphasized.<sup>11</sup>

d. Typical Techniques

Diane Larsen –Freeman, in her book *Techniques and Principles in Language Teaching* provides expanded descriptions of some common/typical techniques closely associated with the Direct Method. The listing here is in summary.

1. Reading Aloud  
*(Reading sections of passages, plays or dialog out loud)*
2. Question and Answer Exercise  
*(Asking questions in the target language and having students answer in full sentences)*
3. Students Self-Correction  
*(Teacher facilitates opportunities for students to self correct using follow-up questions, tone, etc)*
4. Conversation Practice  
*(Teacher asks students and students ask students questions using the target language)*
5. Fill-in-the-blank Exercise

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<sup>11</sup> Jack C. Richards and Theodore S. Rodger, *Approaches and methods in language teaching*, (Cambridge University Press 1986),p.9-10

*(Items use target language only and inductive rather than explicit grammar rules).*

#### 6. Dictation

*(Teacher reads passage aloud various amount of times at various tempos, students writing down what they hear)*

#### 7. Paragraph Writing

*(Students write paragraphs in their own words using the target language and various models).<sup>12</sup>*

The Direct Method is undoubtedly a highly effective method in terms of creating language learners who are very competent in terms of using the target language *communicatively*. However, as pointed out above, it requires small class sizes, motivated learners and talented teachers in order to succeed really well. It is also an unfortunate fact of life that students of foreign languages these days need more than just the ability to communicate confidently- they need to be able to demonstrate grammatical accuracy and good reading skills in order to succeed in both national and international language testing systems. It becomes something of an issue in countries where English language learning is primarily EFL-based (that is, English as a Foreign Language) and there is a distinct shortage of both (1) the opportunity to apply the language *communicatively* in real-life situations outside the actual classroom, and (2) teacher who have the required level of native or native-like ability

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<sup>12</sup> Diane Larsen-Freeman, *Techniques and principles in language Teaching* (Oxford University Press 1986),p.26-27

in the target language and the creativity to provide realistic examples to illustrate what elements of the language actually mean.

Some of the teachers who go on to practice this kind of methodology tend to be native speakers who travel to foreign countries where they have no ability in the local language. In many cases they are not even aware they are following what is known as the “Direct Method” – they are trying to make the best out of a difficult classroom situation where creativity and constant (careful) use of the target language are required to make up for teachers’ shortcomings elsewhere, whether that be a lack of ability in the students’ mother language or a lack of knowledge about various pedagogic approaches to language teaching.

In an interesting development, it is not all uncommon to find a blend of teaching techniques consisting of partner teachers – one a native speaker with no knowledge of the local language, culture or educational system, the other a local teacher who speaks English as a second or foreign language. The native speaker is often referred to as the “conversation teacher”, and represents the “global communication” aspect of a marketing strategy so important for private language institutes. The local teacher may be known as the “grammar and translation” half of the overall package, the teacher who can use the students’ mother language to control their behavior, put them at ease and explain how the grammar works. In essence, this kind of teaching teamwork is an often unconscious effort to combine the Direct Method with the Grammar Translation Method in an attempt to provide a (basically misguided) “holistic” approach to teaching the language – the basic premise being that the shortcomings of one are covered by the other and vice-versa. There are even institutes that consider themselves “advanced” because they employ a native-

speaking teacher who has a “Direct Method” style approach in combination with a local teacher who teaches according to a blend of the Grammar Translation Method and the Audio-lingual Method (that is, the local teacher sometimes or often uses L1 to explain the grammar, but for the rest of the time applies the kind of rote-learning and over-learning of forms typical of the Audio-lingual Method).

How well does such a combination of styles work for the average language learners? In my opinion, the two styles undermine rather than complement each other, and inject both unnecessary extra confusion into the language learning process as well as what could be termed “stereo-typical roles” for teachers based purely on nationality. For an interesting analysis of this very topic (essentially “direct” approaches in combination with “indirect” approaches).

I will admit that I myself have been through what I call the “Direct Method for initial Classroom Survival” phase, basically because I didn’t know better and felt that with it I was achieving some measure of tangible success as a teacher of “communicative English”. Having (hopefully!) reached a somewhat more enlightened outlook through both experience and research, I realized that there is a fundamental flaw to the Direct Approach that has nothing to do with ensuring the students achieve a sufficient level of proficiency in English structure and reading. Like many other “modern” language teaching methods that preceded the “communicative approach”, the Direct Method contains nothing in its essential theory and principles that deals with the learners themselves – cognitive and affectives principles orientated around stepping into the boots of the students and looking out at the strange and confusing landscape of the foreign language they are asking (or being asked) to learn.

The Direct Method was an important turning point in the history of foreign language teaching, and represented a step away from the Grammar Translation Method that was progressive and heading in the right direction. I would encourage teachers to view the method in exactly the same way – not a bad way to teach but a long way shorts of the big picture modern language teaching methodology is attempting to achieve.

### 2.1.2.3 Audiolingual Method

#### a. Overview

The next revolution in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The “Army Method” was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is know as the Audio-lingual Method (ALM).

This new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the concepts of teaching linguistic patterns in combination with something generally referred to as “habit-forming”. This method was one of the first to have its roots “firmly grounded in linguistic and psychological theory” Brown, which apparently added to its crediility and probably had some influence in the popularity it enjoyed over a long period of time. It also

had a major influence on the language teaching methods that were to follow, and can still be seen in major or minor manifestations of language teaching methodology even to this day.<sup>13</sup>

Another factor that accounted for the method's popularity was the quick success it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and over-learning of language patterns and forms, students and teachers were often able to see immediate results. This was both its strength and its failure in the long run, as critics began to point out that the method did not deliver in terms of producing *long-terms* communicative ability.

The study of linguistics itself was to change, and the area of second language learning became a discipline in its own right. Cognitive psychologists developed new views on learning in general, arguing that mimicry and rote learning could not account for the fact that language learning involved affective and interpersonal factors, that learners were able to produce language forms and patterns that they had never heard before. The idea that thinking processes themselves led to the discovery of independent language rule formation (rather than "habit formation"), and a belief that affective factors influenced their application, paved the way toward the new methods that were to follow the Audio-lingual Method.

b. Objectives

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<sup>13</sup> [H. Douglas Brown](#), *Teaching by Principles: An Interactive Approach to Language Pedagogy* [Brown library of foreign and second language learning and teaching](#), (University of California: Prentice Hall Regents, 1994),p.57



Just as with the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create *communicative* competence in learners. However, it was thought that the most effective way to do this was for students to “overlearn” the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language (based on the studies of structural linguistics ) into the minds of the learners in a way that made responses automatic and “habitual”. To this end it was held that the language “habits” of the first language would constantly interfere, and the only way to overcome the problem was to facilitate the learning of a new set of “habits” appropriate linguistically to the language being studied.

c. Key features

Here is a summary of the key features of the audio-lingual method, taken from Brown and adapted from Prator and Celce-Murcia.

1. New material is presented in dialog form.
2. There is dependence on mimicry, memorization of set phrases, and overlearning.
3. Structures are sequenced by means of contrastive analysis and taught one at a time.
4. Structural patterns are taught using repetitive drills.
5. There is little or no grammatical explanation. Grammar is taught by inductive analogy rather than deductive explanation.
6. Vocabulary is strictly limited and learned in context.
7. There is much use of tapes, language labs, and visual aids.

8. Great importance is attached to pronunciation.
9. Very little use of the mother tongue by teachers is permitted.
10. Successful responses are immediately reinforced.
11. There is great effort to get students to produce error-free utterances.
12. There is a tendency to manipulate language and disregard content.<sup>14</sup>

d. Typical Techniques

Larsen-Freeman, in her book *Techniques and principles in Language Teaching* provides expanded descriptions of some common/typical techniques closely associated with the Audio-Lingual method. The listing here is in summary form only.

1. Dialog memorization

*(Students memorize an opening dialog using mimicry and applied role-playing)*

2. Backward build-up (Expansion Drill)

*(Teacher breaks a line into several parts, students repeat each part starting at the end of the sentence and “expanding” backwards through the sentence, adding each part in sequence)*

3. Repetition Drill

*(Students repeat teacher’s model as quickly and accurately as possible )*

4. Chain Drill

*(Students ask and answer each other one-by-one in a circular chain around the classroom )*

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[H. Douglas Brown](#), *Teaching by Principles: An Interactive Approach to Language Pedagogy* [Brown library of foreign and second language learning and teaching](#), (University of California: Prentice Hall Regents, 1994),p.57

5. Single Slot Substitution Drill

*(Teacher states a line from the dialog, then uses a word or a phrase as a “cue” that students, when repeating the line, must substitute into the sentence in the correct place).*

6. Multiple-slot Substitution Drill

*(Same as the Single Slot Drill, expect that there are multiple cues to be substituted into the line )*

*(Teacher provides a sentences that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc. )*

8. Question-and-Answer Drill

*(Students should answer or ask questions very quickly )*

9. Use of Minimal Pairs

*(Using contrastive analysis, teacher selects a pair of words that sound identical expect for a single sound that typically poses difficulty for the learners-students are to pronounce and differentiate the two words)*

10. Complete the Dialog

*(Selected words are erased from a line in the dialog – students must find and insert )*

11. Grammar Games

*(Various games designed to practice a grammar point in context, using lots of repetition).*

Just as with the Direct Method, the Audio-lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the well will generally be able to create what appear to be very “productive” students. The extensive and elaborate drills designed to facilitate overlearning and good “language habit forming” were an innovative addition to the techniques used to practice language, and many of them are featured as essential parts of “communicative” methods that following the Audio-lingual Method.

The method’s original appearance under the name “The Army Method” is apt, and from it one ought not to be surprised that the method is all about highly controlled practice involving extensive repetition aimed at “habit forming”. If you can imagine a squad of new military recruits doing marching drills in the exercise yard, listening to the terse commands and repeating the movements in various combinations until they become second nature and do not need to be “thought about”, then you have yourself an effective picture of how the Audio-lingual Method essentially works and creates the desired result. The experts representing descriptive linguistics at that time can be seen as disseminating the patterns required to perform the various marching drills piece by piece, and the behavioral psychologists dictated the various ways for the drills to be repeated in order to create an effective habit-forming process.

The (however slightly simplified) picture presented above ought to also indicate to the modern, enlightened and eclectic language teacher the obvious ways in which the Audio-lingual Method falls far short of the overall goal of creating sustainable long-term communicative competence in language learners. The linguistic

principles upon which the theory was based emphasized surface forms of language and not the “deep structure”. Cognitive principles aimed at explaining how learners learn and develop independent concepts were to change considerably in the period following the Audio-lingual Method.

Still, there are reasons why the method is still popular, and perhaps even appropriate in certain educational contexts. In countries where one of the prime objectives of learning English is to take and achieve successful result in a variety of tests, and where many learners are not intrinsically motivated to learn English but do so because they feel they have to, the method is not without merits. The term “practice makes perfect” was coined at a time when the concept of practice was synonymous with, and if English is seen as just “another subject to be learned”, then the philosophy of repeating the required patterns until you get them right without needing to think about them does have a lot of supporters.

In my personal opinion, however, one of the key responsibilities of the modern day teacher of any discipline is to actively create and build intrinsic motivation in their learners, to empower them with the ability and confidence to “learn how to learn”, to develop a sense of responsibility for their own development, and to regard peers as possible sources of learning as well. They should also be encouraged to experiment with and formulate their own ongoing set of language rules, and to deduct through active independent application where and how the rules need to be adapted. The idea that errors are a natural and even necessary part of the learning process needs to be encouraged and supported. The Audio-lingual Method does nothing to address those issues, and as a whole is little more than a very

effective way of running highly teacher-orientated classrooms designed to produce language users whose proficiency stems from some kind of “auto pilot” mentality.

There are ways in which the practice involved in the Audio-lingual Method can be applied to approaches that have a bigger picture in mind. Audio-lingual-based drills can be adapted and used in combination with effective error correction techniques to create an approach that is sensitive to affective factors, and can be followed up with techniques designed to create more independent experimentation and application. I do not in any way recommend it as a holistic approach to language teaching, but there are certainly aspects and techniques from the method that are effective if used properly and in combination with an appropriate range of other activities.

### 2.1.3 Factors affecting the selection of teaching methods

Thoifuri mentions that what is necessary in selecting a teaching method is a sustained advance, emphasis on learning to be self-reliant, working team, multidisciplinary, and flexible. He listed a number of factors that need attention in choosing and applying teaching methods among them :

1. A goal to be reached.
2. Teacher skills.
3. Learners.
4. The circumstances and conditions under which teaching takes place.
5. Facilities.
6. Available time.
7. Goodness and a lack of method.<sup>15</sup>

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<sup>15</sup> Thoifuri, *Menjadi Guru Inisiator*, (Semarang: RaSAIL Media Grup 2007),p.57-59

#### 2.1.4 Definition of Vocabulary

Vocabulary is the set of know words and their meaning can be used by a person in a language. Vocabulary someone defined as the set of al words that are understood by the person or all the words the are likely to be used by the person to construct new sentance. A vocabulary is generally considered a reflections of intelligence or education level.

According to Kruse, vocabulary, like grammar is an essential componen of all of uses of language. She also adds “ The skill needed to be able to gues the meaning of words from contaxt, and discusses exercise that can be used to help students recogize prefixes, seffixes, and roots; read diagram and charts which may provide clues to the meaning of new vocabulary items; recognize definition, infer meaning of words from contaxt; and use grammatical clues to infer word meaning.<sup>16</sup>

Vocabulary is one of the esesential elements that learners must master in learning language. Vocabulary mastery affected the ability of learners to make sentences, as well as communicating. Tarigan stated that “the quality of one’s language skills depends on the quality and quantity of its vocabulary. The more vocabulary we have, the more likely we are to become proficient in language”.<sup>17</sup>

In other words, the more vocabulary learners have, the easier it is for them to make sentences and communicate. Similarly, the less vocaulary a learner wises, the more difficult it will be for them to make sentences and communicate in the language he is learning.

#### 2.1.5 Kinds of Vocabulary

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<sup>16</sup> Anna Fisher Kruse, *Methodology in TESOL; A Book Reading*, (New York: Newbury House Publisher 1987), p. 305.

<sup>17</sup> H.G. Tarigan, *Strategi Pengajaran dan Pembelajaran Bahasa*, (Bandung: Angkasa 1993), p.2

Schail formulated the vocabulary into three kinds of vocabulary as in following:

2.1.5.1 Active vocabulary the words we costume to use in speaking and a problaly account for 5.000 to 10.000 words. Reserved vocabulary, the words use to know but we seldom use in speaking, we use them an unwritten letter.

2.1.5.2 Passive vocabulary, the word we recognize and never use them in either speak or writing and just konw that we have them before.

2.1.5.3 Reserved Vocabulary, the words use to know but we seldom use in speaking, we use them an unwritten letter.<sup>18</sup>

#### 2.1.6 Types of Vocabulary

Nation has devided vocabulary in the specific refernce, such a word:

##### 2.1.6.1 Receptive vocabulary

Knowing a word involves being able to recognize it when it is heard (what is the sound like?) or when it seen (what does it look like?) and having an expectation of what grammatical pattern the word will occurence. This includes being able to distinguish it from word with a similar form and being able to judge if the word form sounds right or look right.

##### 2.1.6.2 Productive vocabulary

Knowing a word involves being able to pronounce the word, how to write and to spell it, how to use it in grammatical pattern along with the word in usually collocates with it, it also involves not using the word too often if it is typically a low frequency word and using it in a suitable situation using the

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<sup>18</sup> Shail, *Seven Days to Faster Reading* (New York: Oxford University Press,1976),p.57.



word to stand for the meaning it represents and being to think for the word if there any.<sup>19</sup>

Based on the explanation above, the writer concludes that classification, of vocabulary and based on the person vocabulary namely receptive and productive vocabulary.

## 2.2 The Previous Related Literature

Researcher had collected several studies relating to the students' Teaching Method of English Teacher as follows:

The first research on Yuni Wijayanti under the title “Pengaruh Minat Belajar dan Persepsi Siswa Tentang Metode Mengajar Guru Terhadap Motivasi Belajar Akutansi Siswa Kelas XI IPS Negeri 2 Klaten”. The result of this study is the interest for learning to influence the motivation for studying ips 2x10 state-high school accountability year 2012/2013 by 60.40%. Students perceptions about teacher teaching methods affect the motivatio for studying the accounting of the public high school students 2012/2013 school year of 24.20%. Interest in learning and students’ perception of the teacher’s method of teaching together affect the motivation for studying X1 Ips public high school students 2012/2013 school year of 63.10%.<sup>20</sup>

Second research by Khayatun Yuka Nuqfaizah under title “Pengaruh Persepsi Siswa Tentang Metode Mengajar Guru, Penggunaan Media Pembelajaran dan Lingkungan Keluarga Terhadap Prestasi elajar Akutansi Siswa Kelas XII IPS SMA Negeri 1 Depak Tahun Ajaran 2012/2013.” The result of this study are (1) There is

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<sup>19</sup> I.S.P Nation, *Teachinng and Learning Language* (New York: New Burry House, 1990),p.29

<sup>20</sup> Yuni Wijayanti, “Pengaruh Minat Belajar dan Persepsi Siswa Tentang Metode Mengajar Guru Terhadap Motivasi Belajar Akutansi Siswa Kelas XI IPS Negeri 2 Klaten (Skripsi Sarjana Jurusan Pendidikan Akutansi Fajultas Ekonomi Universitas Yogyakarta:UNY, 2013),p. 34

positive and significant impact of students' perception of the method 32 teaching teachers to accounting achievement, the student's perceptions of teacher teaching methods affect that accounting feat of 49.1% (2) There is a positive and significant impact on the use of media learning on the motivation of accountability, the use of learning media affects accounting achievement by 33.7% (3) There is a positive and significant impact on home learning accounting, the family environment affects 32.6% accounting achievement, (4) there is a positive and significant influence of students' perceptions of teaching methods of teacher, the learning media, and the family environment. These three variables affect accounting feat of 61.8%. The result of this research conclude that 61.8% of accounting studies are explained by students' perceptions of the method of recruiting teachers, the learning media ad the family environment, while 38.2% are explained by other factors.<sup>21</sup>

Research on teacher teaching methods that have been dobe by Vina Nuryuliutami under title "Pengaruh Persepsi Siswa Tentang Metode Mengajar Guru dan Motivasi Belajar Terhadap Prestasi Belajar Akutansi Pajak Siswa Kelas XI Program Keahlian Akutansi SMK 36 Negeri 1 Wonosari Tahun Ajaran 2011/2012 Student Management Program" with a study showing that (1) has a positive and significant impact between student perceptions of the teacher's teaching method to the achievement of learning CGI and LKC will be able to make a difference between students' perception of teacher teaching methods and learning motivation together on

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<sup>21</sup> Khayatun Yuka Nuqfaizah, "Pengaruh Persepsi Siswa Tentang Metode Mengajar Guru, Penggunaan Media Pembelajaran dan Lingkungan Keluarga Terhadap Prestasi elajar Akutansi Siswa Kelas XII IPS SMA Negeri 1 Depak Tahun Ajaran 2012/2013, (Skripsi Sarjana Jurusan Pendidikan Akutansi Fakultas Ekonomi Universitas Yogyakarta:UNY),p35

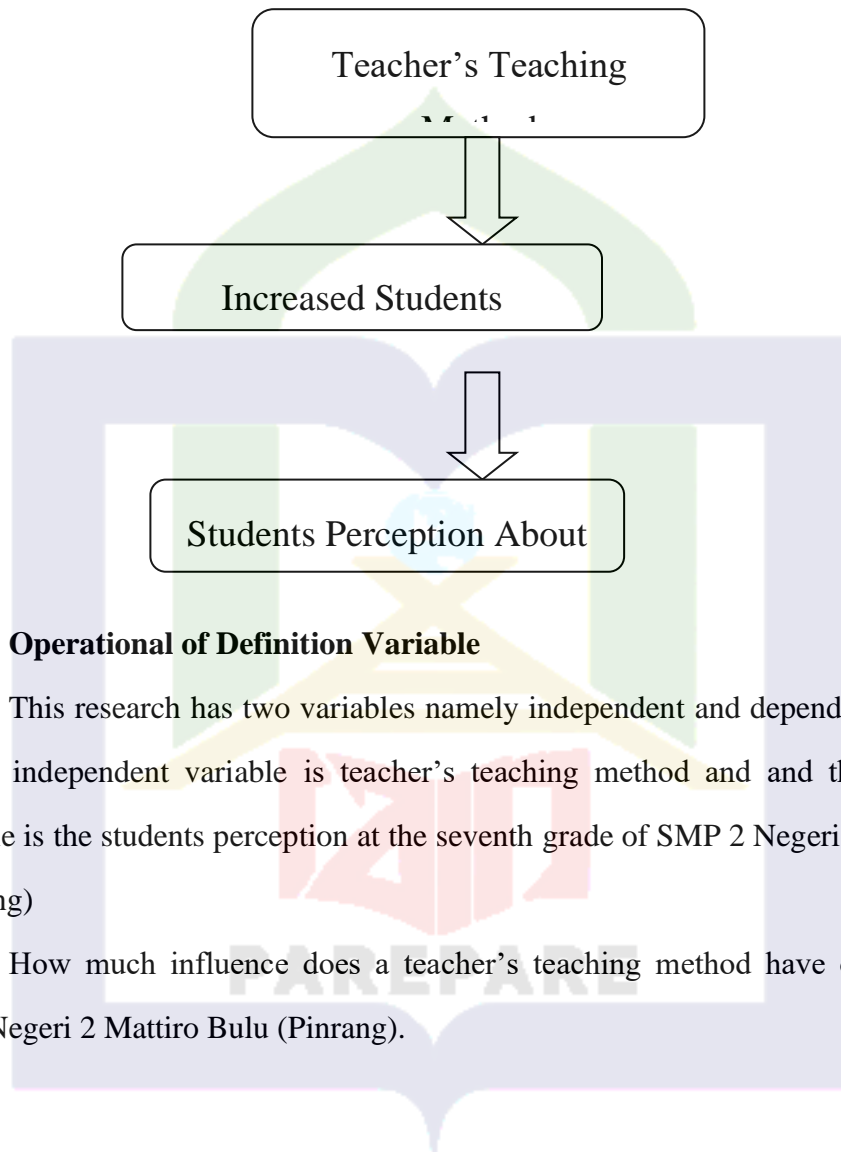
learning the XI student tax resource program of the country's high school education program, 2011/2012.<sup>22</sup>



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<sup>36</sup> Vina Nuryulitami, "Pengaruh Persepsi Siswa Tentang Metode Mengajar Guru dan Motivasi Belajar Terhadap Prestasi Belajar Akutansi Pajak Siswa Kelas XI Program Keahlian Akutansi SMK 36 Negeri 1 Wonosari Tahun Ajaran 2011/2012, ( Skripsi Sarjana Jurusan Pendidikan Akutansi Fakultas Ekonomi Universitas Yogyakarta: UNY),p.39

### 2.3 Conceptual Framework



### 2.4 Operational of Definition Variable

This research has two variables namely independent and dependent variables. Which independent variable is teacher's teaching method and and the dependent variable is the students perception at the seventh grade of SMP 2 Negeri Mattiro Bulu (Pinrang)

How much influence does a teacher's teaching method have on class VII. SMP Negeri 2 Mattiro Bulu (Pinrang).

## CHAPTER III

### RESEARCH METHOD

This part describes the description of the research design, location of the research, population, sample, instrument of research, and procedure of collecting data as following:

#### 3.1 Research Design

In this research, qualitative descriptive used to describe the data that had been collected and analysed by the researcher about Teaching Method of English Teacher for learning English Vocabulary Mastery purposes that the researcher used a survey by using Questionnaire and also the students' ability in the learning English.

#### 3.2 Location and Duration of the Research

The location of the research takes a place at SMP Negeri 2 Mattiro Bulu (Pinrang). The research used the qualitative research that have several times to collect and analyze data. Therefore, the researcher used around one month for collecting the data.

#### 3.3 Population and Sample

##### 3.3.1 Population

The population of this research is the SMP Negeri 2 Mattiro Bulu Pinrang in academic year 2019/2020 that consist of 144 students.

Table 3.1 Population at the SMP Negeri 2 Mattiro Bulu

No	Class	Total
1	VII.1	28
2	VII.2	29
3	VII.3	29

4	VII.4	29
5	VII.5	29
<b>Total</b>		144

### 3.3.2 Sample

The sample taken by purposive sampling. The researcher taken the class VII.1 which is consist of 5 students as the sample of this research.

### 3.4 Instrument of The Research

The instrument was a tool that applied by the researcher to get the data or information about things that observed. The researcher used questionnaire as an instrument, the advantage of the questionnaire compared to other data collection tools is that it is far more practical, saves time and energy. Reaching wider areas and reaching people who are difficult to meet, due to location factors, and providing privacy answers.<sup>23</sup> This research used a questionnaire which was consists of 5 questions.

### 3.5 Procedure of Collecting Data

There were many ways usually used in a research. It is based on the problems of research. In conducting this study, the researcher used questionnaire, observation, making field notes, and documentation to collect data.

#### 3.5.1 Questionnaire

Researchers used a questionnaire; Questionnaire (self-administered questionnaire) is a data collection technique by submitting or sending a list of questions to be filled in by respondents. Respondents are people who answer or respond to questions asked.

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<sup>23</sup> Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (Parepare:CV.Kaaffah Learning Center, 2019), p. 40.

### 3.5.2 Observation

The observation method is useful for researchers in a number of ways. Observation is used to determine the learning style applied by students during the learning process of speaking subjects. Observation is a technique that involves systematically selecting, observing and recording the behavior and characteristics of living things, objects or phenomena. Observation is a way of collecting data by observing the phenomenon under study. There are several types of observation, namely complete participants, and participants as observers.

In this research, the researcher choose the kind of observation namely observer as participant. In this role, researcher attends to observe things without take part in the specific group: although the researcher is not a member of group, students identity is still revealed by all. The researcher is mainly an interviewer in this role, because there is much observation but very little participation involved in it.<sup>24</sup> The role is also called “observer as participant”, which means researcher only observes the activity and others know researcher’s objective.<sup>25</sup>

### 3.5.3 Making Field Notes

Making filed notes is a method of data collection by making records on whatever happens in the field in this study file note was used to collect the data related to:

- a. The teacher presents the material in teaching activity.
- b. Kinds of strategy are employed to help the students understand the material.

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<sup>24</sup> A. Bryman, And E. Bell, *Business Research Methods* (Oxford University Press, 2003)

<sup>25</sup> Saunders et al, *The Philossophical and Methodological Approaches Used by Sport and Business Management Student Researchers in Zimbabwe* (Bindura University., 2008).

### 3.6 Technique of Data Analysis

The Collecting data analysis procedures were :

#### 3.6.1 Questionnaire

1. Checking all of the answers of the students on the Google form.
2. The statistic data was got automatically from Google form after the survey was totally finished.
3. The next step, describing, involved developing comprehensive descriptions of the participants, the setting and, the phenomenon studied in order to convey the rich complexity of the research. The descriptions were based on the collected data from the questionnaire.
4. Classifying. The data analysis was basically a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form.
5. Interpreting the result to be presented in the report.

#### 3.6.2 Documentation

To analyze the data, the researcher collected the data from the English teacher's documentation:

1. To contract the result of the students' score, the researcher used the standard of qualification and range score below :



No	Score	Classification
1.		Very
2.	81-100	Good
3.	66-80	Good
4.	56-65	Fair
5.	41-55	P
		o
		o
		r

2. Finding out the mean score used the following formula:

$$X : \sum \frac{x}{n}$$

X : Mean

$\Sigma$  : Total score

n : The total number of students

3. Finding out the standar deviation by using the following formula :

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum x)^2}{n}}{N - 1}}$$

Where :

SD : Standard Deviation  
 $\Sigma$  : The Sum all square

N : The total number of students

$(\sum x)^2$  : The sum square of the sum of square

4. Calculating the rate percentage of the students score:

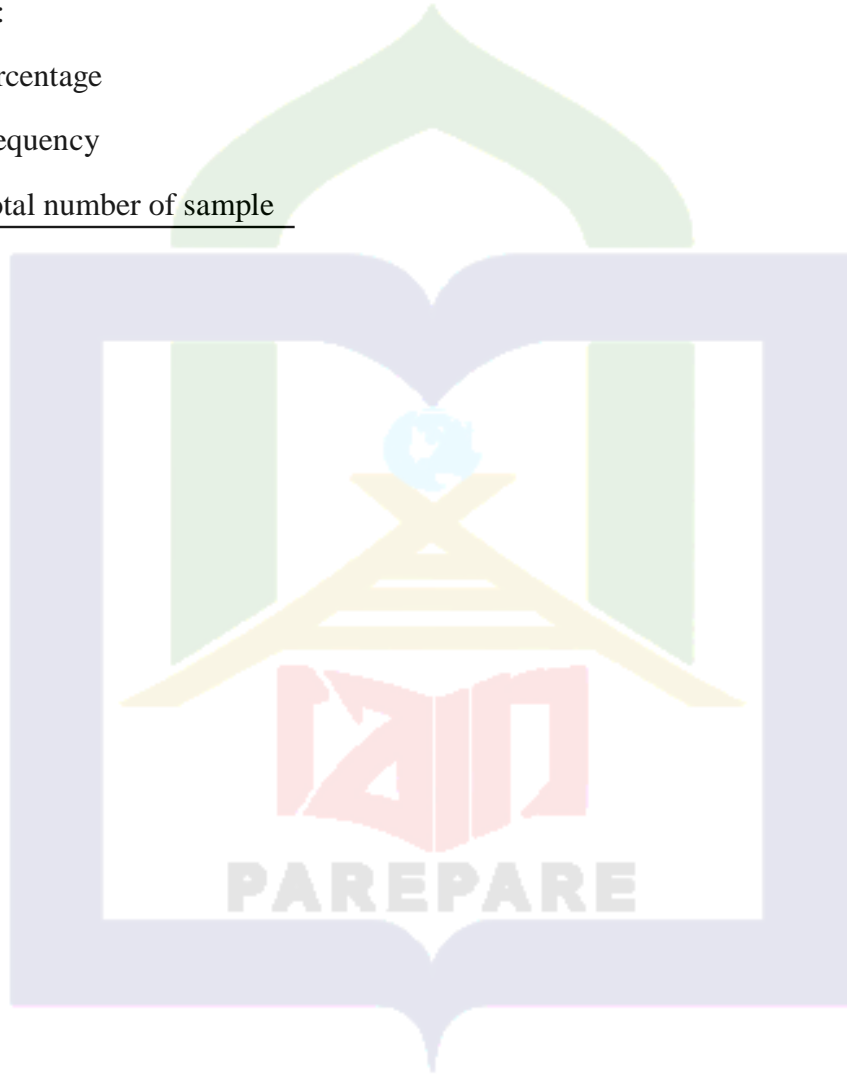
$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N = Total number of sample



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provided information about the result of data collected through the questionnaire from Whatsapp Messenger form and also the score of the students could be discussed in this section below:

#### **4.1 Findings**

This section present students perception about learning methods applied by English teachers in English subjects. The data collection process uses observation, questionnaires and documentation. In this section students are given several questions related to research to determine how teachers' teaching methods have been to mastery students' vocabulary.

The techniques used by researcher are questionnaire. Questionnaire data is a collection of techniques that are carried out by giving a series of questions or written statements to respondents to be answered. This technique is carried out using a survey form that is shared through Whatsapp Messenger as a medium for collecting data.

- a. Researchers explain how to answer questions and statements to students.
- b. The researcher distributes questionnaire files to students through the grub whatsapp messenger and asks them to answer.
- c. Data obtained from the answers of students from the whatsapp messenger group.

This section explains the results of the data based on questions and problem statements where questions about students' responses illustrate from the results of the questionnaire uses whatsapp messenger to collect data.

#### 4.1.1 The result of data analyse by using Questionnaire

The data, collected through questioning in the form of a questionnaire indicated that a majority of the students at the tenth grade of SMP Negeri 2 Mattiro Bulu (Pinrang) who participated in this research claimed that Teacher Teaching Methods was useful for learning English.

Based on the result of the questionnaire, the writer described students for the question “ Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik” in the following table:

4.1.1.1 Table of “Your English teacher gives material according to the ability of students”.

No	Classification	Score	Frequency	Percentage
1	Strongly Agree	5	17	60.71%
2	Agree	4	6	21.42%
3	Quite Agree	3	4	14.28%
4	Disagree	2	1	3.57%
5	Strongly Disagree	1	-	-
<b>Total</b>			<b>28</b>	<b>100%</b>

This table showed that there were 17 (60.71%) out of 28 students were in Strongly agree classification, 6 (21.42%) out of 28 students were in agree classification, 4 (14.28%) out of 28 students was in quite agree classification, and 1 (3.57%) out of 28 students were in disagree classification and there is no student in strongly disagree classification.

Based on the result of the questionnaire, the writer described students for the question “Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik” in the following table :

4.1.1.2 Table of “Your English teacher helps students develop students' abilities”

No	Classification	Score	Frequency	Percentage
1	Strongly Agree	5	8	28.57%
2	Agree	4	14	50%
3	Quite Agree	3	6	21.42%
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
<b>Total</b>			<b>28</b>	<b>100%</b>

This table showed that there were 8 (28.57%) out of 28 students were in Strongly agree classification, 14 (50%) out of 28 students were in agree classification, 6 (21.42%) out of 28 students was in quite agree classification, and there is no student in disagree and strongly disagree classification.

Based on the result of the questionnaire, the writer described students for the question “Guru Bahasa Inggris anda mendorong peserta didik untuk lebih giat belajar” in the following table :

4.1.1.3 Table of “Your English teacher encourages students to study harder”

No	Classification	Score	Frequency	Percentage
1	Strongly Agree	5	18	64.28%
2	Agree	4	8	28.57%
3	Quite Agree	3	2	7.14%
4	Disagree	2	-	-

5	Strongly Disagree	1	-	-
<b>Total</b>		<b>28</b>	<b>100%</b>	

This table showed that there were 18 (64.28%) out of 28 students were in Strongly agree classification, 8 (28.57%) out of 28 students were in agree classification, 2 (7.14%) out of 28 students was in quite agree classification, and there is no student in disagree and strongly disagree classification.

Based on the result of the questionnaire, the writer described students for the question “Guru Bahasa Inggris anda memberikan evaluasi dengan menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik” in the following table :

4.1.1.4 Table of “Your English teacher gives an evaluation using a simple test so that it does not cause difficulties for students”

No	Classification	Score	Frequency	Percentage
1	Strongly Agree	5	8	28.57%
2	Agree	4	12	42.85%
3	Quite Agree	3	8	28.57%
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
<b>Total</b>			<b>28</b>	<b>100%</b>

This table showed that there were 8 (28.57%) out of 28 students were in Strongly agree classification, 12 (42.85%) out of 28 students were in agree classification, 8 (28.57%) out of 28 students was in quite agree classification, and there is no student in disagree and strongly disagree classification.

Based on the result of the questionnaire, the writer described students for the question “Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar” in the following table :

4.1.1.5 Table of “Your English teacher applies the theory of learning and learning when teaching”

No	Classification	Score	Frequency	Percentage
1	Strongly Agree	5	11	39.28%
2	Agree	4	9	32.14%
3	Quite Agree	3	8	28.57%
4	Disagree	2	-	-
5	Strongly Disagree	1	-	-
<b>Total</b>			<b>28</b>	<b>100%</b>

This table showed that there were 11 (39.28%) out of 28 students were in Strongly agree classification, 9 (32.14%) out of 28 students were in agree classification, 8 (28.57%) out of 28 students was in quite agree classification, and there is no student in disagree and strongly disagree classification.

Based on the result of the questionnaire, the writer described students for the question “Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik” in the following table :

## 4.2 Discussion

In this part, the researcher used give explanations about the research result based on the data related to the research questions in the first chapter which had divided into 2 parts how is the relationship between the English teacher learning methods on mastering student vocabulary and what is the effect of the English

teacher learning method on students' vocabulary mastery. The perception of each individual can be different even against the same object because they have different experiences in responding to something. This is supported by what was stated by Joanes J, in his book that some people who see the same thing can interpret it differently. Therefore, the meaning is different. That way everyone behaves differently.<sup>26</sup>

The teaching method is very important and important especially for students in SMP Negeri 2 Mattiro Bulu (Pinrang) because the success of their studies depends on their ability to understand the lessons given by the teacher. Most of the material provided by English teachers is in written form, for example in the form of a handbook or module. This means that to understand the material, students need different teaching methods to mastery their understanding of English especially for vocabulary. For this reason, the teacher's teaching method is very much needed to make the class more active and not boring.

Based on the observations of researchers on students of SMP Negeri 2 Mattiro Bulu (Pinrang), researchers found that there were several problems faced by students, such as us: most students were bored with the methods of teaching teachers who were not creative so they had difficulty understanding the lesson. Students are less motivated to be active learners in English classes. Another problem is related to the facilities in the class. The teacher usually uses a learning resource such as a handbook or worksheets. Assignments are given a discussion or individual model of the handbook that was previously distributed.

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<sup>26</sup> Joanes J, et al., *Persepi & Logik*, 2014, p.8.



Based on the theory, this research was conducted in a descriptive study using a qualitative approach. It aims to determine students perception about the teaching methods that teachers provide by using a questionnaire that is distributed to students. While the study population was students of class VII.1 SMP Negeri 2 Mattiro Bulu (Pinrang) in the academic year 2019/2020, which consisted of 1 class with a population of 28 students.

Based on the results of the questionnaire, the researcher concluded that the teacher's teaching method or method did not attract the attention of students so that it had an impact on students' vocabulary development.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTION**

This chapter present the conclusion and suggestion based on the findings and discussion of data analysis.

#### **5.1 Conclusion**

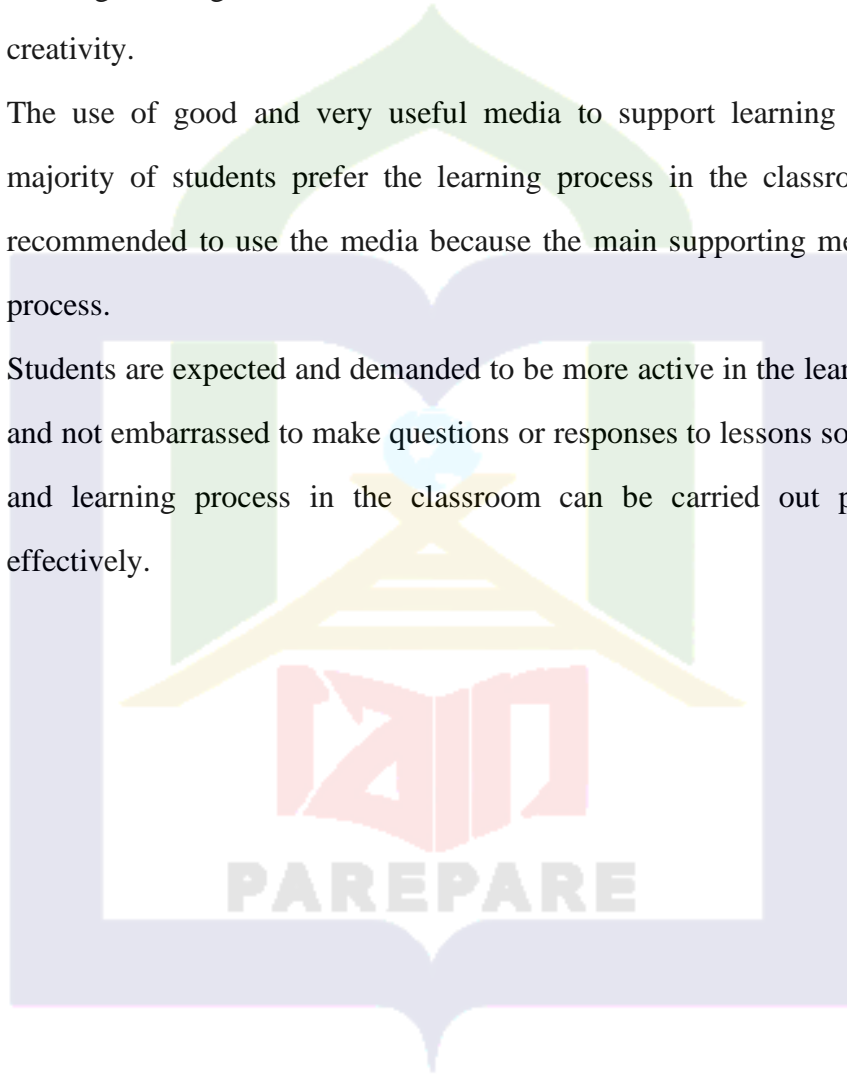
Based on the findings and discussion in the previous chapter, The researchers came to the following conclusions:

- 5.1.1 The learning method or method applied by the teacher in learning does not attract attention to students and is very monotonous. the techniques provided by the teacher are not creative so that students are very bored in participating in learning.
- 5.1.2 Students perception of the importance of teacher teaching methods or learning styles are very important in mastery student vocabulary. Most students state that the learning style is one of the important things for students because it plays an important role in learning or the process for students themselves.

## 5.2 Suggestion

The researcher wants to offer some suggestions related to this research:

1. The English teacher must make a method of enjoying to avoid monotonous learning although all the features have been used but it requires more creativity.
2. The use of good and very useful media to support learning English, the majority of students prefer the learning process in the classroom strongly recommended to use the media because the main supporting media learning process.
3. Students are expected and demanded to be more active in the learning process and not embarrassed to make questions or responses to lessons so the teaching and learning process in the classroom can be carried out properly and effectively.



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	<p align="center"><b>VALIDASI INSTRUMEN PENELITIAN PENULISAN</b></p> <p align="center"><b>SKRIPSI</b></p>

NAMA MAHASISWA : RESKIYANTI

NIM/JURUSAN : 15.1300.099/PBI

FAKULTAS : TARBIYAH

JUDUL : Students Perception About The Teaching Methods Of English Teacher In Students' Vocabulary Mastery At The Seventh Grade Of SMP Negeri 2 Mattiro Bulu (Pinrang).

***Instrumen Penelitian***

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

**I. Identitas Responden**

Nama : Nabila

Semester : Genap

**II. Petunjuk Pengisian**

Pilihlah jawaban yang tepat dengan menceklis (√) salah satu kolom jawaban yang telah disediakan

**III. Keterangan Jawaban**

SS = Sangat Sering

K = Kadang-kadang

S = Sering

T = Tidak Pernah

## IV. Pernyataan-pernyataan

No.	Statements	Jawaban			
		SS	S	K	T
1.	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik.	√			
2.	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik.			√	
3.	Guru Bahasa Inggris anda mendorong peserta didik untuk lebih giat belajar.		√		
4.	Guru Bahasa Inggris anda memberikan evaluasi dengan menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik.	√			
5.	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar.		√		
6.	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik.			√	
7.	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran.		√		
8.	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih.	√			
9.	Guru Bahasa Inggris anda mampu mengatur suasana pembelajaran dengan baik.		√		
10.	Guru Bahasa Inggris anda melaksanakan pembelajaran yang kondusif selama pelajaran berlangsung.			√	

11.	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara berkesinambungan dengan berbagai metode.		√		
12.	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar.	√			
13.	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran.		√		
14.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik.			√	
15.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi non-akademik peserta didik.		√		





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NAMA MAHASISWA : RESKIYANTI

NIM/JURUSAN : 15.1300.099/PBI

FAKULTAS : TARBIYAH

JUDUL : Students Perception About The Teaching Methods Of English Teacher In Students' Vocabulary Mastery At The Seventh Grade Of SMP Negeri 2 Mattiro Bulu (Pinrang).

***Instrumen Penelitian***

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

V. Identitas Responden

Nama : Jumarni

Semester : Genap

VI. Petunjuk Pengisian

Pilihlah jawaban yang tepat dengan menceklis (√) salah satu kolom jawaban yang telah disediakan

VII. Keterangan Jawaban

SS = Sangat Sering

K = Kadang-kadang

S = Sering

T = Tidak Pernah

## VIII. Pernyataan-pernyataan

No.	Statements	Jawaban			
		SS	S	K	T
1.	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik.	√			
2.	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik.	√			
3.	Guru Bahasa Inggris anda mendorong peserta didik untuk lebih giat belajar.	√			
4.	Guru Bahasa Inggris anda memberikan evaluasi dengan menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik.	√			
5.	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar.		√		
6.	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik.		√		
7.	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran.		√		
8.	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih.			√	
9.	Guru Bahasa Inggris anda mampu mengatur suasana pembelajaran dengan baik.	√			
10.	Guru Bahasa Inggris anda melaksanakan pembelajaran yang kondusif selama pelajaran berlangsung.		√		

11.	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara berkesinambungan dengan berbagai metode.	√			
12.	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar.	√			
13.	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran.	√			
14.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik.		√		
15.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi non-akademik peserta didik.	√			



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NAMA MAHASISWA : RESKIYANTI

NIM/JURUSAN : 15.1300.099/PBI

FAKULTAS : TARBIYAH

JUDUL : Students Perception About The Teaching Methods Of English Teacher In Students' Vocabulary Mastery At The Seventh Grade Of SMP Negeri 2 Mattiro Bulu (Pinrang).

***Instrumen Penelitian***

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

**IX. Identitas Responden**

Nama : Hafiz Arham

Semester : Genap

**X. Petunjuk Pengisian**

Pilihlah jawaban yang tepat dengan menceklis (√) salah satu kolom jawaban yang telah disediakan

**XI. Keterangan Jawaban**

SS = Sangat Sering

K = Kadang-kadang

S = Sering

T = Tidak Pernah

## XII. Pernyataan-pernyataan

No.	Statements	Jawaban			
		SS	S	K	T
1.	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik.		√		
2.	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik.	√			
3.	Guru Bahasa Inggris anda mendorong peserta didik untuk lebih giat belajar.			√	
4.	Guru Bahasa Inggris anda memberikan evaluasi dengan menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik.		√		
5.	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar.	√			
6.	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik.			√	
7.	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran.		√		
8.	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih.			√	
9.	Guru Bahasa Inggris anda mampu mengatur suasana pembelajaran dengan baik.	√			
10.	Guru Bahasa Inggris anda melaksanakan pembelajaran yang kondusif selama pelajaran berlangsung.		√		

11.	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara berkesinambungan dengan berbagai metode.			√	
12.	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar.				√
13.	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran.	√			
14.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik.		√		
15.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi non-akademik peserta didik.			√	



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NAMA MAHASISWA : RESKIYANTI

NIM/JURUSAN : 15.1300.099/PBI

FAKULTAS : TARBIYAH

JUDUL : Students Perception About The Teaching Methods Of English Teacher In Students' Vocabulary Mastery At The Seventh Grade Of SMP Negeri 2 Mattiro Bulu (Pinrang).

***Instrumen Penelitian***

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

**XIII. Identitas Responden**

Nama : Elsyasyukur

Semester : Genap

**XIV. Petunjuk Pengisian**

Pilihlah jawaban yang tepat dengan menceklis (√) salah satu kolom jawaban yang telah disediakan

**XV. Keterangan Jawaban**

SS = Sangat Sering

K = Kadang-kadang

S = Sering

T = Tidak Pernah

## XVI. Pernyataan - pernyataan

No.	Statements	Jawaban			
		SS	S	K	T
1.	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik.	√			
2.	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik.		√		
3.	Guru Bahasa Inggris anda mendorong peserta didik untuk lebih giat belajar.	√			
4.	Guru Bahasa Inggris anda memberikan evaluasi dengan menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik.	√			
5.	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar.		√		
6.	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik.			√	
7.	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran.	√			
8.	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih.			√	
9.	Guru Bahasa Inggris anda mampu mengatur suasana pembelajaran dengan baik.	√			
10.	Guru Bahasa Inggris anda melaksanakan pembelajaran yang kondusif selama pelajaran berlangsung.		√		



11.	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara berkesinambungan dengan berbagai metode.		√		
12.	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar.	√			
13.	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran.	√			
14.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik.	√			
15.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi non-akademik peserta didik.		√		





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI (IAIN)**

**PAREPARE**

**FAKULTAS TARBIYAH**

**Jl. Amal Bakti No. 8 Soreang 911331**

**Telepon (0421)21307, Faksimile (0421) 2404**

**VALIDASI INSTRUMEN PENELITIAN PENULISAN**

**SKRIPSI**

NAMA MAHASISWA : RESKIYANTI  
NIM/JURUSAN : 15.1300.099/PBI  
FAKULTAS : TARBIYAH  
JUDUL : Students Perception About The Teaching Methods Of English Teacher In Students' Vocabulary Mastery At The Seventh Grade Of SMP Negeri 2 Mattiro Bulu (Pinrang).

***Instrumen Penelitian***

Dalam penelitian ini, peneliti akan menggunakan angket yang dilengkapi dengan instruksi dan instrumen sebagai berikut:

**XVII. Identitas Responden**

Nama : Muh.Alpian

Semester : Genap

**XVIII. Petunjuk Pengisian**

Pilihlah jawaban yang tepat dengan menceklis (✓) salah satu kolom jawaban yang telah disediakan

**XIX. Keterangan Jawaban**

SS = Sangat Sering

K = Kadang-kadang

S = Sering

T = Tidak Pernah

XX. Pernyataan-pernyataan

No.	Statements	Jawaban			
		SS	S	K	T
1.	Guru Bahasa Inggris anda memberi materi sesuai dengan kemampuan peserta didik.	√			
2.	Guru Bahasa Inggris anda membantu peserta didik mengembangkan kemampuan peserta didik.	√			
3.	Guru Bahasa Inggris anda mendorong peserta didik untuk lebih giat belajar.		√		
4.	Guru Bahasa Inggris anda memberikan evaluasi dengan menggunakan tes yang sederhana sehingga tidak menimbulkan kesulitan bagi peserta didik.		√		
5.	Guru Bahasa Inggris anda menerapkan teori belajar dan pembelajaran ketika mengajar.			√	
6.	Guru Bahasa Inggris anda mampu menentukan strategi pembelajaran sesuai karakter peserta didik.			√	
7.	Guru Bahasa Inggris anda menyampaikan kompetensi yang ingin dicapai sebelum memulai pelajaran.	√			
8.	Guru Bahasa Inggris anda menyusun rancangan pembelajaran sesuai dengan strategi pembelajaran yang dipilih.		√		
9.	Guru Bahasa Inggris anda mampu mengatur suasana pembelajaran dengan baik.		√		
10.	Guru Bahasa Inggris anda melaksanakan pembelajaran yang kondusif selama pelajaran berlangsung.			√	

11.	Guru Bahasa Inggris anda melaksanakan evaluasi proses dan hasil belajar secara berkesinambungan dengan berbagai metode.	√			
12.	Guru Bahasa Inggris anda menganalisis hasil penilaian proses dan hasil belajar untuk menentukan tingkat ketuntasan belajar.		√		
13.	Guru Bahasa Inggris anda memanfaatkan hasil penilaian pembelajaran untuk perbaikan kualitas program pembelajaran.		√		
14.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi akademik peserta didik.	√			
15.	Guru Bahasa Inggris anda memfasilitasi peserta didik untuk pengembangan berbagai potensi non-akademik peserta didik.		√		





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.534/In.39.5.1/PP.00.9/03/2020  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang  
C.q. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,-  
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Reskiyanti  
Tempat/Tgl. Lahir : Cora, 29 September 1997  
NIM : 15.1300.099  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : X (Sepuluh)  
Alamat : Cora Desa Padaelo Kec. Mattiro Bulu Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Pinrang dalam rangka penyusunan skripsi yang berjudul :

"Increasing Students' Vocabulary Mastery By Using I Spy Game at The Seventh Grade of SMP Negeri 2 Mattiro Bulu (Pinrang)"

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2020. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 13 Maret 2020

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



**PEMERINTAH KABUPATEN PINRANG**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**UNIT PELAYANAN TERPADU SATU PINTU**  
**Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212**

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
 DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
 Nomor : 503/0136/PENELITIAN/DPMPSTP/03/2020

Tentang

**REKOMENDASI PENELITIAN**

- Menimbang** : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 18-03-2020 atas nama RESKIYANTI, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.
- Mengingat** :  
 1. Undang - Undang Nomor 29 Tahun 1959;  
 2. Undang - Undang Nomor 18 Tahun 2002;  
 3. Undang - Undang Nomor 25 Tahun 2007;  
 4. Undang - Undang Nomor 25 Tahun 2009;  
 5. Undang - Undang Nomor 23 Tahun 2014;  
 6. Peraturan Presiden RI Nomor 97 Tahun 2014;  
 7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;  
 8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan  
 9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.
- Memperhatikan** :  
 1. Rekomendasi Tim Teknis PTSP : 0313/R/T.Teknis/DPMPSTP/03/2020, Tanggal : 19-03-2020  
 2. Berita Acara Pemeriksaan (BAP) Nomor : 0137/BAP/PENELITIAN/DPMPSTP/03/2020, Tanggal : 19-03-2020

**MEMUTUSKAN**

- Menetapkan** :  
**KESATU** : Memberikan Rekomendasi Penelitian kepada :  
 1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE  
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8, SOREANG PAREPARE  
 3. Nama Peneliti : RESKIYANTI  
 4. Judul Penelitian : INCREASING STUDENTS VOCABULARY MASTERY BY USING SPY GAME AT THE SEVENTH GRADE OF SMP NEGERI 2 MATTIRO BULU (PINRANG)  
 5. Jangka waktu Penelitian : 1 Bulan  
 6. Sasaran/target Penelitian : SISWA SMP NEGERI 2 MATTIRO BULU (PINRANG)  
 7. Lokasi Penelitian : Kecamatan Mattiro Bulu
- KEDUA** : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 19-09-2020.
- KETIGA** : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.
- KEEMPAT** : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 23 Maret 2020



Ditandatangani Secara Elektronik Oleh :  
**ANDI MIRANI, AP., M.Si**  
 NIP. 197406031993112001  
**Kepala Dinas Penanaman Modal dan PTSP**  
 Selaku Kepala Unit PTSP Kabupaten Pinrang

**Biaya : Rp 0,-**



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE



PEMERINTAH KABUPATEN PINRANG  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPT SMP NEGERI 2 MATIRO BULU

Alamat : Jalan Poros Pinrang Jampue Km.6 Padakkalawa Pinrang 91271

**SURAT KETERANGAN TELAH MENELITI**

Nomor : 422/27/UPT SMP.13 /2020

Yang bertanda tangan di bawah ini Kepala UPT SMP Negeri 2 Mattiro Bulu Kabupaten Pinrang Menerangkan bahwa :

Nama : **RESKIYANTI**

NIM : 15.1300.099

Jenis Kelamin : Perempuan

Alamat : Pinrang

Benar telah melaksanakan Penelitian di UPT SMP Negeri 2 Mattiro Bulu

Pada tanggal 15 Mei 2020 s/d 30 Juni 2020 dengan judul **“Students Perception About The Teaching Methods Of English Teacher In Students’ Vocabulary Mastery At The Seventh Grade Of SMP Negeri 2 Mattiro Bulu (Pinrang).”**

Demikian keterangan ini kami buat untuk dipergunakan sebagai mana mestinya.

Padakkalawa, 16 Desember 2020  
Kepala Sekolah



**H. ABDUL HADI, S.Pd, M.Si**  
NIP. 19601231 198110 1 011

PAREPARE

## CURICULUM VITAE

Name : Reskiyanti  
Birthday : 29.September.1997  
Gender : Female  
Religion : Islam  
Citizenship : Indonesia  
Status : Student  
Address : Pinrang  
Telephone : 0822-9639-7770  
Email : reskiyantihabar@gmail.com



He was born from a couple Habar & Haisa in Pinrang. She is only child.

### EDUCATION

#### FORMAL :

1. 2004 –2010 **SDN NEGERI 210 CORA**
2. 2010 – 2012 **SMP NEGERI 2 MATTIRO BULU PINRANG**
3. 2012 – 2015 **SMK NEGERI 2 PINRANG**
4. 2015 – 2019 **IAIN PAREPARE**

She has completed her skripsi in the title “Students Perception About The Teaching Methods Of English Teacher In Students’ Vocabulary Mastery At The Seventh Grade Of Smp Negeri 2 Mattiro Bulu (Pinrang)”.