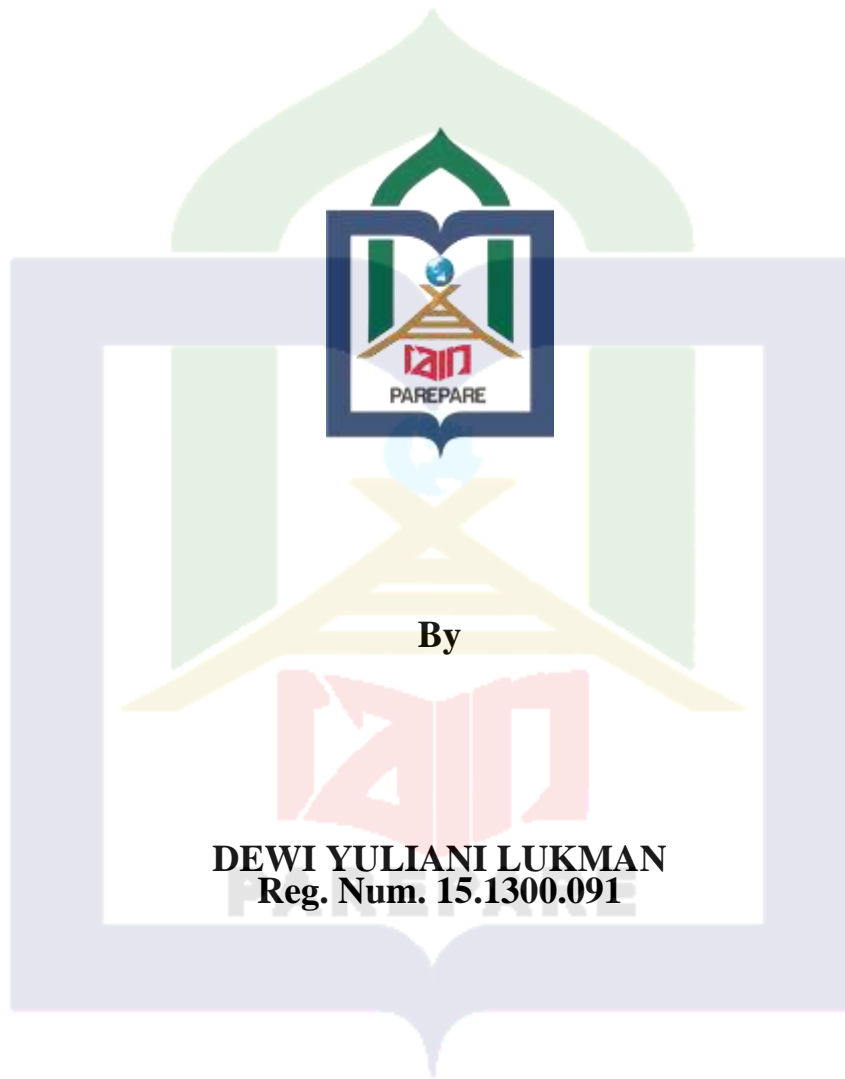


SKRIPSI
**STUDENTS' PERCEPTION TOWARDS TEACHING
STRATEGY USED BY ENGLISH TEACHERS AT SMPN 2
PAREPARE**

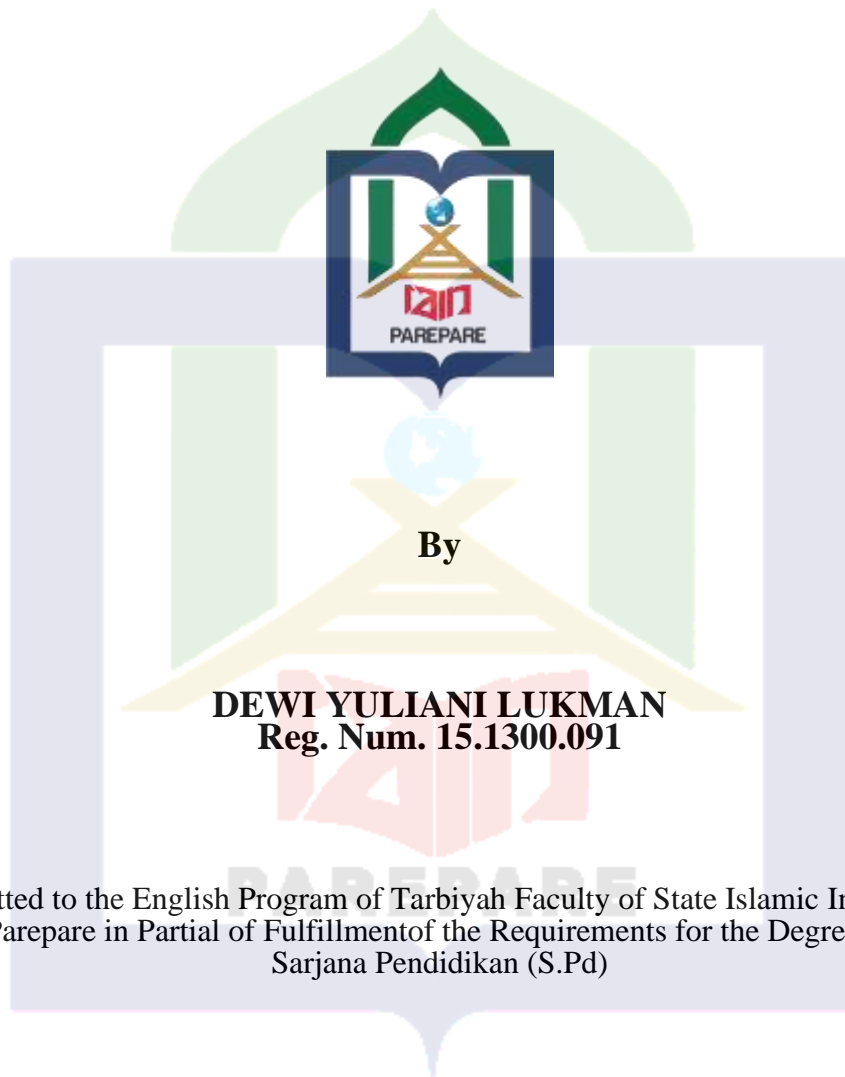


**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

SKRIPSI

**STUDENTS' PERCEPTION TOWARDS TEACHING
STRATEGY USED BY ENGLISH TEACHERS AT SMPN 2
PAREPARE**



Submitted to the English 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)

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

2020

**STUDENTS' PERCEPTION TOWARDS TEACHING STRATEGY
USED BY ENGLISH TEACHERS AT SMPN 2 PAREPARE**

Skripsi

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

English Education Program

Submitted by

**DEWI YULIANI LUKMAN
Reg. Num. 15.1300.091**

to

**ENGLISH EDUCATION PROGRAM
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STATE ISLAMIC INSTITUTE (IAIN)
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2020

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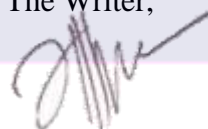
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Parepare, February 26th 2020

The Writer,



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DECLARATION OF THE RESEARCH AUTHENTICITY

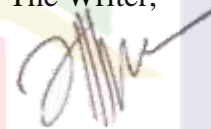
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Stated that this skripsi is her own writing, if it can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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ABSTRACT

Dewi Yuliani Lukman. *Students' Perception towards Teaching Strategy Used by English Teachers at SMPN 2 Parepare* (Supervised by Hj. Nurhamdah and Amzah Selle).

This research was carried out in SMPN 2 Parepare. In the initial study, it was found that students' perception on teachers plays important role to support the learning process in the classroom therefore, the researcher conducted this research with the aim is to describe students' perception towards teaching strategy used by English teachers in SMPN 2 Parepare.

This research was descriptive quantitative with survey design. The data was collected by questionnaire with 30 items which its validity and reliability has been tested statistically.

The findings of this research revealed that students' of SMPN 2 Parepare have positive attitude towards teaching strategy used by their English teachers. The result of testing hypothesis through the criteria if $\rho > 60$ showed that mean score 94 is higher than the criteria 60 which meant H_0 was rejected and H_a was accepted. Furthermore, data analysis showed that students' perception is at the very positive classification which the score ranges from 91-120. Besides, this research showed that the English teachers in SMPN 2 Parepare have implemented the eight characteristics of effective teaching strategy proposed by experts.. Finally, the findings indicated that although teaching and learning process has many important elements, the essence of teacher especially in the strategies of delivering materials and managing the classroom has the most important role.

Keywords: Students' Perception, Teaching Strategy.

LIST OF CONTENTS

COVER	i
COVER TITLE	ii
SUBMISSION PAGE	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS	iv
APPROVAL OF CONSULTANT COMMISSION	v
ENDORSEMENT OF EXAMINER OF COMMISSIONS	vi
ACKNOWLEDGEMENT	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI	ix
ABSTRACT	x
LIST OF CONTENTS	xi
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
1.1 Background	1
1.2 Problem statement	5
1.3 Objective of the research	5
1.4 significance of the research	5
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas	7
2.2 Previous Reseacher findinngs	37
2.3 Conceptual Framework	40
2.4 Hypothesis	41
2.5 Operational Denifination of Variables	41

CHAPTER III METHODOLOGY OF THE RESEARCH	
3.1 Research Design.....	43
3.2 Location and Duration of the Research.....	43
3.3 Population and sample	43
3.4 Instrument of the Research.....	46
3.5 Procedure of Collecting Data	46
3.6 Technique of Data Analysis	46
CHAPTER IV FINDINGS AND DISCUSSION	
4.1 Findings.....	49
4.2 Discussion	56
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion.....	60
5.2 Suggestion	60
BIBLIOGRAPHY	62
APPENDICES	66

LIST OF TABLES

Table's Number	Name of Tables	Pages
2.1	The Difference between Method and Strategy	19
3.1	Distribution of Students in SMPN 2 Parepare	44
3.2	Table of Sampling from Isaac and Michael	45
3.3	Likert Scale for Scoring System	47
3.4	Scale for Students' Classification of Perception	48
4.1	Validity of Instrument	49
4.2	The Data Process of Questionnaire	51

LIST OF APPENDICES

Appendices's Number	The Title of Appendices	Pages
1	Questionnaire of students' perception	67
2	Documentation	85
3	Research Permission	87
4	Curriculum Vitae	90



CHAPTER I

INTRODUCTION

1.1 Background

Two keys of successful classroom activity are the existence of the teaching and learning aspect. Chance proposed that learning produces the change of behavior.¹ The change is not only in the behavior but also in perceptions, knowledge, or other cognitive attributes. In language learning, behaviorism viewed that learning is influenced by the interactions of stimulus and response events.² In another words, response is the effect of the stimulus input in which students response the stimulus and serve some behavior. One of language which is learned in Indonesia is English. Learning English is one of language acquisition phenomena. As stated by Brown that, the language acquisition is distinguished between two types of strategy, namely, learning and communication.³ Both are the strategies for effective language acquisition process. Learning strategy involves the act of recognizing and saving certain items for later recalling. Those activities are prominent to obtain the language mastery. For example, students receive and save vocabulary at first. Then, they are able to pronounce or write it. Finally, the addition result of communication strategy is achieved. Students are competent to express more than a meaning of language.

As a foreign language, English has a very good reputation in Indonesia both in curriculum and education system. In our formal education, English is taught as a compulsory subject for eight years in which students are obligated to study English

¹Paul Chance, *Learning and Behavior: Active Learning Edition*, (Wadsworth: Cengage Learning, 2006.), p. 28

²Saepudin, *an Introduction to English Learning and Teaching Methodology; Metodologi Pembelajaran Bahasa Inggris: Suatu Pengenalan Awal*, (Yogyakarta: TrustMedia Publishing, 2013), p.17.

³H. Douglas Brown, *Principles of Language Learning and Teaching 5th edition*,(USA: Pearson ESL, 2000), p. 123

from high schools until university level.⁴ In teaching English, teachers are expected to help students to learn the language. Brown stated that teaching is guiding and facilitating learning, enabling the students to learn, as well as setting the conditions for learning.⁵ In another words, the aim of teaching is to provide the guidance and facilitation of students' learning process. Teachers are success in teaching when they know how the students learn subjects. Broadly speaking, to make the teaching process become interesting, there are some influential factors in successful teaching, as stated by Brown, namely teachers' language proficiency, language-teaching skills, interpersonal communication ability and personality.⁶ In other words, they have to be so proficient in English that they can use English to teach the materials, to interact with students, to give instructions, corrections, and feedbacks on learner language. Furthermore, to raise students' interest to learn English, the teachers should teach contextually that is by relating the topic to students' daily activities. In order to avoid a boring class, English teachers need to vary students' activities in teaching and learning process.

The most noticable phenomena of learning English in the classroom is that teacher plays the important role in giving the stimulus for the students. The stimulus consists not only the learning materials but also teachers' classroom behavior include teaching strategy. Teaching strategy is the thoughtful planning to teach English in the

⁴Utary Rustam, *et. al.*, "Implementing Philosophy-Based Language Teaching Approach to Improve Students' Speaking Skill," *ETERNAL English, Teaching, Learning, and Research Journal* 4, no.1, (June 2018), p. 127. <http://www.journal.uin-alauddin.ac.id/index.php/Eternal/article/view/4917/4678>

⁵H. Douglas Brown, *Principles of Language Learning and Teaching*, p.8

⁶H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy 2nd Edition*, (USA: Pearson ESL, 2000),p. 200

classroom according to basic theories.⁷ Its implementation in the classroom is related to learning objectives. In teaching, teachers are equipped by learning objectives that should be achieved by students after learning process. However, not all English teachers succeed to achieve curriculum goals. Huang affirm that some English teachers are found less successful than others.⁸ Therefore, to be regarded as more successful ones, they are required to be able to create interesting classes to have their students motivated to learn English since motivation has undeniable influence toward students' achievement as Lifrieri in Al-Tamimi stated that learners' success in learning the target language is crucially influenced by their motivation.⁹ Furthermore, as teachers, we should accept the fact that without learners' participants in teaching and learning activities, there will not be effective and enjoyable teaching. As stated by Gentry that students' views and perceptions are important areas to consider when designing effective educational experiences.¹⁰ Finally, researcher is at the opinion that students' perception plays an important role to support the learning process in classroom activities. The above explanation shows us the reason for taking the perception for the learners in the classes into consideration.

⁷D.C. Orlich, *et. al.*, *Teaching Strategies a Guide to Effective Instruction 9th edition*, (Wadsworth: Cengage Learning, 2010), p.4.

⁸Zhi Huang, "What Makes a Successful EFL Teacher in China? A Case Study of an English Language Teacher at Nanjing University of Chinese Medicine," *English Language Teaching* , 3, no.3, (September 2010), p.20. <http://files.eric.ed.gov/fulltext/EJ1081836>

⁹Atef Al-Tamimi, *et. al.* "Motivation and Attitudes Towards Learning English: a Study of Petroleum Engineering Undergraduates at Hadhramout University of Sciences and Technology", *GEMA Online Journal of Language Studies*, 9, no.2, (January 2009), p. 30. <https://www.researchgate.net/publication/285838565>. (retrieved on 3 June 2019)

¹⁰Marcia Gentry, *et.al.*, "Students' Perceptions of Classroom Activities: Are Three Grade-Level and Gender Differences?" *Journal of Educational Psychology* 94, no.3, (2002), p.542. <http://pdfs.semanticscholar.org/3d5b> (retrieved on 7 June 2019)

In a classroom of English as foreign language subject in Junior High School, in this case State Junior High School (SMPN) 2 Parepare, teacher is the prominent source in language learning. According to the researcher's initial observation, students perceive the language information and communicate with the guidance of the teacher. The teacher guides the students by particular strategies in order to enhance the language learning process. For example, the pronunciation of English words and the contextual meaning of an English dialogue. Teacher gives the example and the students imitate the teachers' example. Therefore, it is important for the teacher to set the effective learning strategies in order to establish a good perception and achieve learning objectives. Regarding to this phenomenon, students' perception towards English which is based on teachers' guidance and the existence of effective teaching strategies, the researcher is interested to investigate the perception of students towards their English teachers' teaching strategy. This study offers a novel description of students' perception towards the phenomenon of teaching strategy in SMPN 2 Parepare. Finally, this curiosity is followed up by conducting a research entitled Students' Perception Towards Teaching Strategy Used by English Teachers at SMPN 2 Parepare.

1.2 Research Question

Based on the background, the research question of this research is "What is students' perception towards teaching strategy used by English teachers at SMPN 2 Parepare?"

1.3 Objective of the Research

As the research questions above, the main objective of this research is to describe the students' perception towards teaching strategy used by English teachers at SMPN 2 Parepare.

1.4 Significance of the Research

1. Theoretical Aspect

The finding of this research is expected to provide scientific study on the description of students' perception. Teachers in that institution can evaluate their teaching strategies based on students' perception. Besides, it provides effective teaching strategies for teachers. Teachers or people who study in educational field can take some supporting references by this research. Therefore, this research hopefully adds the benefit information about the students' perception.

2. Practical Aspect

- a. For the teacher, the finding of this research can provide the characteristics of effective strategies in teaching English. Since knowing is not enough, teacher hopefully be the best English teacher. The teacher became the motivation why students come to the class and contribute to the learning activity.
- b. For the students of educational program, the finding allows them to know the ideal teacher. They know the present obligatory as a teacher. Mastering syllabus, teaching approach, methods, and assessment is not enough for a teacher without knowing the students' need.
- c. For the next researchers, this research provides information both theoretically and practically for such research in the same even extended field.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists theory and previous study about perception of students and effective teaching strategy. The theories are expected to lead reader to understanding about the concept of students' perception towards teaching strategy.

2.1 Some Pertinent Ideas

2.1.1. Perception

2.1.1.1 Definition of Perception

Perception, according to Stone, is an intellectual organization of sensory stimuli both internal and external, connected with a particular person, object or event.¹¹ Leathers proposed that perception is the cognitive process that individuals use to interpret and understand the world around them. In line with this, Atkinson stated that perception is the process in which people organize and interpret the pattern of stimuli.¹²

In addition, Blake explained that

“Perceiving requires some action on the perceiver’s part. You look around in order to see, searching the visual environment until the desired object of regard is located. Likewise, to make a faint sound audible, you may turn your ear in the direction of the sound. When touching an object, you’re better able to identify it if you actively explore it by moving your fingers over it.”¹³

Based on Blake’s explanation, perception follows a deal of activities on the part of the perceiver. It is more than a simply recording of the visual, audio, or world around a human. In other words, perception is considered to be the result of activity, either mental or physical. People navigate the world, collecting information and searching

¹¹Stones and Nielsen, *Educational Psychology: the Development of Teaching Skills*, (Massachusetts: Addison Wesley Publishing Company, 1985), p. 205

¹²Kosmas Sarkol, *Student Perception of Learning English in Senior High Schools of Kaimana, West Papua*, (Yogyakarta: Sanata Dharma University, 2016), p. 8.

¹³Randolph Blake, *et.al.*, *Perception*, (New York: McGraw-Hill Companies, 2006), p. 7.

more information about interesting objects. The perception of human action depends on the multiple sources of information including sensory, motor, and affective processes. Psychologically, perception is the psychological ability to process or use information received through the sense organs. As Akandes' statement, perception is the cognitive impression that is formed from 'reality'.¹⁴ It influences the individuals' actions and behavior towards an object. In line with this, Robbins in Nugroho defines perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.¹⁵ These explanations bring the researcher to the opinion that perception is a mental ability of human to process information they get from environment which can affect their behavior.

2.1.1.2 Factors that Affect Perception

There are some factors affected our way in perceiving someone or something. Robbins in Nugroho added that the perceiver, the target being perceived, and the context of the situation in which the perception is made are some of factors that may influence someone's perception.

1. The perceiver

Various researchers identify and emphasize certain characteristics of the perceiver which can modify perception. Randolph and Blackburn in Lewis identify three such factors, namely that which the individual has previously learnt, as well as the motivation and the personality of the perceiver, while Coren in Lewis see physiological, gender as well as personality and cognitive differences as contributing

¹⁴Samson O Akande, "Knowledge, Perception, and Attitudes of Library Personnel towards Preservation of Information Resources in Nigerian Federal University Libraries," *Library Philosophy and Practice*, (November 2009), p. 2.

¹⁵Toto Nugroho, *et al*, "English Teachers' Perception on Strategies in Teaching Reading Comprehension to Motivate the Students", *English Education Journal*, 9,no.1 (2019), p.56.

to differences in perception.¹⁶ Robbins in Nugroho sees the attitudes, interests, motives, experience and expectations of the perceivers as having an influence on that which is perceived.¹⁷ In line with this, Alagbu in Akande stated that perception follows factors, as past experiences, present experiences, personality, and motivation, as crucial to understanding how people perceive events.¹⁸ In regard to students' perception, the perceiver is students and factors that affect their perception in the classroom.

2. The perceived object/subject

There are some factors affected the perceived object or person or usually called the target being perceived. Robbins in Nugroho proposes factors in the target are novelty, motion, sounds, size as well as background.¹⁹ Furthermore, Lewis explains that if we look at an object or subject, we form perceptions of what is seen due to it having certain characteristics. Randolph and Blackburn in Lewis categorize these characteristics as physical and dynamic.²⁰ Physical elements may be size or physical appearance, intensity (an object's brilliance or a person's resonance), contrast (objects or persons which stand out against their background) and novelty (unfamiliarity). Dynamic elements may include motion (moving objects or people are more likely to be focused on), repetition (stimuli that are repeated often receive more attention) and

¹⁶A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, (2001), p.276.

¹⁷Toto Nugroho, *et al*, "English Teachers' Perception on Strategies in Teaching Reading Comprehension to Motivate the Students", *English Education Journal*, p.56.

¹⁸Samson O Akande, "Knowledge, Perception, and Attitudes of Library Personnel towards Preservation of Information Resources in Nigerian Federal University Libraries," *Library Philosophy and Practice*, p. 2.

¹⁹Toto Nugroho, *et al*, "English Teachers' Perception on Strategies in Teaching Reading Comprehension to Motivate the Students", *English Education Journal*, p.56.

²⁰A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 277.

the arrangement of the target. In regard to this research, the target being perceived is English teachers' teaching strategies.

3. The situational context

The context or situation in which objects or events are perceived influences subsequent thoughts and behavior. Randolph & Blackburn in Lewis states that aspects such as the cultural context the social situation as well as the location and time of an incident all have a profound influence on that which is being perceived. In line with this, Robbins in Nugroho states that the factors in situation are time, work setting and social setting as well.²¹ In regard to this research, the situation is in the English subject classroom.

From the explanation above, we can understand that perception is affected by many factors that can come from the people themselves or the environment where they lived.

2.1.1.3 Process of Perception

In order to understand how humans give meaning to their world, it is important to understand the perceptual process as well as the various influencing factors. The factors have been discussed in the previous explanation, and the process of perception is discussed in this subchapter. Randolph & Blackburn in Lewis see the process of perception as following a pattern and conceptualize the perceptual process by means of a model. The model is presented to show the process in order to gain a clearer understanding. The model is started by senses, continue to observation and selection of focus, frame of reference filter, and finally the allocation of meaning.²²

²¹Toto Nugroho, *et al*, "English Teachers' Perception on Strategies in Teaching Reading Comprehension to Motivate the Students", *English Education Journal*, p.56.

²²A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 275-278.

1. Senses

As the definition of perception implies, the first step in the perceptual process is the experiencing of multiple stimuli by means of the five senses. Therefore, physiological differences and deficiencies in individuals may cause them to perceive differently. In this instance, Coren in Lewis notes that your world is what your senses tell you. The limitations of your senses set the boundaries of your conscious existence.²³ In other words, students percept on what they see, hear, and touch during in school is the first step of perceptual process.

2. Observation and selection of focus

A little amount of information observed by the human senses places restrictions on the human's ability to process everything at once. The continual bombardment of the senses by phenomena implies that humans will select those which they want to notice due to a range of factors. Randolph and Blackburn in Lewis conceptualize this aspect of the perceptual process as the observation and selection of focus.²⁴ To them, after stimuli are observed, humans choose their point of focus due to a range of factors within the perceiver, the perceived target and the situational context in which the perception is made.

3. Frame of reference filter

After stimuli of a person or object have been experienced by the senses within a specific situation or context, they are processed through what Randolph and Blackburn term a frame of reference filter.²⁵ This is the initial phase of the attribution

²³A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 276.

²⁴A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 276.

²⁵A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 277-278.

of meaning to the experienced phenomena. In this frame of reference process, the characteristics of the perceiver become dominant with past and present experiences rendering a major role. Past experience is associated with particular emotions and cognitions and when similar present experiences are encountered, humans tend to rely on past feelings and thoughts to interpret the perceived phenomena. Present experience also plays an important role in the perceptual process and may even modify and influence past thoughts and feelings except where humans consciously resist their prejudicial influence.²⁶ In part of education, students' perception includes on how students' understanding in facing some experiences, especially past experiences about their studying process.

4. Allocation of meaning

To Randolph and Blackburn, the final step in the perceptual process is the assignment of meaning to the perceived phenomena that have been selected and processed through the previously mentioned frame of reference filter.²⁷ In order to understand others' and our own behaviour, the process of attribution comes into operation.

In part of education, it can be psychologically claimed that perception activity of students involves their cognitive impression that is formed by 'process of study'. In this section, the students' cognitive impression is not only focused on their studying process, but also detailed on the environment faced by them. Including in environment, teacher is often interesting to be evaluated by students through perception.

²⁶A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 278.

²⁷A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 278.

In line with Randolph and Blackburn, the process to evaluate teachers who are familiar with student is by using process proposed by Allport. He states that the process of perceiving a person is much like that of perceiving an object. A person, like an object, can be touched, seen, heard and sometimes smelled. Regarding to teachers, teachers can be recognized as familiar or as something new; they can be recognized as attractive, interesting, dangerous. But at the same time we need to consider that teachers are people. People have purposes, far less predictable than objects, and has a subtle and evolving relation to us. Furthermore, the process of perceiving teachers as people divided into three namely common judgmental sets, categorization tendency, and combining cues.²⁸ The three process are elaborated as follows:

1. The common judgment sets

In evaluating a person, there must always be a special reason in view. Our reason will limit what we see in the other. Sometimes we are interested in fitting someone to a job. At another occasion our interest is in personal congeniality. Even, we can judge from a causal-genetic point of view. Thus, according to our particular purposes we are likely to perceive a person in a special way.²⁹ The common judgment of the students is to determine the students' general perception of teachers' teaching strategies. Therefore, to collect a students' perception is taken from their general opinion about the teachers.

2. Categorization Tendency

²⁸G. W. Allport, *Pattern and Growth in Personality*, (New York: Holt, Rinehart and Winston, 1961), p. 513-515.

²⁹G. W. Allport, *Pattern and Growth in Personality*, p. 513.

To Allport, our first tendency is to place a person in the category of the generalized other. From this base line we start to individualize. If we have considerable experience with the category, we can all sooner divest the person of stereotyped attributes and start the individualizing process.³⁰ From this explanation, we can understand that according to Allport, our first judgments tend to be stereotyped.

In the part of education, one of the most important things to do in perceiving any object is to place it in a familiar category. This is what second concept means. Evaluating the high school teachers based on standard assessment of students belongs to familiar category in education psychology. The students' level of attention toward the teacher, and the interpretation given to the perception is included in the second process of this tendency stage.

3. Combining Cues

Another process is combining cues especially in judging people by our perception. To Allport, in judging people we usually have many information to put together. When we combine multiple cues in our perception of people, a rapid and unconscious weighting goes on. Allport adds that we make inferences according to the strength of our habitual associations. With lightning rapidity we observe, weigh, and average out the cues, and come up with a judgment of others that fuses innumerable past experiences and meanings.³¹ In regard to education, a study of perception determine the reliability of students' perception of teachers' knowledge, attitude and teaching skills, using a descriptive explanation of the responses.

In attitude term, Fazio and Roskes stated that "attitudes are important to educational psychology because they strongly influence social thought, the way an

³⁰G. W. Allport, *Pattern and Growth in Personality*, p. 514.

³¹G. W. Allport, *Pattern and Growth in Personality*, p. 515.

individual thinks about and process social information”.³² In writer opinion, A teacher must be interesting. That is the teacher must work his students into such a state of interest in what the teacher is going to teach them that every other object of attention is thrown from their mind.

To promote order and learning in the classroom every teacher should possess essential teaching skills. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation. Essential teaching skills and teaching methods are like two sides of the same coin. Skills are the required characteristics for effective teaching while methods can be compared to pattern to be followed in teaching. Thus, teacher skill is related to their performance in teaching.

2.1.2. Effective Teaching Strategies

2.1.2.1 Definition of teaching strategies

A strategy refers to the pattern of acts that serve to attain certain outcomes. This term is borrowed from military science. Strategy is a high level plan to achieve one or more goals under conditions of uncertainty.³³ If we use strategy in teaching and learning situation, then it is known as instructional strategies.³⁴ Furthermore, Gill explains that an instructional strategy means the determination of some policy before

³²A.A. Adediwura, *et.al.*, “Perception of teacher’s Knowledge, Attitude and Teaching Skills as Predictor of Academic Performance in Nigerian School,” *Educational Research and Review*, 2, no. 7 (July 2007), p.166.

³³“Strategy”, *Wikipedia the Free Encyclopedia*, <https://en.m.wikipedia.org/wiki/Strategy> (retrieved on the August 2, 2019).

³⁴Arvind Kr. Gill, *et al.*, “Teaching Approaches, Methods and Strategies”, *Scholarly Research Journal for Interdisciplinary Studies*, 4, no.36 (October 2017), p. 6694.

presenting the content with the help of which teaching objectives are achieved.³⁵ A strategy means a sought of planning for achieving goals. It is a skillful planning of a working system by which the objectives can be achieved easily.

Therefore, strategy is important because the resources available to achieve teaching goals are usually limited. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions.³⁶ A strategy describes how the ends (the teaching goals) will be achieved by the means (the teaching resources such as, teachers' explanation, English proficiency, relationship with students, teaching media, assessment techniques, etc.). Strategy can be intended before the teaching process or can emerge as a pattern of activity used to adapt in certain situation in the classroom.

Teaching strategy is the means to achieve learning objectives. It typically involved two major processes namely formulation and implementation.³⁷ In the classroom, formulation involves analyzing the teaching environment or situation, making a diagnosis of students, classroom facilities, as well as teachers' ability, and developing guiding policies in teaching for teachers themselves. This process involves such activities as strategic planning and strategic thinking. Implementation refers to the actions plans which are taken to achieve the goals established by the guiding policies. Some examples of the result of these two processes which commonly takes place in the classroom are as follows: Using whiteboard to provide visual structure during explanation or discussion, practicing free writing for encouraging students to

³⁵Arvind Kr. Gill, *et al.*, "Teaching Approaches, Methods and Strategies", *Scholarly Research Journal for Interdisciplinary Studies*, p. 6695.

³⁶"Strategy", *Wikipedia the Free Encyclopedia*, <https://en.m.wikipedia.org/wiki/Strategy> (retrieved on the August 2, 2019).

³⁷"Strategy", *Wikipedia the Free Encyclopedia*, <https://en.m.wikipedia.org/wiki/Strategy> (retrieved on the August 2, 2019).

explore ideas in writing as well as applying debate in which students organize planned presentation for various point of view.³⁸ In another word, to have an effective teaching strategy, we have to apply the process of formulation and implementation.

2.1.2.2 Some related terms to teaching strategies.

A variety of terms in language teaching and learning such as approach, methods, strategies, techniques, and so on are used to describe various elements constituting language teaching. In this part, the researcher elaborates some definition about these terms to distinguish each terms with the terms of strategies.

Antony in 1963 was perhaps the first in modern times to articulate a framework for understanding the constituents of method. His purpose, a laudable one, was to provide much-needed coherence to the conception and representation of elements that constitute language teaching. He proposed a three-way distinction: *approach*, *method*, and *technique*. He defined approach as “a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. It describes the nature of the subject matter to be taught.”³⁹ Therefore, an approach shows the theoretical principles that govern language learning and language teaching. In another words, approach is a broader term than method. It is a point of view in looking at things. It is a set of ideas. It is an overall view or ideas to face a problem. To sum up, it is personal philosophy of teaching.

A method, however, is “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected

³⁸Arvind Kr. Gill, *et al.*, “Teaching Approaches, Methods and Strategies”, *Scholarly Research Journal for Interdisciplinary Studies*, p. 6695.

³⁹B. Kumaravadivelu, *Understanding Language Teaching From Method to Postmethod*, (London: Lawrence Erlbaum Associates, 2006), p. 85.

approach. An approach is axiomatic, a method is procedural”.⁴⁰ As such, within one approach there can be many methods. In other words, method is a term of pedagogy which the main focus is on effective presentation of subject matter to have mastery over it. It is a step by step scientific way of presenting the subject matter. It is overall plan for systematic presentation based on a selected approach means method is the practical realization of an approach through a procedure in a system. Methods are implemented in the classroom through what are called techniques.

A technique is defined as “a particular trick, stratagem, or contrivance used to accomplish an immediate objective”.⁴¹ The tripartite framework is hierarchical in the sense that approach informs method, and method informs techniques. In other words, a technique is what teachers and students face in the real teaching and learning process in the classroom. It is an implementation of method which takes place in the classroom.

From the explanation of four terms, it can be concluded that method covers both strategy and techniques of teaching. Different strategies may be adopted by following a method. A certain technique can take place in the classroom to support the teaching strategy. The following table adapted from Gill shows the differences between method and strategy in certain aspect although they both have the same objectives namely bringing desirable changes in the behavior of learner.

Table 2.1 The difference between method and strategy⁴²

	Method	Strategy
Term	It is old term related to pedagogy	It is new term belonging to educational technology. This

⁴⁰B. Kumaravadivelu, *Understanding Language Teaching From Method to Postmethod*, p. 85.

⁴¹B. Kumaravadivelu, *Understanding Language Teaching From Method to Postmethod*, p. 85.

⁴² Arvind Kr. Gill, *et al.*, “Teaching Approaches, Methods and Strategies”, *Scholarly Research Journal for Interdisciplinary Studies*, p. 6696-6697.

		term is firstly used in military science.
Purpose	It is used for the effective presentation of the specific content of the subject which help the students to understand it.	It is used to create appropriate teaching learning environment which helps the students in attaining teaching and learning objectives.
Assumption	Its assumption is that teaching is an art.	Its assumption is that teaching is the science and quite technical in nature.
Application	The steps taken in method are quite rigid and fixed.	It is quite flexible in its application.
Emphasis	The emphasis is laid over the instructional steps taken for the proper presentation of subject matter.	The emphasis is laid over teaching activities for the proper organization of teaching and learning environment.
Evaluation	The effectiveness of instructional method is evaluated in terms of mastery over the subject matter	The effectiveness of strategy is evaluated in term of realization of set objectives.
Main Elements	The content and mode of presentation are the two main elements of teaching method.	The behavioral objectives and teaching condition are the two basic elements of teaching strategy.

2.1.2.3 Characteristics of effective teaching strategies

An effective teaching strategy could not be separated with effective teachers who incorporate certain strategy in their daily lesson plans. Hammond explains that effective teachers are able to figure out what they want to teach as well as how they do it, so that students can understand and use the new information and skill.⁴³ These teachers are aware that teaching is not just talking and learning is not just listening. Gordon in Lupascu points out that effective teachers can avoid devaluing messages,

⁴³L. D. Hammond,, *et al*, *Preparing Teachers For a Changing World: What Teachers Should Learn and Be able to Do*. (San Francisco: Jossey-Bass, 2005), p.88.

are able to make decisions to motivate students, and can overcome pitfalls of excessive authoritarianism and permissiveness.⁴⁴ Similarly, Richards proposes that teachers should concern about the use of resource in terms of time, space, and equipment, the interactional pattern observed in lesson, and the tactic and strategy used by a teacher and learners when the method is being used.⁴⁵ These explanations bring the researcher to the understanding that an effective teaching strategy should come from the teacher himself. A teacher must be an effective one first before formulating and implementing the effective teaching strategy.

To get a complete look on how teachers should teach, Crowl in Fajriah proposes 10 characteristics of teaching strategies applied by effective teachers namely starting each new lesson by previewing the last lesson, stating the objectives of the lesson before the teaching-learning process, transferring new material gradually, giving clear instructions and explanations, providing much time for students to practise, giving numerous questions, conducting warming up activities, giving feedback and correction, providing explicit instruction for seatwork, and carrying out test weekly and monthly.⁴⁶

From the explanations above, it can be suggested that all teachers for each subject are required to find appropriate strategies of presenting new learning content in ways which engage learners, make connections with previous learning, present content at a comprehensible and learnable rate, and provide opportunities for learners

⁴⁴A.R. Lupascu, *et al.*, “Characteristics of Effective Teacher”, *Social and Behavioral Sciences*, 127 (2014), p. 535.

⁴⁵J. C. Richards, *et.al.*, *Approaches and Methods in Language Teaching*, (USA: Cambridge University Press, 1986), p.28.

⁴⁶Nurul Fajriah, *et.al.*, “Students’ Perceptions toward Teacher’s Teaching Strategies, Personal Competence, and School Facilities”, *English Education Journal (EEJ)*, 10, no.1 (January 2019), p.18.

to master lesson content through processes such as analysis, reflection, application, and practice.

Furthermore, the broader explanation on strategies needed to be applied by an English teacher to be successful in teaching English will be discussed below.

1. Teachers develop good relationship with students (Rapport)

Teacher-student relationships in the classroom are often interpersonal in nature. Many researchers claim that interpersonal relationship building is necessary for the effective transmission of ideas between instructors and students to occur. For example, Worley, Titsworth, Worley, and Cornett-Devito in Webb state that instructor-student relationships are not only important for effective communication to take place, but are vital for student learning. Tsui also notes, “establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in the classroom”⁴⁷.

This teacher-student relationships in the classroom is also known as rapport. Rapport is a behavior that is defined and operationalized in different ways. Faranda and Clark in Webb define rapport as building a relationship based on mutual trust and harmony. In addition, Gremler and Gwinner in Webb explain rapport building in two different, but related, ways namely a personal connection and an enjoyable interaction.⁴⁸

Rapport building between instructors and students is increasingly viewed as essential to a positive classroom experience. Faranda and Clark in Webb list rapport

⁴⁷Tsui, A., “Reticence and Anxiety in Second Language Learning”, In K. Bailey, D. Nunan, and M. Swan (Eds.) *Voices From the Language Classroom: Qualitative Research in Second Language Education*, (USA: Cambridge University Press, 1996), p.164.

⁴⁸N. G. Webb, *et.al.*, “Students views of instructor-student rapport in the college classroom”, *Journal of the Scholarship of Teaching and Learning*, 14, No. 2, (May 2014), p. 16, doi: 10.14434/josotl.v14i2.4259.

as one of the top six attributes that students believe are present in good instructors.⁴⁹ In line with this, a research on rapport building by McLaughlin & Erickson suggested that rapport is crucial characteristic of being an “ideal” instructor.⁵⁰

This emphasis on building relationships with students begs the question, how does a teacher build good relationships? Research focusing on corporate negotiation by Nadler suggests that rapport is built through nonverbal behaviors such as facing the other person, leaning forward, making eye contact, and mimicry of the other person through posture, facial expressions, tone of voice, and mannerisms. Nadler’s research also reaches beyond the scope of nonverbal communication, and asserts that one can build rapport by conducting face-to-face meetings, chatting informally before conducting business, and through self-disclosure.⁵¹

In this research, the researcher focuses on attributes borrowed from Barnes and Lock on teachers’ strategies in building rapport namely teachers listen to students, have a positive attitude in general, understand the students’ educational background, understand the different student proficiency levels as well as have a sense of humor.⁵²

2. Teachers use English

English teachers should teach and interact with students in English. Therefore, they are required to be proficient in English language first. Their proficiency can be seen from their knowledge and credibility. Faranda and Clarke in Barnes and Black

⁴⁹N. G. Webb, *et.al.*, “Students views of instructor-student rapport in the college classroom”, p. 16-17.

⁵⁰M. L. McLaughlin, *et.al.*, “A Multidimensional Scaling Analysis of the Ideal Interpersonal Communication Instructor”, *Communication Education*, 30, (1981) p. 393-398, doi:10.1080/03634528109378494.

⁵¹J., Nadler, Build Rapport--and a Better Deal. *Negotiation*, 3 (2007), p. 9-11.

⁵²B.D. Barnes, *et.al.*, “The Attributes of Effective Lecturers of English as a Foreign Language as Perceived by Students in a Korean University”, *Australian Journal of Teacher Education*, 35, no.2, (February 2010), p. 143.

proposes some attributes showing effective teaching strategy identified in literature namely teachers have content knowledge of their discipline, go beyond the textbook, are able to answer complex questions, use relevant real world examples in lessons, have good knowledge of grammar, are able to teach study techniques as well as are proficient in English (ELT).⁵³ Furthermore, Richard and Farrel in Fajriah insist that many important aspects of teachers' teaching, such as their ability to become a good language model for their students, maintain the use of English in their class, explain the contents and instruct in English, correct learners' language as well as give feedback for each material, are influenced by both English teachers' proficiency and their English language use in teaching.⁵⁴

In this research, researcher adopted the attributes of teaching strategy used by effective teachers from Black and Barnes namely teachers are well qualified in teaching English, have good knowledge in vocabulary, have good knowledge in grammar.⁵⁵ Additional attributes is borrowed from Richards and Farrel namely teachers maintain the use of English in their class, explain the materials in English, as well as instruct in English.

3. Teachers teach contextually

It is generally known that teaching contextually applies the contextual approach. It is a learning philosophy that emphasize on students' interests and

⁵³B.D. Barnes, *et.al*, "The Attributes of Effective Lecturers of English as a Foreign Language as Perceived by Students in a Korean University", *Australian Journal of Teacher Education*, p.141.

⁵⁴Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.19.

⁵⁵B.D. Barnes, *et.al*, "The Attributes of Effective Lecturers of English as a Foreign Language as Perceived by Students in a Korean University", *Australian Journal of Teacher Education*, p.148.

experiences. Contextual teaching has been defined by many experts such as Johnson⁵⁶ and Sears⁵⁷ as a concept that helps teachers and students relate the meaning and the real world situations with the subject matter in the right way. In other words, CTL motivates the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives.

Chitravelu in Fajriah propose that succesfull classes run by teachers often depends on their skills in getting students' interest and involvement at the start of the lesson by using the strategies such as relating the topic to something of great interest of the students in class, using media in teaching such as pictures, models, diagrams, or real objects to draw attention and invite comment, and drawing students' previous experiences. In line with this, a study by Yusimah reveals a few strategies that were mostly applied by teachers in developing students' interest towards English language learning such as using ICT, music and media.⁵⁸

Using media is one of the way to attract students' interest in learning English. This attributes is added by Fajriah as one of characteristics of teaching strategy.⁵⁹ Furthermore, Arsyad in Fajriah affirms that in teaching and learning process, there are two important aspects related to each other, they are teaching strategies and media.⁶⁰ The use of certain teaching strategy will influence the media needed, although there

⁵⁶B. E. Johnson, *Contextual Contextual teaching and learning: why it is and why it is here to stay*, (California: Sage Publications Ltd., 2002), p.279.

⁵⁷Sears, J. S., *Contextual teaching and learning: a primer of effective instruction*, (USA: Phi Delta Kappa Educational Foundation, 2002), p.11.

⁵⁸Dk Yusimah Pg Hj Amjah, "a Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a Second Language" *Procedia - Social and Behavioral Sciences*, 134, (2014), 188 – 192, p.189.

⁵⁹Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.19.

⁶⁰Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.19.

are still other aspects that need to be considered in choosing media such as the objective of study, the kind of task and response that students need to achieve after the teaching and learning process, teaching context, and students' characteristic. Therefore, teachers have to consider the media through which message is to be conveyed for the material to be effectively delivered. Media are used as tool in teaching that influence classroom's atmosphere, situation, and environment created by a teacher. Moreover, in deciding what instructional media should be used, a teacher needs to consider the interest, ability, proficiency level, and socio-cultural background of students, the content of the lesson to be taught, and the availability, cost, and effectiveness of the media.

In this research, researcher will use attributes of teaching strategy in teaching contextually proposed by Chitravelu and a study from Yusimah namely relating the topic to something of great interest of the students such as ICT and music, using media in teaching such as pictures, models, diagrams, or real objects to draw attention and invite comment, and drawing students' previous experiences.

4. Teachers vary students' activities in the classroom

Although there are many ways suggested to be applied in English language teaching to help students learn better, it is wrong to assume that there is a method that can fully ensure the success of teaching and learning. Therefore, teachers should vary students' activities in teaching and learning process to motivate their students to learn and create interesting English language class. Lewis and Hill explain that every teacher should know that a textbook which is suitable to one situation, is often not appropriate for another.⁶¹ The same for a work in certain day with one class does not necessarily

⁶¹Lewis, M., & Hill, J. (1992). Practical Techniques for Language Teaching. *The Electronic Journal for English as a Second Language*, 4(1), 136-138.

work with a different class or even on a different day with the same students. However, if teachers often do predictable things in their classes, then their learners will be bored. To sum up, English teachers must have ability to arrange instructional process in teaching English by choosing and applying strategy appropriately to deliver English materials to students. They should have this ability since all methods have strong and weak points. In other words, those standard teaching methods may not fit their particular teaching situations, so teachers needs to draw on ideas from a number of different strategies and approaches and add ideas that come from their own experiences.

Some activities in the classroom usually take place in the form of individual or group activities. These activities consider the importance of an active learning environment. However, if every student were always active in the classroom, however, chaos would soon reign. Accordingly, the most effective way to implement active learning is to organize the class into small groups of students who can work harmoniously together, foster their own learning strategies, and create an atmosphere in which information sharing can take place.⁶² The common group activities usually applied in discussion method while individual activities commonly applied in lecturing method.

What exactly mean by a “discussion” in the context of schooling is a teaching technique that involves an exchange of ideas, with active learning and participation by all concerned.⁶³ The discussion method requires the teacher to develop a viewpoint and to tolerate and facilitate the exchange of a wide range of ideas. Discussion is an

⁶²D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, (USA: Wadsworth Cengage Learning, 2010), p. 249.

⁶³D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.250.

active process of student–teacher involvement in the classroom environment. Discussion allows a student to discover and state a personal opinion or perspective, not merely repeat what the teacher or text has already presented.

Besides promoting meaningful personal interaction, discussion promotes a variety of learning, including content, skills, attitudes, and processes. Orlich points out that it is an appropriate way to improve the thinking and speaking skills of students.⁶⁴ Discussions can also be a means of enhancing students’ analytical skills. Spiegel in Orlich states that discussion techniques lead to greater student engagement and reflection in language arts as well as the content areas. In line with this, a study by Rustam reveals that students appreciated all the process of reasoning together with their friends in their group because the reasons which they discussed ensure that the value they acquired were from deep thought and not simply adopted from book or experience. By hearing different values and reasons which have been discussed, students’ personal value base was developed.⁶⁵ If we desire to have different students doing different tasks or activities at the same time, all leading to meaningful goals, then discussions are suitable. If we want to practice indirect control of learning, then discussion is the technique to use.

In an individual activities, in this case lecturing, teacher as the speaker in delivering a first-rate lecture, first teachers need a clear objective. In most cases, at the K–12 level, that means teachers might only speak for 10 to 15 minutes. Then their initiate a recitation session using the wait-time questioning model. Second, use some type of advance organizer-outline on chalkboard, whiteboard, or overhead projector.

⁶⁴D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.250.

⁶⁵Utary Rustam, *et. al.*, “Implementing Philosophy-Based Language Teaching Approach to Improve Students’ Speaking Skill,” *ETERNAL English, Teaching, Learning, and Research Journal*, p.142.

Third, seek feedback from students. Fourth, reflect back on what was previously discussed and what is forthcoming. This adds the element of “bridging”—that is, connecting the known with the unknown. Fifth, evaluate the effort. Sixth, keep in mind that a lecture should be a synthesis of information or an expanded explanation with examples, not just a repeat of material from the textbook.⁶⁶

In this research, the attributes of teaching strategies used in teachers’ vary students activities are teachers combine various teaching method such as lecturing, discussion, as well as game, divide students into small-group discussion, allow students to have pair work, and give students an individual work.

5. Teachers give understandable explanations

A clear explanation is the key of students’ understanding. An effective teachers should have this ability to help students attain learning objectives. Chitravelu explains that students must know exactly what they have to do and how to do instructions given by teachers in teaching and learning process. Crowl, adds that students sometimes get confused with their teachers’ instructions or explanations. Therefore, it is good for teachers to give instructions or explanations with words which are familiar to students so that they will understand them better.⁶⁷

In this research, the attributes of teaching strategies used by teachers in giving understandable instruction are proposed by Barnes and Lock namely teachers are enthusiastic about EFL teaching, give clear explanation, use good examples, use mother tongue selectively to clear certain points, talk slowly in English, use easy word. Additional attributes are adopted from Faranda and Clarke namely provide

⁶⁶D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.251.

⁶⁷Nurul Fajriah, *et.al.*, “Students’ Perceptions toward Teacher’s Teaching Strategies, Personal Competence, and School Facilities”, *English Education Journal (EEJ)*, p.20.

pronunciation practice on new words for students, emphasize on vocabularies, and teach grammar rules.

6. Teachers provide time to practice

Richard and Farrel in Fajriah require English teachers to always provide opportunity for students to develop and extend their linguistic resources, both grammatical and discorsal, and for interactive and collaborative use of language among students.⁶⁸ Teachers are also required to manage who gets the chance to speak, what they speak about, what each participant does with the different opportunities to speak. It is important for teachers to observe the interaction within the classroom because it can determine learning opportunities students get. Similarly, Crowl agrees that teachers should provide chances for students to use their interlanguage.⁶⁹ This hopefully will make them able to apply what they have already gotten at the end of the learning process. Thus, even though a teacher is required to instruct and to explain in teaching process, Lewis and Hill propose that teacher should beware of the amount of unnecessary talking he/she does since the more the teacher talks, the less opportunity the students have to speak.⁷⁰ Teachers also needs to remind themselves that in most state schools, each class has about 30 to 40 students and English subject has only about 180 minutes in a week, which means that students have limited practicing time in English class. In this circumstance, it is not surprising if most students are not good in spoken English. However, to overcome this problem, teachers are expected to plan

⁶⁸Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.21.

⁶⁹Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.21.

⁷⁰Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.21.

their teaching effectively and to arrange activities for instructional process providing much time for students to practice such as oral work, pair work, and group work.

7. Teachers give appropriate task

According to Richards and Renandya, definition of a task in teaching and learning process is an activity related to the content given and designed by teachers for their students who need to finish it by using their previous knowledge of the target language.⁷¹ Commonly, task leads to a real outcome such as playing game, solving a problem, or sharing and comparing experiences. In addition, Jenson in Fajriah believes that enriched environment in the classroom comes primarily from task challenge. He warns that if teachers give too little challenge in their classes, their students will get bored but if they give too much, their students will be intimidated. Thus, teachers should filter and arrange the task so carefully that it provides stimulating and fun experiences that match the ability level of students without causing frustration.⁷²

In designing appropriate task, effective teachers should know about the *kinds* of behaviors, activities, and knowledge they will be evaluating. Generally, there are three domains of learning—cognitive, affective, and psychomotor. Effective teachers make tasks in each domain. However many task activities involve more than one domain. Making a wall poster, for instance, is in part a psychomotor activity, but the poster's quality also depends on the students' knowledge of what to include and on their feelings about or motivation for making it. The areas of the task proposed by

⁷¹Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.20.

⁷²Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.20.

Orlich are knowledge and conceptual understanding, thinking, skills, as well as attitudes.⁷³

The first area is knowledge and conceptual understanding. The cognitive area is the one that we usually associate with testing. It is a very broad area, however, and you will use different assessment methods for different types of knowledge. It is particularly important to identify objectives here before considering assessment methods. If, for instance, the objective was memory work—vocabularies in the classroom, perhaps—then you should test students’ recall of information, either orally or in writing. However, if the objective was conceptual understanding (of a concept such as conditional sentences, for instance), such understanding is best evaluated by having students explain the concept in their own words, either orally or written; by having them identify examples of the concept; or by having them create new examples of it. Teachers should ask themselves, “How can each student demonstrate understanding?”

The second area is thinking. The researcher places this domain in a separate category, although some teachers refer to thinking as a skill. In the sense that one can improve one’s performance at it, thinking *is* a skill. However, thinking seems to be much more than just a skill, and assessment can involve multiple-choice tests, problem solving exercises, and oral or written explanations. Make sure that you have a definition of thinking that works for you. “What indicators will I look for to verify that students are thinking?”

The third is skills. There are many types of skills—physical, learning, social, thinking, math, problem solving—and a wide variety of tools can be used to assess them. Various kinds of paper-and-pencil tests may be appropriate for math, reading or

⁷³D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.325.

problem solving, whereas a demonstration is a reasonable way to display physical education skills. Portfolios may well be the assessment tool of choice for art, composition, writing or drafting classes, whereas performance may be the first choice for a speaking class. The point is to consider all the areas in curriculum that involve any kind of skill, and then ask teachers themselves, “What can each student do to indicate progress?”

The last is attitudes. Especially in relation to build a group spirit and sense of interdependence in a class, it is useful to inquire about students’ feelings toward one another and about school in general. Attitude inventories, anecdotal records, and checklists can provide considerable data without compromising confidentiality or privacy rights. Teachers should ask yourself, “What evidence or student behaviors show positive attitudes in class?”

In this research, the attributes of teaching strategies used by teachers in giving appropriate task are testing vocabulary, give task in oral test form and written test form as well.

8. Teachers give feedback and assessment

There are two kinds of common assessment in the classroom context namely summative and formative assessment. This research adopted the definition of the two kinds of assessment proposed by Orlich. Summative assessment is a process of summing up achievement in some way or conducting a status check on accomplishments at a given point in time.⁷⁴ The data obtained from summative assessments are typically used for making judgments about student achievement. Meanwhile, formative assessment as stated by Orlich is designed to provide information to students that they can act on to close the gap between where they are

⁷⁴D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.330.

and where they need to be relative to the standard.⁷⁵ Data from formative assessment is more informational in nature. This distinction creates tension for many teachers between judging students through summative assessment on the one hand, and providing feedback to help and support students through formative assessment on the other.

For students, feedback, particularly formative feedback, illustrates the gap between what the student currently knows and understands and what the teacher's expectations are for this knowledge and understanding. Royce Sadler translates the concept of feedback into simple terms teachers can apply in the classroom.⁷⁶ In short, for teachers to assess the quality of student work and provide formative feedback, teachers must (a) have a clear idea of the standard or goal students are expected to achieve, and (b) be able to judge the quality of student work relative to the standard.

To achieve the full benefit of feedback, students must ultimately hold the same understanding of the standard as does the teacher. Students must also be able to assess their individual work and apply a variety of self-monitoring strategies to revise and enhance their work in order to meet the standard. This is no small task. It requires several years of teaching to fully understand appropriate expectations for students, apply criteria to judge the quality of student work, and model strategies students can use to meet the standard. Bellows are essential formative assessment strategies you can use in the classroom to enhance student learning namely questioning, peer assessment, as well as feedback through grading.⁷⁷

⁷⁵D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.330.

⁷⁶D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.329.

⁷⁷D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.330.

The first is questioning. A key aspect of formative feedback is questioning. Asking thoughtful questions about the learning task and providing sufficient wait time for students to think and generate responses lie at the heart of questioning for formative feedback. This type of questioning can bring all students, not just the high achievers, into the learning process.

The second is Peer Assessment. Ultimately, for students to attain high levels of achievement, they need to be able to self-assess and, when necessary, to employ corrective measures to meet the standard. Self-assessment is typically fostered by feedback to students from the teacher. However, feedback from teachers may not always be received well by students, particularly students who have not achieved well in their schooling. Students can sometimes be more receptive to peers than to teachers, so developing tasks and feedback sessions between and among students can be used productively to enhance student learning. To do this well, teachers need to explain to students how to give useful feedback, perhaps by modeling. For example, suppose a teacher gave a writing assignment to students with a set of criteria for gauging the quality of the writing. Using a student essay from a previous class, the teacher could model the use of the criteria and how to give feedback on performance. With this knowledge and understanding, students could then give one another feedback that illustrates the gap between the current quality of the essay and the expected quality embodied in the criteria.

The third is Feedback through Grading. Grading is clearly a task teachers must understand and do well. This includes not only the development of semester grades but also the grading of tests, reports, and projects. The downside of grading is that it can reinforce achievement differences among students. Successful students see grades as connected to effort, while unsuccessful students view grades as evidence that they

are losers in the educational system. This is most true when grades are provided without additional feedback.

Studies have shown that written feedback about performance on a task in addition to a grade, can be a powerful means of enhancing student learning. It can help to encourage students to think about their own performance and achievement, rather than serve as evidence of who wins and who loses. It is not the amount but the type of feedback that has the greatest impact on student learning. In addition, Orlich states that teachers need to have a clear idea of what they want from students, be able to judge students' work objectively against the expectations, and effectively communicate how the student performed.⁷⁸

In this research, the attributes of teaching strategies used by teachers in giving feedback and assessment are, ask questions to individual students, ask questions to the whole class then wait for volunteers to answer, give students plenty of time to respond to questions, correct the writing errors, and correct speaking errors.

2.2 Previous Related Studies

There is a little evidence to support the idea that students are able to evaluate effective teaching. Scarboro states that the result of the research is consistent that students judge those whom they like as effective and those whom they dislike as ineffective teachers.⁷⁹ That is, from the students perspective, the evaluations are largely a popularity ranking. In addition, there is little evidence that teachers overall make systematic use of these data to enhance their teaching skills or to fix their

⁷⁸D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.330.

⁷⁹Allen Scarboro, "Student Perception on Good Teaching", *International Journal of New Trends in Art, Sports & Science Education*, 1, No.1, (2012), 49-66, p. 50.

weaknesses. However, a research on students' perception needs to be conducted since this field among teachers and students will most definitely remain a reality of EFL classroom. In addition, Brown affirms that the most practical and far-reaching impact of future research in this area will take place in individual EFL classrooms where teachers become researchers who desire to better understand their own perspectives on EFL teaching, their students' perspectives and how to reconcile the two.⁸⁰ Many reports of studies about perception on English teaching show that effective teaching strategies used by English teachers give positive perception students. The positive perception leads to better achievement in learning. Furthermore, some related result in the same and extended field will be presented as follows.

A research conducted by Lamatokan on "Students' Perception toward Teachers' teaching Styles and the Use of Learning Strategies in Teaching English" reports that the majority of students at SMA Negeri 1 Tobelo, North-Halmahera are aware that their teachers' teaching styles and the use of learning strategies gave positive impact in their learning. Their perception of their teachers' teaching styles and learning strategies which covers attitudes, behavior, interaction, method, teaching material and media during teaching and learning process influenced the success of students in developing English skills.⁸¹

A study by C. M. Ahmed, Y. Yossatorn and V. Yossiri entitled "Students' Attitudes towards Teachers' using activities in EFL Class" reveals that teaching strategies is one of the factor that can help reducing or changing students' negative

⁸⁰Alan V. Brown, *Students' and Teachers' Perceptions of Effective Teaching in the Foreign Language Classroom: a Comparison of Ideals and ratings*, (Arizona: the University of Arizona, 2017), p. 271.

⁸¹Alfonus Lamatokan, "Students' Perception toward Teachers' Teaching Styles and the Use of Learning Strategies in Teaching English", *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 2, No.2, (August 2018), p.41-46.

attitudes. In addition, this study found promising results on the students' attitudes towards teacher using activities. More than half of the participants regarded teachers using activities that determined their success in language learning.⁸²

Ampadu in his study entitled "Students' Perceptions of their Teachers' Teaching of Mathematics: The Case of Ghana" reports that students' perceptions of their teachers' teaching varies as the results established that both teacher-centered and student-centered teaching approaches were used by mathematics teachers. The study also established both actions and inactions impact positively or negatively on students learning experiences as majority of the respondents reported that their learning experiences are to a larger extent controlled by that teacher.⁸³

E. Latif and S. M. Thompson conducted a research entitled "Students' Perception of Effective Teaching" assessed on how students value various instructor characteristics (e.g., teachers' organization, knowledge and enthusiasm) and teaching practices (using components such as group work, attendance, class participation, as well as assessment). The result shows that students who understand the valued instructor characteristics and teaching practices can work on improving or changing their own characteristics and can endeavor to preferred teaching practices so as to engage students' of different backgrounds more fully.⁸⁴

The previous studies related to students' perception on teachers' teaching activities in the classroom show that perception of teaching strategies leads to better

⁸²C. M. Ahmed, *et.al.*, "Students' Attitudes towards Teachers' Using Activities in EFL Class", *International Journal of Academic Research in Business and Social Sciences*, 2, No.5, (May 2012), p. 158-164.

⁸³Ernest Ampadu, "Students' Perceptions of Their Teachers' Teaching of Mathematics: The Case of Ghana", *International Online Journal of Educational Sciences*, 4, No.2, (June 2012), p.351-358.

⁸⁴Ehsan Latif, *et.al.*, "Students' Perception of Effective Teaching", *Journal of Economic and Economic Education Research*, 14, No.1, (2013), p.121-130.

achievement although they have various research fields. The first research is a quantitative research in the field of English Language Teaching that investigated teachers' teaching style. The second research applied qualitative research is still in the same field of ELT that examined students' attitudes. The third research is a case study conducted in the different field that is mathematics teachers' strategies. Finally, the last research is a descriptive quantitative study conducted in the field of Economic Education. This research however is different from the previous studies since it aims to describe students' perception on their English teachers' teaching strategy in the classroom. It is expected to give novel description on the teaching strategy used by English teachers in SMPN 2 Parepare in order to be a feedback for their teaching strategy.

2.3 Conceptual Framework

Students' perception is students' opinion, experience and knowledge they got from observation towards teachers' teaching strategies in school. There are eight characteristics of effective teaching strategies proposed by the experts namely teachers develop good relationship with students, use English, teach contextually, vary students' activities in the classroom, give understandable explanations, provide time to practice, give appropriate task, as well as give feedback and assessment. In regard to these two basic theories, this research measured students' perception whether it is positive or negative perception. Therefore, the conceptual framework of this research is presented in the following figure:

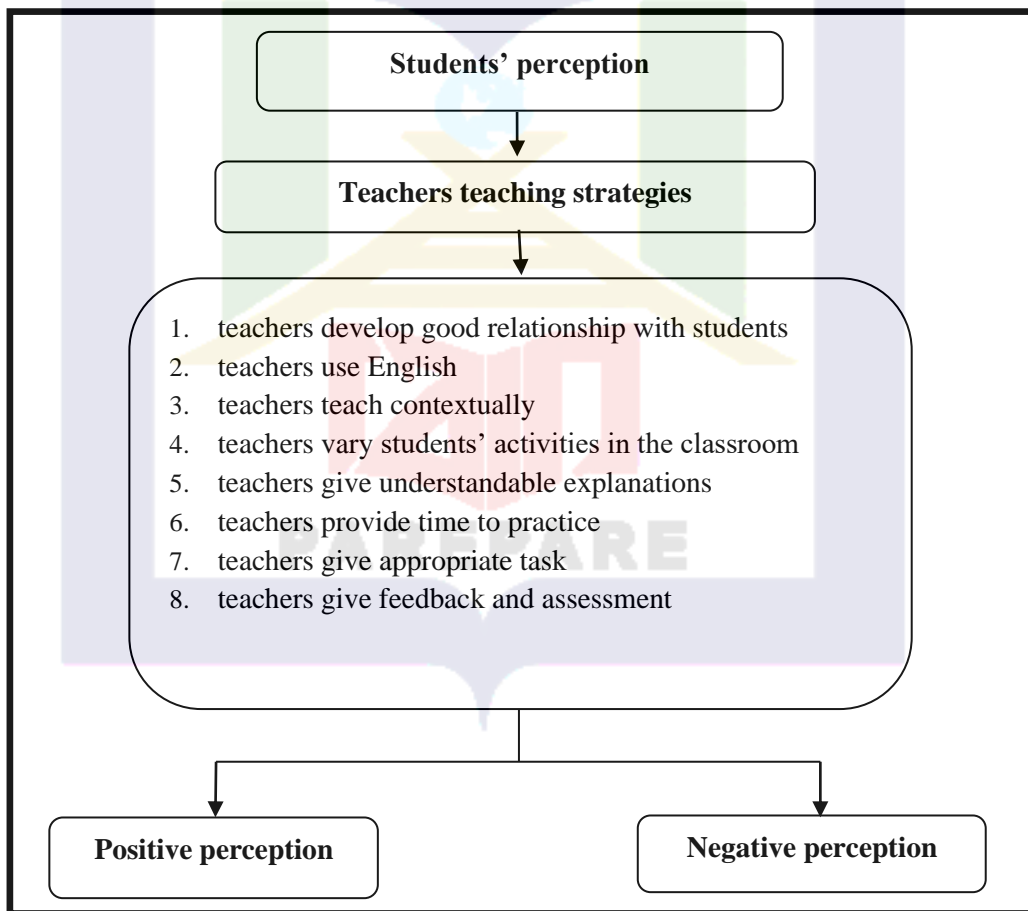


Figure 2.1 Conceptual Framework of the research

2.4 Hypotheses

The hypotheses of this research are formulated based on the theoretical framework then become the temporary answer of research question which its validity will be proven statistically. The hypotheses are as follows:

2.4.1 Null Hypothesis (H_0)

$H_0 : \rho \leq 60$ it means students of SMPN 2 Parepare have negative perception towards teaching strategy used by their English teachers which the highest score is 68 from the expected criteria.

2.4.2 Alternative Hypothesis (H_a)

$H_a : \rho > 60$ it means students of SMPN 2 Parepare have positive perception towards teaching strategy used by their English teachers which the score is higher than 68 from the expected criteria.

2.5 Operational Definition of Research Variables

2.5.1 Variables of Research

There are two variables involved in this research namely, dependent and independent variable. The dependent variable is students' perception and the independent variable is English teachers teaching strategies.

2.5.2 Operational Definition of Variables

1. Students' perception includes on what they see, hear, touch and feel during in school. It involves their cognitive impression that is formed by process of study and learning environment including teachers. In this research, English teachers were evaluated by students through perception on their teaching strategies.
2. Teachers' teaching strategies includes eight characteristics namely teachers develop good relationship with students, use English, teach contextually, vary students' activities in the classroom, give understandable explanations, provide time to practice, give appropriate task, as well as give feedback and assessment.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This research is a descriptive quantitative study. It is designed in a survey method which involves asking students' for information about the students' perception of teaching phenomena in SMPN 2 Parepare through questionnaire.

3.2. Location and Duration of the Research

This research was conducted in Junior High School (SMPN) 2 Parepare that involved students of the third grade. It took for about three weeks in its process namely research activity and data analysis.

3.3. Population and Sample

3.3.1. Population

There are 1.031 students in SMPN 2 Parepare divided in 3 grades namely the first grade, the second grade and the third grade. In determining the population, researcher considered students who have been taught by all English teachers in SMPN 2 Parepare. There are eight English teachers in SMPN 2 Parepare, and the third grade have met them all in the classroom. Therefore, the researcher chose students of the third grade of SMPN 2 Parepare as the population of this research. Based on the data shown in table 3.1, there are 340 students of third grade in this school.

Table 3.1 Distribution of Students in SMPN 2 Parepare

CLASS 7	TOTAL	CLASS 8	TOTAL	CLASS 9	TOTAL
7.1	31	8.1	36	9.1	38
7.2	32	8.2	36	9.2	38
7.3	32	8.3	36	9.3	38
7.4	32	8.4	36	9.4	38
7.5	32	8.5	36	9.5	38

7.6	32	8.6	36	9.6	38
7.7	32	8.7	36	9.7	38
7.8	32	8.8	36	9.8	38
7.9	32	8.9	36	9.9	36
7.10	24	8.10	35		
7.11	21				
	332		359		340
TOTAL	1031				

(Source: Administration of SMPN 2 Parepare)

3.3.2. Sample

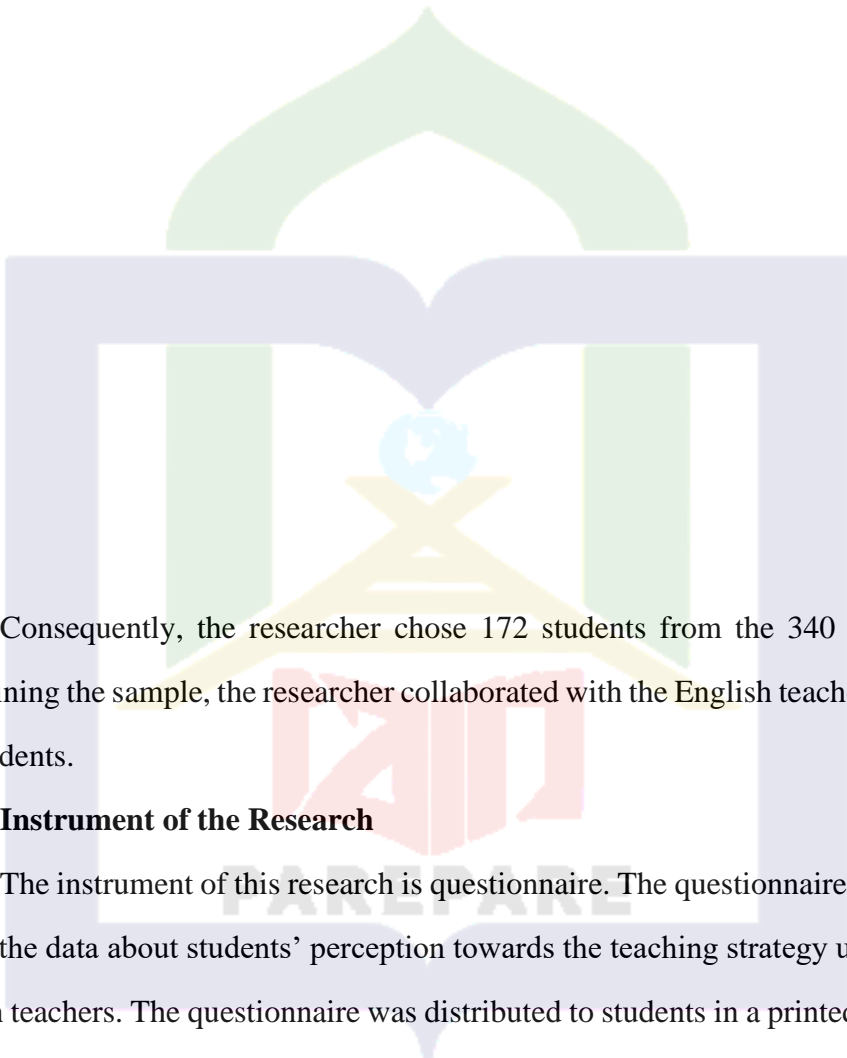
Since the number of population is big, the researcher took some students as the sample by using simple random sampling technique. In choosing the sample, the researcher used the table of sampling determination developed by Isaac and Michael.⁸⁵ The table developed by Isaac and Michael provides the number of population from 10 to 1.000.000 with three significance levels namely 1%, 5% and 10%. The bigger is the significance level, the smaller is the number of sample. In this research, the researcher took number of sample with 5% significance level. It can be seen in table 3.2

Table 3.2 Table of Sampling from Isaac and Michael

N	s			N	s			N	s		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	155	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
75	67	62	59	550	301	213	182	30000	649	344	268
80	71	65	62	600	315	221	187	40000	653	345	269
85	75	68	65	650	329	227	191	50000	655	346	269
90	79	72	68	700	341	233	195	75000	658	346	270
95	83	75	71	750	352	238	199	100000	659	347	270
100	87	78	73	800	363	243	202	150000	661	347	270
110	94	84	78	850	373	247	205	200000	661	347	270
120	102	89	83	900	382	251	208	250000	662	348	270
130	109	95	88	950	391	255	211	300000	662	348	270

(Bandu

itatif, dan R&D,



Consequently, the researcher chose 172 students from the 340 students. In determining the sample, the researcher collaborated with the English teachers to gather 172 students.

3.4. Instrument of the Research

The instrument of this research is questionnaire. The questionnaire was used to collect the data about students' perception towards the teaching strategy used by their English teachers. The questionnaire was distributed to students in a printed paper. The questionnaire consists of 30 numbers statements. 15 positive statements and 15 negative statements. The items covered students' perception about eight characteristics of their English teachers' teaching strategy. The questionnaire provides close-ended statements with multiple-choice response options namely strongly agree, agree,

disagree as well as strongly disagree. The statements of questionnaires are adopted from basic theories in chapter 2. The questionnaire can be seen in the appendix.

3.5 Procedure of Collecting Data

To collect the necessary data, firstly, researcher visited SMPN 2 Parepare then met the English teacher to gather the samples into the classroom. Secondly, researcher explained how to answer the questions in the questionnaire. Thirdly, researcher observed students in answering and provided help for the students who found difficulties. Finally, after finishing answering, researcher collected the questionnaires from the students.

3.6. Technique of Data Analysis

To analyze the data and test the hypotheses, researcher processed it by using quantitative analysis with statistical method which is elaborated as follows:

3.6.1. Scoring students' questionnaire

The researcher assessed students' answers on questionnaire by giving score for each item. In scoring each item, researcher used Likert Scale scoring system⁸⁶ which has been modified into 4 scales. The first reason is to avoid undecided answer from students which will be multi-interpretable. The second reason is to avoid central tendency effect which can lead respondents to choose the neutral answers which can omit or decrease the amount of information we can take from respondents.⁸⁷ The scale can be seen as follows:

Table 3.3 Likert Scale for Scoring System

Score for positive statement	Answer	Score for negative statement
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⁸⁶Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p.135.

⁸⁷Eko Hertanto, "Perbedaan Skala Likert Lima Skala dengan Modifikasi Skala Likert Empat Skala", *Metodologi Penelitian*, September 2017, pp. 1-4

4	Strongly agree	1
3	Agree	2
2	Disagree	3
1	Strongly disagree	4

3.6.2. Calculating frequency and mean score

In calculating the data, researcher used Microsoft Excel computer program to present descriptive statistical information. Frequency was calculated manually by using tally while mean score was calculated by following the following formula:

$$: \frac{\sum x}{N} \times 100 \quad \text{where: } X : \text{Mean score}$$

$\sum x$: Total score

N : Number of students⁸⁸

3.6.3. Classifying students' perception

The mean score was classified by using Likert Scale on the classification of perception. It is by making the range of the mean score related to the internal consistency adopted in the questionnaire. The internal consistencies applied in the classification of perception are very positive, positive, negative as well as very negative.⁸⁹ Likert Scale calculated the range of those classifications with interval value is 30 and maximum score is 120. Therefore, the range of each item is as following table:

Table 3.4 Scale for Students' Classification of Perception

No.	Score Ranges	Qualitative Descriptions
1	91 – 120	Very positive
2	61 – 90	Positive

⁸⁸L.R. Gay, *Educational Research, Competencies for Analysis and Application second edition*, (Columbus: Charles E Merrill Company, 1981), p.298.

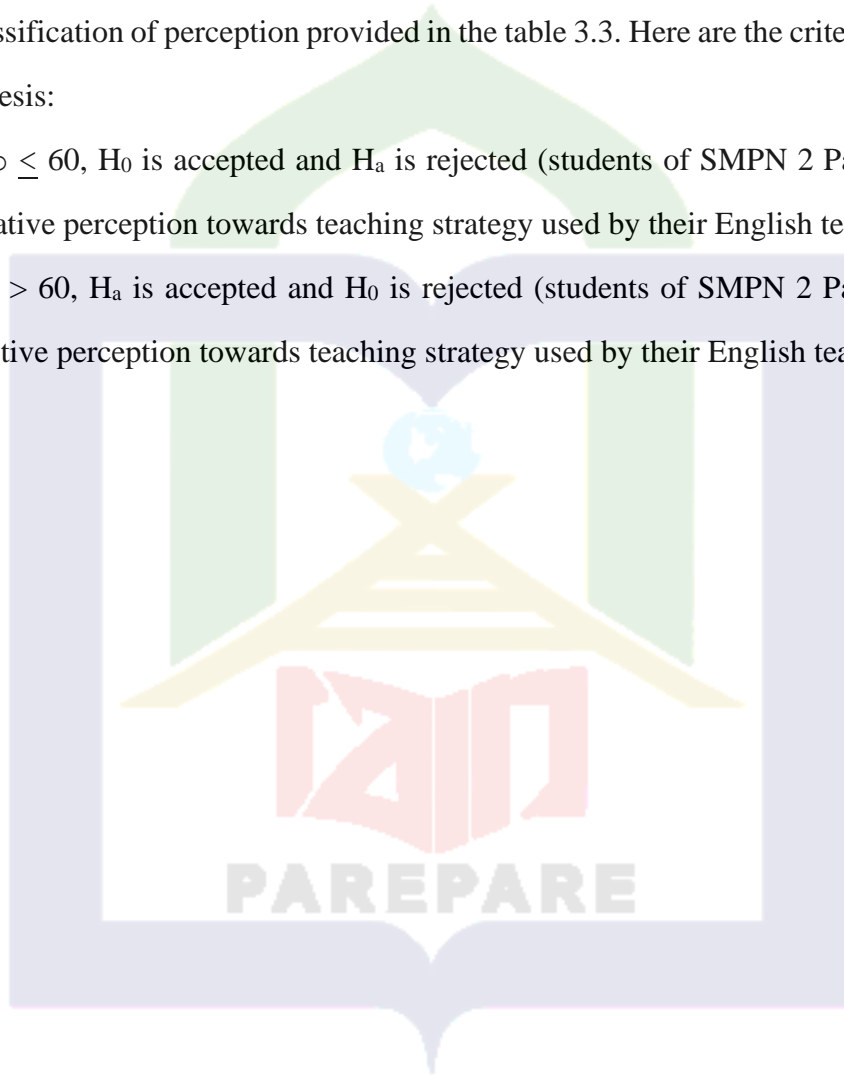
⁸⁹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p.135.

3	31 – 60	Negative
4	1 – 30	Very Negative

3.6.4. Testing hypotheses

To test the hypotheses, the researcher compared the result of mean score with the classification of perception provided in the table 3.3. Here are the criteria of testing hypothesis:

1. If $\rho \leq 60$, H_0 is accepted and H_a is rejected (students of SMPN 2 Parepare have negative perception towards teaching strategy used by their English teachers).
2. If $\rho > 60$, H_a is accepted and H_0 is rejected (students of SMPN 2 Parepare have positive perception towards teaching strategy used by their English teachers).



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the first is finding of the research and the discussion of the research. The finding of the research covers the description of the result of data collected through questionnaire.

4.1 Findings

To answer the research question in the previous chapter, the researcher collected necessary data of students' perception towards teaching strategy used by their English teachers by using the instrument of the research namely questionnaire. The data process of the instrument is elaborated as follows:

4.1.1 Validity of Instrument

The questionnaire was tested by *Product Moment Pearson* in Microsoft Excel Program to meet its validity with t-table larger than r-table; N=172, the 2-tailed significance 0.05 and the r-table = 1,974. Then, the score of each item that is less than 1,974 was deleted. The result can be seen in the following table

Table 4.1 Validity of Instrument

Items	t-table	r-table	Result
1	11.467	1,974	Valid
2	8.317		Valid
3	8.563		Valid
4	9.351		Valid
5	9.451		Valid
6	10.170		Valid
7	10.840		Valid
8	11.150		Valid
9	11.770		Valid
10	11.050		Valid
11	9.297		Valid
12	8.965		Valid
13	8.176		Valid

to be continued

continued

14	11.610		Valid
15	11.150		Valid
16	8.538		Valid
17	11.890		Valid
18	2.524		Valid
19	10.230		Valid
20	9.909		Valid
21	11.550		Valid
22	11.190		Valid
23	12.300		Valid
24	9.472		Valid
25	9.974		Valid
26	4.054		Valid
27	9.793		Valid
28	9.592		Valid
29	8.900		Valid
30	7.932		Valid

It can be seen from the table 4.1 that all the instruments items are valid with the highest validity item goes to item 23 and the lowest validity item belongs to item 18. Therefore, researcher did not delete any of statements in the questionnaire. It is hoped that the questionnaire can be used in another school by using this instrument.

4.1.2 Reliability of Instrument

The questionnaire was also tested by adopting Alpha Coefficient to meet its reliability with Cronbach's Alpha value larger than 0.60.⁹⁰ The questionnaire was tested by the technique of split-half in which the 30 items were divided into odd and even items. Then, by using the formula of Microsoft Excel Program the correlation value (r_b) was 0.83. this value then substituted into the formula of Spearman Brown⁹¹ as follows then found that reliability is higher than 0.60:

⁹⁰Imam Ghozali, *Aplikasi Analisis Multivariat dengan Program SPSS*, (Semarang: Badan Penerbit Universitas Diponegoro, 2002).

⁹¹Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, p.185.

$$\text{Reliability} = \frac{2 \times rb}{1+rb} = \frac{2 \times 0.83}{1+0.83} = 0.91$$

From the data, it can be concluded that the questionnaire used in this research is valid and reliable.

4.1.3 The Result of Questionnaire

The Questionnaire was distributed on the 20th and 21st of February and was responded by 172 students of class 9 in SMPN 2 Parepare. In gathering the students, researcher was helped by the English teachers of class 9.1, 9.2, 9.3, 9.4, 9.5 and 9.6. it can be seen in the following table

Table 4.2 The Data Process of Questionnaire

NO	ITEM																														TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	4	4	4	3	3	4	4	4	4	3	4	3	4	4	4	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	104
2	4	3	3	3	3	4	3	3	3	3	4	3	3	4	3	3	3	3	3	3	4	3	3	4	3	4	3	4	3	3	98	
3	4	3	4	3	3	4	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	4	3	3	3	96		
4	4	4	3	3	3	4	4	3	4	3	4	3	4	3	3	3	3	3	3	3	3	4	3	3	4	3	4	3	3	100		
5	4	3	3	4	4	4	4	4	4	3	4	3	4	4	4	3	4	4	3	3	4	4	3	3	4	4	3	2	2	106		
6	4	4	4	3	3	4	4	3	3	3	4	3	3	4	4	4	4	3	3	3	3	3	4	4	4	4	3	3	3	103		
7	3	2	3	3	3	3	4	3	3	1	4	3	4	4	4	2	4	3	2	3	4	3	2	4	1	4	2	2	2	86		
8	4	3	4	3	3	4	4	4	4	4	4	3	4	4	4	4	4	3	3	4	3	3	3	4	3	3	3	4	3	107		
9	3	3	3	3	3	3	3	3	4	4	4	3	3	4	4	3	3	3	4	3	3	3	3	3	3	4	3	3	3	97		
10	4	4	3	3	3	4	4	4	4	4	4	2	3	4	4	3	4	3	3	4	4	3	3	4	3	3	4	3	2	103		
11	4	3	4	4	4	4	4	4	3	4	4	3	3	4	4	4	4	2	4	4	4	4	4	4	4	3	4	4	4	113		
12	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	4	3	4	4	4	4	4	3	4	3	4	111		
13	4	3	4	4	4	4	4	3	3	3	4	3	3	4	4	3	4	4	3	1	4	4	4	4	4	3	4	3	4	107		
14	4	4	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	3	4	3	4	4	4	4	4	4	3	4	4	112		
15	3	4	3	4	2	3	4	3	4	4	4	2	4	4	4	3	3	3	1	1	3	4	4	1	1	3	3	1	1	86		
16	3	4	4	2	3	3	4	4	4	4	4	3	4	4	3	3	4	3	3	3	3	4	3	4	3	3	3	4	3	102		
17	3	4	4	3	4	4	3	3	2	2	3	3	3	3	3	4	3	4	2	3	4	3	4	3	4	3	3	4	1	96		
18	4	4	3	3	3	4	4	4	2	3	2	2	3	3	4	4	3	4	2	3	4	3	4	3	4	3	3	4	1	97		
19	3	3	3	3	2	3	3	3	3	3	4	2	3	3	4	2	3	2	2	3	3	3	3	2	3	3	3	3	3	86		
20	3	3	3	3	3	3	4	4	4	3	4	3	3	4	3	3	3	3	2	3	3	3	4	3	3	3	3	4	3	97		
21	3	4	3	2	2	4	4	3	2	4	4	3	4	4	4	3	3	3	2	3	3	3	2	2	3	4	3	3	4	94		
22	3	4	4	3	3	4	4	4	4	4	4	2	2	3	4	4	4	4	3	3	3	2	3	4	3	4	4	3	3	102		
23	4	4	4	3	3	4	3	3	4	3	4	3	3	4	4	3	4	3	3	3	3	3	3	3	3	3	3	3	4	101		
24	4	4	4	3	3	4	3	3	3	3	4	3	4	4	4	4	3	3	4	3	3	4	3	3	4	3	3	4	3	103		
25	4	4	4	3	3	3	4	3	3	3	4	3	3	4	4	4	3	3	3	4	4	4	4	3	3	3	4	4	4	106		
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144	4	3	3	3	3	4	4	4	2	3	3	3	3	2	4	3	3	4	3	1	2	3	3	3	1	2	2	1	3	3	3	3	3	3	3	85	
145	3	3	4	2	2	3	3	2	2	2	3	2	3	3	3	3	3	3	2	2	2	2	2	2	2	3	3	3	2	2	2	2	2	2	2	76	
146	3	3	3	3	3	3	3	4	3	4	3	3	2	4	3	4	4	4	1	2	3	4	3	3	3	4	3	3	1	4	4	4	4	4	4	93	
147	4	4	3	3	3	4	4	3	4	4	4	2	4	4	3	3	4	4	4	4	4	4	4	4	4	4	3	4	3	2	4	4	4	4	4	107	
148	4	4	3	3	2	4	4	3	3	3	3	2	3	4	4	4	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	98	
149	3	3	3	3	3	4	4	4	3	3	3	2	3	4	4	4	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	98	
150	4	4	3	3	3	4	4	3	3	4	4	3	3	4	4	3	4	4	3	3	4	4	3	3	4	4	3	3	4	4	3	3	4	4	4	106	
151	4	4	3	3	2	4	4	3	3	3	4	2	3	4	4	4	4	3	3	3	3	3	2	3	3	4	4	3	3	3	3	3	3	3	3	99	
152	4	4	3	3	2	4	4	3	3	3	4	2	3	4	4	4	4	3	3	3	2	1	3	3	4	4	3	3	3	3	3	3	3	3	3	97	
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154	4	4	3	3	3	4	4	3	3	2	3	3	3	4	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	96	
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156	4	3	4	4	3	4	4	4	3	3	4	3	4	4	4	4	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	104	
157	3	3	3	4	3	4	4	4	3	3	4	3	4	4	4	4	4	4	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	102	
158	3	4	3	1	1	4	4	4	4	4	4	3	4	4	4	4	4	4	1	4	3	4	4	4	4	4	4	4	2	4	4	4	4	4	4	105	
159	3	3	3	3	3	4	4	3	3	3	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	93	
160	3	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	2	1	3	3	3	91	
161	4	4	3	4	3	4	4	4	4	3	4	3	3	4	4	4	4	3	3	3	3	3	3	3	3	4	4	4	2	3	3	3	3	3	3	104	
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163	4	3	3	4	3	4	4	4	3	4	4	2	3	4	4	2	3	4	4	4	4	4	4	4	4	4	3	4	3	3	3	3	3	3	3	106	
164	4	3	3	2	3	4	4	4	3	4	4	2	3	4	4	2	3	3	4	4	4	4	4	4	4	3	4	3	3	3	3	3	3	3	3	103	
165	4	3	3	3	3	4	4	4	4	4	4	2	3	4	4	2	3	3	4	4	4	4	4	4	4	4	4	3	2	4	4	4	4	4	4	106	

to be continued

continued

166	3	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	3	2	3	3	3	2	2	3	2	2	2	81	
167	3	3	3	3	4	3	3	3	3	3	3	3	3	4	4	3	3	4	4	3	3	4	3	3	3	4	3	3	2	4	97
168	4	4	3	3	4	4	4	4	4	1	4	4	4	4	3	4	4	2	3	3	3	4	4	3	4	3	3	4	4	4	106
169	3	3	3	3	3	3	4	4	4	3	3	3	3	3	4	4	4	4	3	3	3	3	3	3	3	3	3	3	2	3	96
170	4	3	3	3	4	4	4	4	4	3	4	3	3	4	4	3	3	4	4	3	3	4	3	3	3	4	3	3	2	3	102
171	4	3	3	3	4	4	4	4	4	3	4	3	3	4	4	3	3	4	4	3	3	4	3	3	3	4	3	3	2	3	102
172	4	4	3	4	1	4	4	4	4	3	4	4	4	4	4	3	3	3	3	2	3	3	4	4	4	3	2	4	2	4	102
TOTAL																												16129			

Table 4.2 shows us the total of score. From this data mean score calculated by the following formula:

$$X = \frac{\sum x}{N} = \frac{16129}{172} = 93.77 = 94$$

This mean score than was classified by using the following table

No.	Score Ranges	Qualitative Descriptions
1	91 - 120	Very positive
2	61 - 90	Positive
3	31 - 60	Negative
4	1 - 30	Very Negative

As illustrated in the table, the mean score of student's perception is 94 which is in range of very positive perception.

4.1.4 Testing Hypotheses

The mean score in the previous subchapter showed the classification of students' perception towards their English teachers' teaching strategy is in the very positive classification. Then, the mean score is used to test the hypotheses by using the criteria If $\rho > 60$, H_a is accepted and H_0 is rejected. In this case, $\rho = \text{mean score} = 94$. Since $94 > 60$, so, H_a is accepted and H_0 is rejected means students of SMPN 2 Parepare have positive perception towards teaching strategy used by their English teachers.

4.2 Discussion

The objective of this research is to describe the students' perception towards their English teachers' teaching strategy. The results revealed that the students have very positive perception towards their teachers' teaching strategy. The instruments adopted the 8 teaching strategies discussed in chapter II of this research namely, teachers develop good relationship with students, use English, teach contextually, vary students' activities in the classroom, give understandable explanations, provide time to practice, give appropriate task, as well as give feedback and assessment.

Students' perception towards teachers develop good relationship with students is measured in the questionnaire in items number 1 until 5. The result of questionnaire shows that good relationship between teachers and students can reduce their fear in studying. An authoritarian teacher can deepen students' fear and cause drop of studying motivation. In contrast, a friendly teacher encourage students to overcome fear, become comfortable, and participate more, which motivate students to continue studying English. It is in line with Tsui who notes, that establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in the classroom.⁹²

Students' perception on teachers use English is measured in the questionnaire items number 6 until 11. Teachers using English is very important aspect to become a good language model for students. The data from questionnaire shows that not all English teachers use English in their classroom for teaching and instruct in English. Therefore, all teachers in SMPN 2 Parepare need to improve their speaking English habit with their students in order that, students have model of speaking English. The importance of using English is also stated by Richard and Farrel that many important

⁹²Tsui, A., "Reticence and Anxiety in Second Language Learning", In K. Bailey, D. Nunan, and M. Swan (Eds.) *Voices From the Language Classroom: Qualitative Research in Second Language Education*, p.164.

aspects of teachers' teaching (such as their ability to become a good language model for their students, maintain the use of English in their class, explain the contents and instruct in English, correct learners' language as well as give feedback for each material) are influenced by both English teachers' proficiency and their English language use in teaching.⁹³

Students' perception on teachers teach contextually is measured in the questionnaire items number 12 and 13. The data from questionnaire shows that materials taught by some teachers were not regularly related to the students' daily life. The materials play important role in students' learning. Therefore, the existence of teaching strategy by teachers should encourage students to be able to relate the meaning of their learning process and practice it in their daily communication. Chitravelu emphasizes that successful classes run by teachers often depends on their skills in getting students' interest and involvement at the start of the lesson by using the strategies such as relating the topic to something of great interest of the students in class as well as using media in teaching.⁹⁴

Students' perception on teachers vary students' activities in the classroom is measured in the questionnaire items number 14. The data from questionnaire shows that most of the teachers teach by setting the class in a fun situation and various activities. It makes the class not boring. Therefore, teachers' role in setting the strategies is very important. It is in line with Orlich who states that English teachers must have ability to arrange instructional process in teaching English by choosing and

⁹³Nurul Fajriah, *et.al*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.19.

⁹⁴Dk Yusimah Pg Hj Amjah, "a Study of Teachers' Strategies so Develop Students' Interest towards Learning English as a Second Language" *Procedia - Social and Behavioral Sciences*, p.189.

applying strategy appropriately to deliver English materials to students. They should have this ability since all methods have strong and weak points.⁹⁵

Students' perception on teachers give understandable explanations is measured in the questionnaire items number 15 until 23. The results of questionnaire shows that teachers explain the materials in a clear way so students understand what they should do in the classroom. Besides, teachers also pay much attention on students' vocabulary and tell them the importance of that for speaking. Also, teachers teach grammar and practice the use in students' daily communication. In explaining important things, teachers repeated their explanation by using students' native language. Fajriah states that it is good for teachers to give instructions or explanations with words which are familiar to students so that they will understand them better.⁹⁶

Students' perception on teachers provide time to practice is measured in the questionnaire items number 24. The result of questionnaire shows that teachers provide enough time for students to practice in the classroom. It is in line with Crowl who states that teachers should provide chances for students to use their inter-language.⁹⁷ This hopefully will make them able to apply what they have already gotten at the end of the learning process.

Students' perception on teachers give appropriate task is measured in the questionnaire items number 25. The results of questionnaire shows that teachers give appropriate vocabulary test for students since vocabulary is considered important to support their speaking habit. However, Jenson suggests teachers to filter and arrange

⁹⁵D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p. 249.

⁹⁶Nurul Fajriah, *et.al.*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.20.

⁹⁷Nurul Fajriah, *et.al.*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.21.

the test carefully that it provides stimulating and fun experiences that match the ability level of students without causing frustration.⁹⁸

Students' perception on teachers give feedback and assessment is measured in the questionnaire items number 26 until 30. The data from questionnaire shows that teachers' question commonly goes to individual and group. Teachers gave enough time for students to answer the questions. Besides, in giving feedback, teachers correct students' speaking when students make mistakes. For written test, not all teachers return students' writing and give feedback. Orlich proposes some strategies teachers can use in the classroom for giving feedback to enhance student learning namely questioning, peer assessment, as well as feedback through grading.⁹⁹

As the conclusion, the English teachers in SMPN 2 Parepare have implemented the characteristics of effective teaching strategies proposed by the experts. The eight characteristics will help teachers to create students motivation in learning English in the classroom. However, the implementation is still needed to be evaluated. Teachers are expected to adjust their teaching strategies based on their students' learning needs. Finally, although teaching and learning process has many important elements, the essence of teacher especially in the strategies of delivering materials and managing the classroom has the most important role.

⁹⁸Nurul Fajriah, *et.al.*, "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.20.

⁹⁹D.C. Orlich, *et.al.*, *Teaching Strategies: a Guide to effective Instruction 9th edition*, p.330.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion of this research, it can be concluded that students' perception towards teaching strategy used by English teachers in SMPN 2 Parepare is positive, and their positive perception will lead them to a better participation in the learning process of English class. The result of testing hypotheses showed that the mean score (94) is higher than the criteria (60) which resulted H_a is accepted and H_0 is rejected. This finding means students of SMPN 2 Parepare have positive perception towards teaching strategy used by their English teachers with the classification very positive.

Moreover, the effective teaching strategies proposed by experts have been implemented by the English teachers in SMPN 2 Parepare. Teachers need to evaluate their teaching strategies in order to make students more motivated in learning English since students' perception affected by teachers' strategies in teaching. A good perception brings a good engagement in learning process. When students involve much in the learning process, it is possible for their achievement and attitude to improve in English skills.

5.2 Suggestion

Although the finding showed that students have very positive perception towards teachers' teaching strategy, but some suggestions should be considered by teachers, students, and the next researchers as well. For the teachers, they should evaluate the teaching strategies they used in teaching English. Taking the eight characteristics of effective teaching strategies into consideration is better to help them

creating fun situation in teaching English. A fun situation is a teaching and learning process which is comfortable for both teachers and students.

For students, in learning English in the classroom, students can be involved to suggest the teachers what materials or methods are suitable for their learning styles. Following teachers' teaching style will not help them to learn, but helping teachers to set the learning environment based on students' needs will result in a good classroom management and cooperation.

For the next researcher, this research is still basic research which describe only students' perception towards their teachers' teaching strategy in English subjects. It is limited only in students' perception. The researchers in the same or extended field are possible to look for the correlation of the finding of this study to another learning phenomena such as, students' achievement and attitude or teachers' resilience in teaching. Although researcher did not measure that correlation, but students' attitude in learning and teachers' attitude in teaching shows such potentialities.

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Appendix 2

DOCUMENTATION

Whole Class activity



Students are Responding Questionnaire





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

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PO Box 908 Parepare 91100, website: www.iainparepare.ac.id, email: rai@iainparepare.ac.id

Nomor : B.226 /In.39.5.1/PP.00.9/02/2020
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 : Dewi Yuliani Lukman
Tempat/Tgl. Lahir : Parepare, 09 Agustus 1997
NIM : 15.1300.091
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : BTN Pondok Indah Soreang Blok H No. 2 Kel. Bukit Harapan
Kec. Soreang Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah KOTA PAREPARE dalam Rangka penyusunan skripsi yang berjudul :

"Students' Perception Toward Teaching Strategy Used By English Teachers At SMPN 2 Parepare"

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

Wassalamu Alaikum Wr. Wb.

Parepare, 04 Pebruari 2020



Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



SRN IP0000095

PEMERINTAH KOTA PAREPARE

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN

Nomor : 95/IP/DPM-PTSP/2/2020

- 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 Pemberitaan 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 : DEWI YULIANI LUKMAN
 UNIVERSITAS/ LEMBAGA : INSTITUT AGAMA ISLAM NEGERI PAREPARE
 Jurusan : PENDIDIKAN BAHASA INGGRIS
 ALAMAT : BTN PONDOK INDAH SOREANG BLOK H NO. 2 PAREPARE
 UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : STUDENTS' PERCEPTION TOWARD TEACHING STRATEGY USED BY ENGLISH TEACHERS AT SMPN 2 PAREPARE


LOKASI PENELITIAN : DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE

LAMA PENELITIAN : 12 Februari 2020 s.d 4 Maret 2020

- 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 : **12 Februari 2020**

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

UUITE 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 distandarkan secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan BSE/E. Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMP/STP Kota Parepare (scan QRCode)



Sertifikat Elektronik





PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 2 PAREPARE
Alamat : Jln. Lahnade No. 84, Kota Parepare 91132
Web : www.smpn2parepare.scb.id, Email : smpn2parepare@smkn2parepare.scb.go.id

SURAT KETERANGAN PENELITIAN

Nomor: 425/36/SMP.02/II/2020

Yang bertanda tangan di bawah ini, kepala UPTD SMP Negeri 2 Parepare menerangkan bahwa :

Nama : DEWI YULIANI LUKMAN
Tempat/Tgl. Lahir : Parepare, 09 Agustus 1997
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : BTN Pondok Indah Soreang Blok II No. 2 Parepare

Yang tersebut namanya di atas, benar telah melaksanakan penelitian/Wawancara di UPTD SMP Negeri 2 Parepare pada tanggal 12 Februari 2020 sampai 26 Februari 2020, berdasarkan surat izin penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu, Nomor : 95/IP/DPM-PTSP/2/2020 tanggal 12 Februari 2020.

Demikian surat keterangan ini di berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 27 Februari 2020

Kepala UPTD,



Dra. Hj. Set Enludfiyah, M.Pd
NIP. 196809251994122002

CURRICULUM VITAE



Dewi Yuliani Lukman was born in Parepare, South Sulawesi on the ninth of August 1997. She is the second of three in her family from the couple Lukman Umar and Hj. Sainab HT. She has 2 brothers namely Surya Putra Manab and Muh. Hatta Batulkhulan. She began studying in SDN 5 Parepare and graduated in 2009. In the same year, she continued her study to SMPN 1 Parepare and finished her study in 2012. Then, she continued studying to SMAN 4 Parepare and graduated in 2015. In the same year, she was accepted as an undergraduate student of State Islamic College (STAIN) of Parepare which now has transformed to State Islamic Institute (IAIN) of Parepare. She completed her Sarjana Degree (S1) in 2020 specializing in English Education Study Program by submitting skripsi entitled “*Students’ Perception towards Teaching Strategy Used by English Teachers at SMPN 2 Parepare*”.