ENGLISH TEACHERS' PERCEPTION TOWARD OF THE MOST APPLIED TEACHING METHOD IN CLASSROOM

A Thesis

Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Fulfillment of Requirement for S.Pd Degree of English Education

IAIN PALOPO

Submitted By:

DELLA SINTIA

Reg. Num. 16.0202.0167

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2021**

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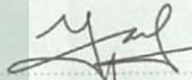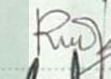
ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE (IAIN) OF PALOPO
2021

THESIS APPROVAL

This thesis, entitled **"English Teachers' Perception toward of the most applied Teaching Method in Classroom"** written by **Del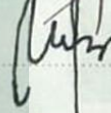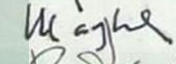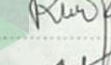la Sintia**, Reg. Number 16 0202 0167, English Language Education S1 Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Tuesday March 2nd 2021 M**, coincided with **Rajab 18th 1442 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, March 2nd 2021 M
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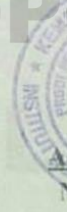
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HALAMAN PERSETUJUAN T1M PENGUJI

Skripsi berjudul English Teachers' Perception toward of the most applied Teaching Method in Classroom yang ditulis oleh Della Sintia Nomor Induk Mahasiswa (NIM) 16 0202 0167, Mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan IImu Keguruan Institut Agama Islam Negeri Palopo, yang telah diujikan dalam seminar hasil penelitian pada hari Kamis, tanggal 04 Februari 2021 bertepatan dengan 22 Jumadil Akhir 1442 Hijriah telah diperbaiki sesuai catatan dan permintaan Tim Penguji dan dinyatakan layak untuk diajukan pada sidang Ujian Munaqasyah.

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Demikian pernyataan ini di buat untuk di pergunakan sebagaimanna mestinya.

Palopo,   Januari 2021
Yang membuat pernyataan

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وَحَبِيْبِنَا مُـحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّيْن

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Palopo,   January 2021

Della Sintia
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ABSTRACT

Della Sintia, 2021. "*English Teachers' Perception Toward of the most applied Teaching Method in Classroom*". The thesis of the English Language Study Program Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Palopo. Supervised by Rustan Santaria and Muhammad Iksan

This thesis is research on the perceptions of English teachers toward teaching methods. The research question of this research are 1) What are teaching methods the teachers use in classroom?; 2) How is the English teachers' perception toward the most applied teaching methods in classroom? The purpose of this research was to find out what teaching methods the teachers use in classroom and to find out how the English teachers' perception toward the most applied teaching methods in the classroom in SMKN 2 Palopo and SMAN 6 Palopo. In this research, the researcher used the Descriptive Survey Study. The populations were English teachers in Senior High School and Vocational High School in Palopo city. The total population is 102 people consisting of 32 schools in Palopo from 12 Senior High Schools, 18 Vocational High Schools, and 2 Extraordinary Schools. To take the number of samples, the researcher used a purposive sampling technique, in with the researcher took samples from a population. Then the researcher took 10 samples, namely 4 people from SMAN 6 Palopo and 6 people from SMKN 2 Palopo. Besides, the researcher used the questionnaire and interviews to find out teachers' responses to teaching methods. From the research that has been carrying out, in this case, shows that there were 4 methods most frequently applied by English teachers, namely: Practice Method (90%), Group Work (80%), Discussion Method (70%), and Questions and Answer (70%). English teachers' perception of the application of teaching methods opined that the teacher agrees if the teaching method is applied in classroom to achieve learning objectives.

Keywords: teachers' perception, teaching method

CHAPTER I

INTRODUCTION

A. Background

Teacher is the key to the success of the students in the process of teaching and learning in the classroom. The teacher is the main learning resource with all abilities, scientific insights, broad skills, and knowledge, so all learning information can be obtained from the teacher. Teachers also can design teaching programs, namely the ability of teachers to make lesson plans. Besides, the teacher is also a motivator for students in improving their abilities and developing student learning activities.

The method is a way that teachers' do to achieve learning goals. Teaching methods help teachers' in classroom management problems. Teaching methods also broaden the teacher's insight regarding learning techniques. On the other hand, teaching approaches encourage the interest and enthusiasm of students and create a favorable environment in the classroom to promote the success of teaching and learning activities.

A method in language teaching is a way of teaching a language based on formal principles processes, according to Richard et.al in Sarath W. Samaranayake.[1] Similarly, Norland describes the approach as sometimes used as a set of procedures or exercises used in some way to teach language.[2]

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[1] Sarath Samaranayake W., 'The Best Method in EFL/ESL Teaching', *International Journal of English and Literature (IJEL)*, 2015.

[2] Deborah and Terry Pruett Norlan, *Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language* (Websport: Library Unlimited, teacher press ideas, 2006).

The method of Anthony's model is the level at which the theory is put into practice and decisions are taken regarding the specific abilities to be taught, the material was taught, and the order in which the content is delivered.[3]

According to Azeb in Anbessa Bekele Nola, the general sense of the method is an orderly planned advancement towards a specified and/or a coordinated set of principles for the success or performance of the practice. It helps the teacher to choose appropriate learning opportunities, build a suitable environment, guide and direct learning activities, evaluate and assess progress, and systematically bring about learning or understanding without unnecessary waste.[4]

According to Anderson & Roth stated that teachers have a primary role in determining what is needed or what would work best with their students. Findings from research on teachers' perceptions and beliefs indicate that these perceptions and beliefs not only have considerable influence on their instructional practices and classroom behavior but also are related to their students' achievement.[5]

Therefore, it is important to know the teacher's perceptions of the method itself as it allows one to make predictions about teaching and assessment practices in the classroom.

Teaching and learning activities that give birth to the interaction of human elements are a process to achieve learning objectives. In teaching and learning

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[3] *Op.cit.,* p.15

[4] Anbessa Bekele Nola, *Methods of Teaching and Their Implication for Quality of Student Learning* (Samara University, 2012).

[5] Andersson, C.W and Roth K.L C.W, Anderson, *Science Teachers' Conceptions of Teaching and Learning* (Greenwich: J A I Press, 1991).

activities, a learning method is needed to convey the material taught by the teacher effectively and efficiently to make it easier to achieve the learning objectives to be achieved.

In delivering the material to the students, teachers should present it a various way, it means that teacher use some teaching method to make them interested in teachers' explanation. The teachers should use some different teaching method that appropriates the material that will be delivered.

So, the method of teaching English in the classroom greatly influences the improvement and quality of student learning and can achieve the teacher's goals in the teaching process if the method is applied properly.

Based on the background above, the researcher will research the title *"English Teachers' Perception toward of the most Applied Teaching Method in Classroom"*.

B. Research Question

The research question of this research are as follows:

1. What are the teaching methods the teachers use in classroom?

2. How is the English teachers' perception toward of the most applied teaching methods in classroom?

C. Objective of The Research

Based on the problem statement, the objectives of the research are as follows:

1. To find out what teaching methods the teachers use in classroom.

2. To find out the English teachers' perception toward of the most applied teaching methods in classroom.

D.   Problem Limitation

In this research, the researcher focused on the teaching method used in classroom and the teachers' perception toward of the most applied teaching methods in classroom. This research is limited to the English teachers of Senior High School and Vocational High School at Palopo City Schools.

E.   Definition of Key Terms

1. Teachers' Perception

Teacher Perception is the process of understanding or the intention of information obtained by a teacher both from outside and within the individual to express assumptions about something that is the view in an object of his conversation. In this research, teachers' perception means the responses by the English teachers' towards the teaching method that is used teaching and learning process in classroom at Palopo City Schools.

2. Teaching Methods

Teaching techniques are presentation techniques used by teachers to teach or introduce classroom content to students so that the lessons are correctly captured, understood, and used by students.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

Some previous studies linked to this thesis are as follows:

Windy Puspitasari Suparto from Palopo Cokroaminoto University entitled *"The Analysis of Teaching Method in Teaching Reading ability at the seventh-grade students of SMP Negeri 6 Bone-Bone"*. The objective of this research is to know the teaching method the teacher used to influence the students' reading ability at the seventh grade of SMP Negeri 6 Bone – Bone. The subject of the research was the teachers of the second-year students at SMP Negeri 6 Bone – Bone. The the teacher consisted of two teachers of English and the researcher took one of them as the subject. This research applied the descriptive qualitative method. The instrument was an interview and observation. The findings of this research show that there are 8 methods namely: direct instruction, drill, and practice method, question and answer, lecture method, discussion, discovery learning method, mental modeling, and inquiry method.[6]

Benjamin Towett Koross, Francis C. Indoshi and Tony Okwach from Maseno University, entitled *"Perception Of Teachers And Students Towards Methods Used In Teaching And Learning Of English Writing Skills In Secondary Schools"*. The goal of

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[6] Windy Puspitasari Suparto, *The Analysis of Teaching Method in Teaching Reading Ability at the Seventh Grade Students of SMP Negeri 6 Bone-Bone*, ed. by Ely Sunariya (Aqlam Media, 2018).

the study was to evaluate teachers' and students' perceptions of the techniques used in teaching and learning English writing skills in Kenya's West Pokot County secondary schools. First, the study's goals were to develop the perceptions of teachers and students of techniques used in teaching and learning writing skills, and second, to compare the perceptions of teachers and students of techniques used in teaching and learning writing skills. The research population consisted of 31 English teachers and 2580 out of four students. The sample size included 31 English teachers and 334 forms selected by a simple random sampling technique for four students. Data were obtained and analyzed through the mean and t-test using questionnaires. The research found that teachers and students alike had a negative view of the approaches used to teach and learn English writing skills.[7]

Primana Surya Kusuma from Muhammadiyah University of Purwokerto, entitled *"Teachers' Perception towards Teaching Method in EFL Class"*. This research used a descriptive survey study. The subjects of this research were 13 English teachers from four different senior high schools in Purwokerto that had. A questionnaire was used as the main instrument to collect the data which consisted of 26 statements related to teaching methods. Based on the analysis result, most teachers had a positive perception of the teaching method in EFL classes.[8]

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[7] Benjamin Towett Koross, Francis Indoshi, and Tony Okwach, 'Perception of Teachers and Students towards Methods Used in Teaching and Learning of English Writing Skills in Secondary Schools', *International Journal of English Language and Linguistics Research Vol.1,* 1.1 (2013), 32–38.

[8] Primana Surya Kusuma, *Perception towards Teaching Method in EFL Class* (Purwokerto: Muhammadiyah University, 2019).

Based on the previous study above have a similar purpose. That is knowing teachers' perception toward teaching methods. Windy Puspitasari Suparto's research is focusing to know the teaching method the teacher used to influence the students' reading skills at the seventh grade of SMP Negeri 6 Bone – Bone. Research by Benjamin Towett Koross, Francis C. Indoshi, and Tony Okwach on the understanding of the methods used to teach and practice English writing skills by teachers and students in secondary schools in West Pokot County, Kenya. Primana Surya Kusuma's research focuses on teachers' perception towards teaching method this research used a descriptive survey study. In this research, the researcher will continue this research with different subjects. This research focuses on finding out what English teacher's perceptions of teaching methods in classrooms used qualitative research.

B. Perception

1. Definition of Perception

Perception is the process of being conscious of several stimuli that influence our senses, according to Devito.[9] Similarly, Sobur adds that awareness is part of the overall mechanism that generates the reaction after applying the stimulus to humans.[10]

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[9] . J.A Devito, *Komunikasi Antar Manusia. Kuliah Dasar* (Jakarta: Professional Books, 1997).

[10] A Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2019).

Slameto said that perception is a mechanism linked to the human brain's acceptance of information, through the perception that individuals communicate continuously with their environment.[11]

From the above definitions, it can be inferred that perception is the capacity of the entire stimulus process to generate a response, and after seeing and understanding something, we become conscious of something.

2. Factors Influencing Perception

According to Rakhmat, there are three factors influencing perception, they are:

a. Needs, experience, inspiration, hope, focus, emotion, and circumstance consist of functional/personal factors.

b. Structural factors consist of the stimulus intensity, the stimulus quantity, and the stimulus contradiction.

c. A cultural factor is a factor that lives in an individual.[12]

3. The Principle of Perception

Slameto has divided the principles of perception into four, those are as follows:

a. Perception is relative, not absolute; about the relative of perception, the first stimulus will give a bigger impact than the next one.

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[11] Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT.Rineka Cipta, 2010).

[12] . J. Rakhmat, *Psikologi Komunikasi* (Bandung: PT.Remaja Rosdakarya, 2009).

b. Perception is selective; a person able to catch a stimulus is restrictive because of the human brain catch based on the most interesting thing.

c. Perception has arrangement; perception has an arrangement because people receive the stimulus in the form of relations.

d. People's perceptions may different although in the same conditions.[13]

4. The Importance of Teachers Perception

Teachers have a primary role in deciding what is needed or what will work best for their students, according to Anderson & Roth. Findings from research on the expectations and beliefs of teachers suggest that these perceptions and beliefs not only have a direct effect on their teaching practices and classroom behavior but are also related to the success of their students.[14] Besides, Moloi mentions that the expectations of teachers result in how teachers in their teaching circumstances cope with shortcomings.[15]

In her report, Jia notes that some writers believed that as Action is driven by thinking, analyzing the attitudes and values of teachers helps to gain a deeper understanding of the actions of teachers in classrooms and offers guidance Improving practices for teachers.[16]

Therefore, knowing the expectations of teachers also helps one to make predictions about teaching and evaluation activities in classrooms.

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[13] Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT.Rineka Cipta).

[14] Andersson, C.W C.W, Anderson.

[15] Moloi L, *Exploring the Perceptions of English Second Language Teachers about Learner Self-Assessment in the Secondary School* (University of Pretoria, 2009).

[16] Jia Y, 'ESL Teachers' Perceptions and Factors Influencing Their Use of Classroom Based Reading Assessment', *Bilingual Research Journal*, 29 (2) (2004), 459–82.

C. Definition of Methods

Muhibbin Syah says in Milan Rianto, that method is a procedure to implement the activities of presenting teaching material to the students. The method relates in a way that allows the students to ease comprehend the material that the teacher gives.[17]

According to Wina Sanjaya adds that method is a way that teacher use to apply some plan in real-life activities to aim the plan in optimally.[18]

Reigeluth means that methods include the formulation of teaching materials, the strategy of delivering the material, management of activities, and characteristics of students to obtain effective, efficient, and make students interesting in joining the teaching-learning process.[19]

A technique is a method of teaching a language based on systematic concepts and processes and justifies using them. Admittedly, with more recent developments, such as content-based teaching and cooperative learning, we have also found it hard to use the word processor. A technique is a general plan for the orderly presentation of language information. No portion of which is inconsistent and all are based on the chosen approach.

Based on the definition above, choosing a method that is possible can enable the creation of conducive and fun learning so that teaching and learning activities are more efficient and effective in facilitating students to achieve learning outcomes.

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[17] Milan Rianto, *Pendekatan, Strategi Dan Metode Pembelajaran* (Jakarta: Departemen Pendidikan Nasional, 2006).

[18] Wina Sanjaya, *Strategi Pembelajaran Beroriantasi Standar Proses Pendidikan* (Jakarta: Prenada Media Group, 2010).

[19] Charles M. Reigeluth, *Instructional Design Theories and Models: An Overview of Their Current Status, Instructional Design: What Is It And Why Is It?* (New Jersey: Publisher Hillsdale, 1983).

D. Teaching Methods

1. Definition of Teaching Method

According to Made Wena, a method of learning means away or an art to use all learning resources in a student's learning effort. Teaching methods established by teachers should enable students to learn by process, not learning by their product. Learning products only emphasize the cognitive aspect, while learning the process can enable the achievement of learning goals in terms of cognitive, affective, and psychomotor. Therefore, the teachers should emphasize learning through the process because that is important in teaching. It is not the effort of teachers to deliver learning materials, but how students can learn the learning materials in accordance with the students' achievement.[20]

According to Roestiyah N.K, mention that teaching methods are also described as teaching methods for teaching or presenting teaching materials in the classroom to students so that students can catch, understand and use the lesson well.[21]

E.Mulyasa adds that the effectiveness and effectiveness of learning can also be measured by the use of suitable methods. With a few speech methods and teacher-centered approaches, learning needs to be completed, and more focus must be put on communicating with students. The use of different approaches can significantly help

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[20] Made Wena, *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan. Konseptual Operasional* (Jakarta: PT. Bumi Aksara, 2011).

[21] Roestiyah NK, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2001).

students achieve learning goals to choose and improve learning strategies to enhance learners' activities and creativity.[22]

Based on the above explanation, it can be inferred that the teaching method is a way for teachers to present material and make experiences in the learning process more meaningful between teachers and students to inspire students to learn and increase activity and creativity.

2. The Characteristic of Teaching Method

The characteristics of a good teaching method below are proposed by Pupuh Fathurrohman & M. Sobry Sutikno:

a. Flexible and sufficient with student characteristics.

b. Functional in integrating theory with experience and transmitting the skills of practical students to students.

c. It doesn't reduce the material, otherwise develops the material.

d. Giving flexibility to students to express opinions.

e. The teacher can put themselves in the right position and honorable in the whole learning process.[23]

Ahmadi dan Prasetya stated that the use of teaching methods should consider the following of seven points:

a. The method used can increase students' motivation, interests, or passion for students learning.

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[22] E. Mulyasa, *Menjadi Guru Profesional* (Bandung: PT.Remaja Rosdakarya, 2005).

[23] Pupuh & M. Sobry Sutikno Fathorrohman, *Strategi Belajar Mengajar* (Bandung: PT. Refika Aditama, 2007).

b. The method used can ensure the development of activities students' personality.

c. The method used can give students an opportunity to realize their masterpiece.

d. The method used can stimulate students' desire to learn more explore and innovative.

e. The method can educate students in learning with their own techniques and how to acquire knowledge through individual effort.

f. The method used can negate the presentation of nature verbally and change it with real situations and purposes.

g. The method used can develop values and attitudes that are expected in the habit of how to work well in daily life.[24]

Based on the above explanation, if the approach will improve motivation and build student learning capacity, a technique that will be used in the teaching and learning process can be said to be successful.

3. **The Factors of Teaching Methods**

According to Jamil Suprihatiningrum, to choose the right teaching method in a lesson plan some factors that should be consider, such as:

a. The appropriateness Teaching Method with Learning Goal

b. The appropriateness Teaching Method with Material

c. The appropriateness Teaching Method with Teacher's Ability

d. The appropriateness Teaching Method with Student's Condition

e. The appropriateness Teaching Method with Facilities and Sources

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[24] A dan J.T. Prasetya Ahmadi, *Strategi Belajar Mengajar(SBM)* (Bandung: Pustaka Setia, 2005).

f. The appropriateness Teaching Method with Situation and Condition of Learning Process.[25]

4. Kinds of Teaching Methods

Such training approaches that the instructor should use, they are:

a. Lecture Method

In our teaching method hierarchy, the keystone of conventional college education, the lecture, shows up last. We do not denigrate the method of the lecture, but the simple fact is that lectures in their pure form serve only to deliver know ledge in a one-way verbal transaction from one person to another. It is important to note that teachers can follow up a lecture with some kind of discussion session several times. However, without the potential for intellectual exchange between student and teacher, lectures may be, and sometimes are, delivered. Its strength is that a vast volume of information can be communicated to a large number of people with a concomitant personal touch in a short period.[26]

b. Direct Method

In teaching ability, we list direct instruction as the lowest level of our teaching method taxonomy because, in this situation, the instructor decides what is relevant for the students to know and explicitly demonstrates or displays an ability, and the student attempts to reproduce it. Very little abstraction is involved here, but this is by no means meant to suggest that the job is a straightforward one. As children struggle

[25] Jamil Suprihatiningrum, *Strategi Pembelajaran* (Yogyakarta: Ar-Ruzz, 2016).
[26] Michael L. Bentley. Edward S. Ebert II, Christine Ebert, *Methods of Teaching*, 2011.

to replicate the alphabet letters, they need all the attention and power they can assemble. Similarly, it can be very focused and intent on the high school student conducting the steps of an experiment. Nevertheless, in a direct instruction method style, the demands for deep comprehension and recombinations of data on the part of the student are minimal. The focus is obviously on the acquisition of data or procedural ability.[27]

c. Audio-Lingual Method

Like the direct technique, an Audio-lingual process is also an oral approach. However, it is somewhat different in that the audio-lingual approach teaches students in the use of grammatical sentence structures rather than stressing vocabulary learning through exposure to its use in situations (Larsen-Freeman). They added that it was assumed that through conditioning, the way to acquire the phrase patterns of the target language was to help learners respond correctly to stimuli through shaping and reinforcement. The audio-lingual approach, therefore, refers to the method by which it is compressed on the chain drill to master the target language by memorizing and repeating, and preventing the wrongness of speaking. Not only are brief drilling patterns portrayed in audio-lingual exercises, but also in several dialogues that students have to listen to, repeat, and memorize.[28]

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[27] Edward S. Ebert II, Christine Ebert.

[28] Maedeh Alemi, Ehteramsadat Tavakoli, and Teaching Persian Language, 'L a n g u a g e S t u d i e S', 1–5.

d. Total Physical Response (TPR)

Asher argues TPR is one of the learning processes which involves the students actively in the classroom activities. It can be effective in delivering explicit instruction in learning. The effectiveness of the TPR has been shown by the experts in some countries and has given significant improvement of students' achievement in learning English especially vocabulary in the target language. As children are physically active by nature, TPR will make language learning especially vocabulary more effective because children feel fun during the learning. This method of instruction "injects the lesson with both physical activity and fun as the students playact their roles and respond to both simple yes/no questions and more complex questions about who, where, when, etc".

e. Suggestopedia

Suggestopedia is a form of teaching which was developed in the 1970s by Georgi Lozanov. Lozanov (2005) notes that suggestopedia is a teaching method that uses all the resources that can be provided through tender suggestions. The suggestion here is about something in the teaching and learning process that can make students feel enjoyable. In the hope that students would enjoy learning, especially learning a foreign language, Lozanov developed this technique. Suggestopedia was initially used mostly in the teaching of foreign languages, and it is often claimed that it can teach languages about three times faster than traditional methods. The researcher is attempting to perform an analysis on suggestopedia for that purpose. Lozanov (1978) notes that in the suggestopedia process, there are four main stages of

the activities. They are presentation, (active and passive) concert sessions, elaboration, and exercise. The students are encouraged to get a positive understanding in the presentation process that learning is simple and enjoyable. The instructor sets the mood of the class as relaxed and cheerful as it may be for the students at this point. In an active concert, the teacher reads a text and the students repeat it. After that, the teacher plays some Baroque music in the background in the passive concert and she/he reads the text again and the students listen carefully to it. In the creation, the teacher tells the students after the concert session that they will do something like making movies, gaming, etc. The instructor uses games, puzzles, etc. in the practice process to review the comprehension of the students. For the students, the exercises in the suggestopedia system seem fun. The teacher hopes the students will enjoy learning English by applying this approach in the classroom.[29]

f. Discussion Method

Discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem-solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led.

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[29] Ragil Kharismawati, 'Suggestopedia Method in the Teaching and Learning Process', 2 (2014), 1 <https://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/6313>.

They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a "text" in the larger sense of the term (e.g., a discipline, the media, a societal norm).[30]

g. Group Work

According to Brown group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language.[31]

h. Drill and Practice

Drill and practice are one step up from direct instruction. While this approach can seem to be much more rote than direct instruction, the implication is that something has already been learned or presented at least, and now the focus is on repetition to strengthen the ability to hone or have a clear connection to the data to enhance retaining it. There is not a great focus on abstraction or on the synthesis of new understanding in this particular approach. An example of drill and practice will be your familiarity with multiplication tables. When you were expected to memorize certain products, there was not much mathematical theory being taught.[32]

i. Discovery Learning

Discovery learning is a teaching method that relies on the personal experiences of students as the basis for intellectual growth. Children are unlikely to

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[30] Eloise Greenfield, 'Discussion Methods', 1990, 1–11.

[31] Brown H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy Second Edition* (New York: Pearson Education Company, 2001).

[32] Edward S. Ebert II, Christine Ebert.

reach your classroom with all the requisite experiences that relate to the topics you want to teach, so the challenge is to provide your students with the resources they need to learn in the sense of exploration. That is, through some activity you have offered, enabling students to find the knowledge for themselves. The students in your class can then share a shared experience that, as it relates to the topic under discussion, you will create. In reality, we're just creating a little because the idea is to make kids learn what we want them to discover from an educational viewpoint. Of course, it's new to them, but it's all part of the teacher's approach.[33]

j. Demonstrations

The method of demonstration refers to the type of teaching method in which the teacher is the main performer, while the students observe intending to act later. At the end of the lesson, the instructor does everything the learners are supposed to do by showing them how to do it and explaining to them the step-by-step process. As outlined by Olaitan (1984) and Mundi (2006), some of the advantages of this approach include: it saves time and promotes material economy; the technique is an inducer of attention and a powerful motivator in the delivery of lessons; students obtain feedback immediately from their products; In the course of study, it offers a real-life scenario when students learn skills using resources and materials in real-life

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[33] Edward S. Ebert II, Christine Ebert.

situations; it helps inspire students when carried out by trained teachers and it is good to demonstrate the acceptable ways of doing things.[34]

k. Brainstorming

Developed by Osborn, brainstorming is a group technique by which a teacher creates a disputable situation for students and asks them to produce as many solutions as they come up with, even if their solutions are not comprehensive or correct. Researchers who use such a technique encourage students to produce solutions. Finally, they will have their self-expression.[35]

l. Peer Teaching

Peer teaching is a suite of practices in which peers instruct each other in a purpose-driven, meaningful interaction. Many programs feature older, more experienced peers, or those with greater mastery in a subject area teaching younger, less experienced peers or those who are yet to master the skills and content of the subject area. Others organize students within a course to collaboratively notice areas or items that they do not know and then to learn and teach each other.[36]

m. Questions-and-Answer

At this point, the approach that involves reflection on the part of the student starts to be considered and thus includes assessment and synthesis of new knowledge,

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[34] Daluba Noah Ekeyi, 'Effect of Demonstration Method of Teaching on Students' Achievement in Agricultural Science', *World Journal of Education*, 3.6 (2013), 1–7 <https://doi.org/10.5430/wje.v3n6p1>.

[35] Mandana Aiamy and Fariba Haghani, 'The Effect of Synectics & Brainstorming on 3 Rd Grade Students'development of Creative Thinking on Science', *Procedia - Social and Behavioral Sciences*, 47 (2012), 610–13 <https://doi.org/10.1016/j.sbspro.2012.06.704>.

[36] Kim Bradford-Watts, 'Students Teaching Students? Peer Teaching in the EFL Classroom in Japan', *The Language Teacher*, 35.5 (2011), 31 <https://doi.org/10.37546/jalttlt35.5-3>.

the two highest levels of Bloom's Taxonomy. Reflection involves knowledge to be obtained by a student and then considered in terms of his or her perceptions and interpretations. The question-and-answer approaches reject the exchange of a shared body of information between the instructor and the student to one degree or another. This does not imply that the student has the same level of knowledge or comprehension, but the common core has ample elements that allow the student and instructor to take a two-way exchange of the subject into account.

To use the question and response process, there are many approaches. In one process, the learners can question the instructor. The instructor needs to be adequately informed about the subject to have adequate answers without understanding the questions beforehand or having the ability to look up things. A teacher may not have all of the answers, but it is part of being a teacher to be able to deal with the unexpected, not something that happens once in a while. Children come to school asking about the same questions that their parents have heard at home talking about. They do not always understand such questions, but it is usually considered that the concept of asking the teacher for an answer is a positive one.[37]

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[37] Edward S. Ebert II, Christine Ebert.

F. Conceptual Framework

In learning, especially learning English, the method is very important to use in learning because it can help teachers to make students more active, make the classroom atmosphere more enjoyable, and increase learning motivation. Therefore, teachers must use learning methods properly for learning effectiveness.

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│     ENGLISH TEACHERS        │
└─────────────────────────────┘
              ↓
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│     TEACHING METHOD         │
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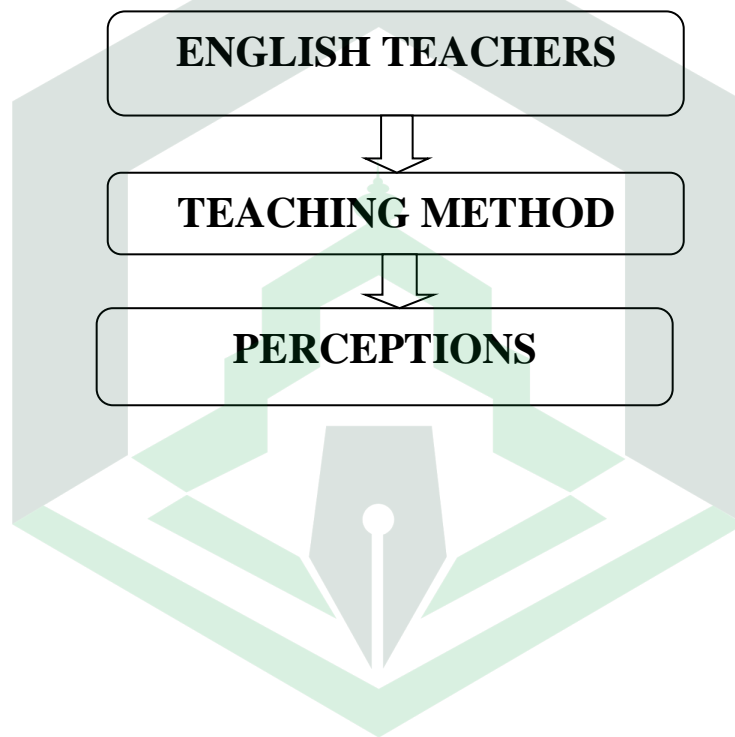
CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

This research used a descriptive survey study. This research method to obtain information concerning the English teachers' perception toward of the most applied teaching methods in classroom. Kerlinger (1996) says that survey research is research conducted on both large and small populations, but measured data is data from samples taken from the population (Riduwan, "Method and Thesis Compilation technique", 2006, p. 49).

B. Location of the Research

This research is located at the SMAN 6 Palopo and SMKN 2 Palopo.

C. Population and Sample

a. Population

The population of this research was the English teachers in Senior High School and Vocational High School in Palopo City.

b. Sample

In this research, the researcher used a purposive sampling technique. Where the researcher took 10 English teachers'. The requirement for choosing the sample are:

a. A school that makes it easy for researchers to examine the school as a sample in research researchers.

b. English teacher who is easy to collaborate with.

D. Instrument of the Research

There are two instruments used in this research, namely questionnaires and interviews.

Questionnaire was used as the main instrument to collect the data which was used two questionnaires. Questionnaire 1 to find out what kinds of methods the teacher in classroom, consist of 15 lists of teaching methods. Questionnaire 2 to determine teachers' perception toward of the most applied teaching method in classroom consists of 10 statements. Questionnaire 2 is categorized into 5 categories. This questionnaire is distributed via a google form.

Interviews were conducted to validate the results of the completed questionnaires. Each statement of the interview offers 4 questions. This interview was conducted online.

E. Procedure of Collecting Data

To obtain data for this research, the researcher collect them through some steps as follows:

1. Giving the questionnaire to the participants of this research.

2. Asking the participants to fill the questionnaire.

3. Collecting the answer to the questionnaire.

4. Then the researcher has interviewed the teacher to get relevant data.

5. The researcher to describe the results of the questionnaire and interview.

F.   Technique of Data Analysis

The data collected from the respondents were gathered to be analyzed using qualitative analysis of interactive models. According to HB. Sutopo, in the data analysis process three main components must be understood by every researcher. The three components are data reduction, presentation of data, and concluding.[38]

The analysis of data collected in this research was done by using three steps:

1. Data reduction

In this process the researcher collected data information from the results of the questionnaire and the results of the interviews that had been conducted.

2. Presentation of Data

After the data information was found, the researcher made a conclusion. The data presented is simplified in data reduction. The presentation of the data is made in table form.

3. Conclusion drawing

The data that has been presented and simplified is concluded by analyzing the data.

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[38] HB Sutopo, *Pengantar Penelitian Kualitatif* (Surakarta: Universitas Sebelas Maret Press, 2002).

CHAPTER IV
FINDINGS AND DISCUSSION

The results of the research and the discussion of the results are dealt with in this chapter. The instrument used to get data was questionnaire and interview.

A. Findings

The findings of this research consisted of the teaching methods used in classroom, the English teachers' perception toward of the most applied teaching methods in classroom, and the results of interviews. The findings are described as follows:

1. Teaching methods used in classrooms

Table 4.1 teaching methods used in classroom

No	Teaching Method	Teachers' Responses N=10	
		No	%
1	Lecture Method	2	20%
2	Direct Method	3	30%
3	Audio-Lingual Method	3	30%
4	Total Physical Response (TPR)	2	20%
5	Suggestopedia	-	-
6	Discussion Method	7	70%
7	Group Work	8	80%
8	Problem Solving	-	-
9	Practice	9	90%

10	Discovery Style	1	10%
11	Demonstrations	1	10%
12	Brainstorming	-	-
13	Cooperative	1	10%
14	Peer teaching	-	-
15	Questions and answers	7	70%

Key No: the total number of respondents

Based on table 4.1, teacher responses to the application of English teaching methods in classroom, 9 (90%) teacher use practice method in classroom, 8 (80%) teacher use group work method, and 7 (70%) teacher use Discussion method and questions and answer method. The minority 3 (30%) of teachers use direct method and audio-lingual method, 2 (20%) teachers use lecture method and total physical response and 1 (10%) teacher use discovery style, demonstrations, and cooperative. On the other hand, in classroom teaching, teachers did not use suggestopedia, problem-solving, brainstorming, and peer teaching.

2. English teachers' perception toward of the most applied teaching methods in classroom

Table 4.2 English teachers' perception toward of the most applied teaching methods in classroom

No	Statement	Strongly agree		Agree		Doubt		Disagree		Strongly Disagree	
		No	%	No	%	No	%	No	%	No	%
1	The use of methods can help teachers in the teaching and learning process	6	60%	4	40%	-	-	-	-	-	-
2	The main use of the method is to help teachers improve effectiveness in the classroom	1	10%	9	90%	-	-	-	-	-	-
3	Students learn best when learning methods are used in class	2	20%	8	80%	-	-	-	-	-	-
4	Students are more active in the learning process when the method is well applied	1	10%	9	90%	-	-	-	-	-	-
5	The method used by the teacher to determine the level of understanding of these students based on attendance and activity in class	1	10%	7	70%	2	20%	-	-	-	-
6	The method used by the teacher is	1	10%	7	70%	2	20%	-	-	-	-

No	Statement									
	presented physically in the classroom, which can help improve existing learning									
7	The method giving teacher uses when providing individual learning	1	10%	5	50%	4	40%	-	-	-	-
8	The teacher's use of learning methods provides the teacher with the means to expand horizons and experiences	4	40%	6	60%	-	-	-	-	-	-
9	In any teaching-learning situation, the teacher is everything, he doesn't need help from any source	-	-	-	-	3	30%	5	50%	2	20%
10	Both the method and the teacher are indispensable to each other	5	50%	5	50%	-	-	-	-	-	-
11	The use of methods should be encouraged in schools because they can improve teacher performance	2	20%	8	80%	-	-	-	-	-	-
12	Teachers use the method because they see it as partners in the	-	-	10	100%	-	-	-	-	-	-

No		No	%	No	%	No	%	No	%
	teaching and learning process								
13	The effectiveness of teaching and learning situations depends on what methods the teacher uses	2	20%	7	70%	1	10%	-	-	-	-
14	The method when used by the teacher limits students' ability to think for themselves	-	-	1	10%	6	60%	3	30%	-	-
15	The use of one learning method alone cannot improve students' learning abilities	-	-	10	100%	-	-	-	-	-	-

KEY No= represents the number of respondents

From table 4.2, it can be seen that most of the respondents agreed with the teaching methods applied in the learning process in the classroom. The teaching method used by the teacher is very important because (1) it can help teachers in the teaching and learning process, (2) makes students more active, and (3) the teaching method is also a source and facility for teachers.

This finding also shows that the use of one teaching method alone cannot improve students' learning abilities.

3. The results of Interviews

The results of interviews with 10 respondents in related to teachers' perceptions about the application of teaching methods in classroom, namely: (1) the majority of teachers stated that learning methods were very important to be applied in the teaching and learning process because they could improve students' learning abilities, (2) the majority of teachers also believe that by using the teaching method students feel more enjoy and active in learning, (3) some teachers stated that the method of implementing the method is one meeting with one method and some teachers also stated that implementing the method is one meeting more than one method so that students do not feel bored in learning, (4) the majority of teachers stated that the main factor for teachers using teaching methods because it can help teachers present material, students more easily understand the material being taught and can improve students' learning abilities.

B. Discussion

After the data findings were analyzed, the researcher presented the data discussion. This section presents the results of the data analysis. Furthermore, this section aimed to describe teacher methods and teacher perceptions of the application of classification methods based on the information that had been shown on the table in findings.

Regarding the data in the findings, the researcher found several methods applied by the teacher in learning English in the classroom. Information was collected

through teachers' answers in questionnaire 1, further findings of teacher perceptions of the teaching methods used in class were collected through teacher answers in questionnaire 2 which were distributed after knowing the answers to questionnaire 1, and interviews were conducted after questionnaire data 1 and 2 were found. To get a complete conclusion, the researcher analyzed the questions in the questionnaire and interview.

This section describes the method most frequently used by teachers and their perceptions of these teaching methods at SMK Negeri 2 Palopo and SMA Negeri 6 Palopo in teaching English in the classroom.

There are 4 teaching methods that the teacher uses. They are Practice method, Group Work, Discussion Method, and Questions and Answer.

Based on the research findings, it can be said that there were 10 English teachers' who had answered the questionnaire that had been given were 15 statements. Of the 15 statements, there are 5 main themes at the core of the questionnaire, namely as follows:

1. The use of methods to assist teachers in the teaching and learning process

Based on the observed aspects, the use of teaching methods helps teachers in the teaching and learning process. This can be seen from statements 1, 2, and 6. In statement number 1 obtained data that out of 10 English teachers, 60% of teachers answered strongly agree, 40% of teachers answered agreed. Thus it can be said that the teachers answered agree. Then in statement number 2 obtained data that of the 10 English teachers, 10% of the teachers answered strongly agree, 90% of the teachers

answered agreed. Thus it can be said that the teachers answered agree. In statement number 6, the data obtained shows that of the 10 English teachers, 10% of the teachers answered strongly agree, 80% of the teachers answered agreed. Thus it can be said that the teachers answered agree. There were 20% of teachers who answered doubt.

2. The use of teaching methods can increase student interest, motivation, and enthusiasm for learning

Based on the observed aspects, teaching methods can increase student interest and enthusiasm for learning which can be seen in statements number 3 and 4. This can be seen in statement number 3 which obtained data that of the 10 English teachers, 20% teachers answered strongly agree and 80% teacher answered agree. Thus it can be said that teachers agree. Then in statement number 4 obtained data from 10 teachers, there were 90% of teachers who answered agree. Thus it can be said that teachers agree.

3. Teaching methods according to the ability of the teacher

Based on the observed aspects, the teaching method is following the teacher's ability. This can be seen from statements numbers 5 and 7. In statement number 5 obtained data that from 10 teachers there were 10% of teachers answered strongly agree and 70% of teachers answered agree. Thus it can be said that 80% of teachers agree. There were 20% of teachers who answered doubt. Then in statement number 7 obtained data that from 10 teachers there were 10% of teachers answered

strongly agree and 50% of teachers answered agree. Thus it can be said that 60% of teachers agree, 40% of teachers answered doubt.

4. Teaching methods as facilities and resources

Based on the observed aspects, teaching methods as teaching facilities and resources for teachers. This can be seen from statements number 8, 9, 10, 11, and 12. In statement number 8, which obtained data that of the 10 English teachers', 40% of teachers' answered strongly agree and 60% teachers answered agree. Thus it can be said that of teachers agree. While statement number 9 obtained data from 10 teachers not teachers answered agree. 30% of teachers answered doubt, 50% of teachers who answered disagree, and 20% of teachers who answered strongly disagree. Thus it can be said that 100% of teachers disagree, which means that teachers need various resources to assist in the teaching and learning process. Then, in statement number 10 which obtained data that of the 10 students, 50% of teachers answered strongly agree and 50% of teachers answered agree. Thus it can be said that 100% of teachers agree. In statement number 11 which obtained data that from 10 teachers there are 20% of teachers answered strongly agree and 80% of teachers answered agree. Thus it can be said that 100% of teachers who answered agree. Then in statement number 12, it was obtained data from 10 teachers, all the teachers answered agree.

5. Teaching methods following the situation and conditions of the learning process

Based on the observed aspects, the effectiveness of using teaching methods is following the situation and conditions of the learning process in the classroom. This can be seen from statements number 13, 14, and 15. In statement number 13 obtained

data that from 10 teachers there are 20% of teachers answered strongly agree and 70% of teachers answered agree. Thus it can be said that 90% agree. There were 10% of teachers who answered doubt. Then in statement number 14, it was obtained data that from 10 teachers, not the teachers answered strongly agree and 10% of teachers answered agree, which means only 10% agree. 60% of teachers answered doubt and 30% of teachers answered disagree. Thus it can be said that 90% disagree. It means that when the method has been applied the teacher in the teaching and learning process does not limit students' ability to think for themselves. In statement number 15 obtained data from 10 teachers, there were all the teachers answered agree.

The majority of educators have confirmed that learning strategies contribute much to promoting effective learning. However, its effectiveness is very dependent on the role and quality of teachers who play an important role in the teaching and learning process. Implementation of effective teaching strategies is one of the criteria for becoming an effective teacher. If teachers are in a position to help students learn, they should be able to select and use teaching strategies that result in learning. Teaching and active learning involve the use of different methods, which help in maximizing opportunities for interaction.

Based on the above findings data, the majority of teachers answered agree with the statement. From this idea, it can be understood that teachers' perceptions of teaching methods are very high. Therefore, the teacher must have the awareness and knowledge of how to apply the method properly to create a more pleasant classroom atmosphere. Teaching method is the way in making students focus and enjoy in

learning process. Therefore, the use of basic methods must be applied properly because it can improve teacher performance and that is the way teachers use it to achieve learning goals in school.

Based on the findings of data from teacher interviews, it is greatly helped by the application of teaching methods in the classroom, students feel more enjoy and active in the learning process. the use of more than one method can improve the ability and effectiveness of student learning in class.

From the results of the answers to the questionnaires and interviews, it can be concluded that the teacher is greatly helped by the use of classroom learning methods, if the methods are applied properly. The use of more than one method can increase the effectiveness of students in the teaching and learning process.

As several previous researchers such as Windy Puspitasari Suparto concluded that the teaching method is one way to make students enjoy and still focus on the learning process. It shows that there were similarities between the research results with the researcher. In her research, she examined teaching methods but focused on analyzing teaching methods in teaching reading. Researcher in the research also examined teaching methods but focused on teachers' perceptions of the application of teaching methods in the classroom.[39]

And then, the second previous research by Benjamin Towett Koross, Francis C. Indoshi, and Tony Okwach researched with different subjects. He researched teachers and students who focused on writing skills in English. The results of this

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[39] Suparto.

study indicate that teachers and students have negative perceptions about the methods used in teaching and learning English writing skills but these perceptions do not differ significantly. It is there is a need for a paradigm shift in methodology for teachers to develop an interest in writing skills and those teacher training institutions may have to revise their curricula. Meanwhile, in this research, the teachers have a positive perception of the application of the teaching method. It means that the teaching method used is very helpful for teacher performance to improve student learning abilities.[40]

And the third researcher Primana Surya Kusuma carried out the same object of research. He examined teachers' perceptions of teaching methods. The results showed that most teachers gave positive perceptions of teaching methods that made students more active in the teaching and learning process in the classroom. This follows the results of research conducted by researchers that most teachers give responses agreeing with the application of teaching methods in the classroom that teachers will be helped by the teaching methods that are provided when the teacher presents the material in class and students will more easily understand the material being taught.[41]

Finally, based on the research findings, it can be concluded that the respondents agree with the application of the teaching methods used in the classroom. This method can improve students' learning abilities and achieve learning goals.

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[40] Koross, Indoshi, and Okwach.
[41] Kusuma.

CHAPTER V
CONCLUSION AND SUGGESTIONS

This chapter discusses the research conclusions and suggestions based on analysis data.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher found that in teaching English in classroom, the majority of English teachers at SMK Negeri 2 Palopo and SMA Negeri 6 Palopo most often used the Practice Method, Group Work, Discussion Method, and questions and answer method.

The results of the study also showed that most teachers responded to agree with the application of teaching methods in the classroom. The teachers perceive that using methods can improving teachers' performance. It is also helpful for teachers' to achieve learning goals if being applied properly.

B. Suggestions

The researcher presents the suggestions below:

1. The English teachers at the schools are suggested to use more methods in teaching English in classroom. Teachers must find the best method in motivating students to learn and focus on when the learning process takes place.

2. The next researcher who wants to research can conduct experimental research using one of these methods and be carried out in a different place.

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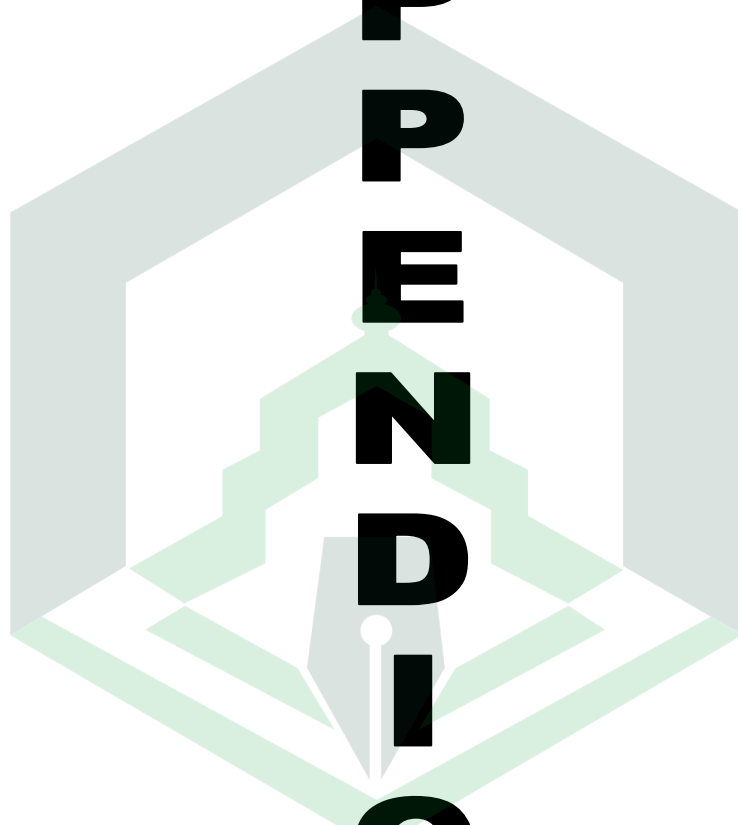Sutopo, HB, *Pengantar Penelitian Kualitatif* (Surakarta: Universitas Sebelas Maret Press, 2002)

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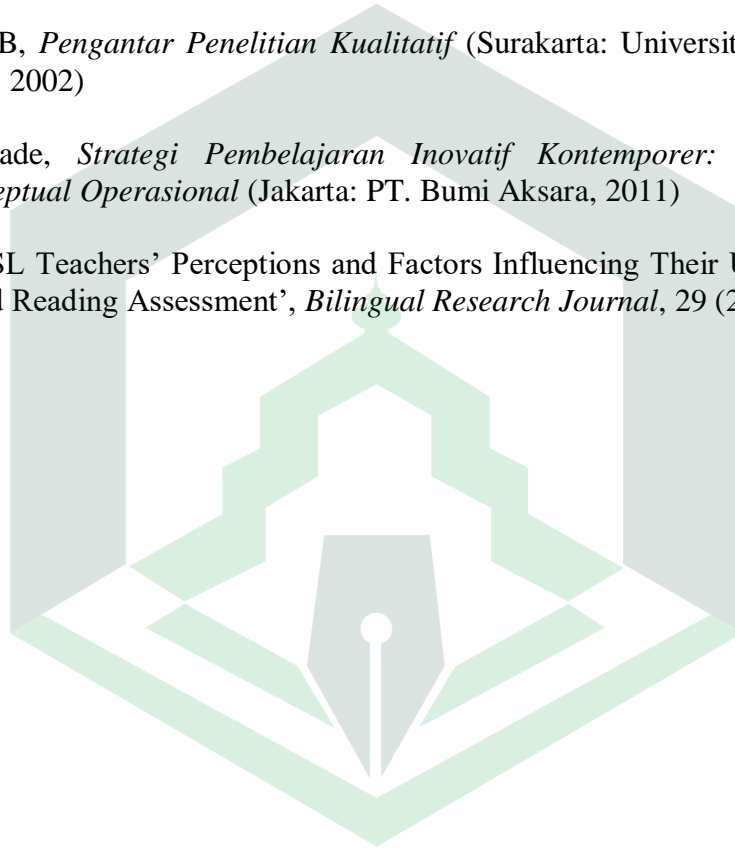
APPENDICES

QUESTIONNAIRE I

Teaching Methods used in classroom

Instruksi: Pilihlah jenis metode yang tercantum pada tabel di bawah terkai tmetode pengajaran yang biasa digunakan guru dalam mengajar Bahasa Inggris di kelas.

No	Teaching method
1	Lecture Method
2	Direct Method
3	Audio-Lingual Method
4	Total Physical Response (TPR)
5	Suggestopedia
6	Discussion Method
7	Group Work
8	Problem Solving
9	Practice
10	Discovery Style
11	Demonstrations
12	Brainstorming
13	Cooperative
14	Peer teaching
15	Questions and answers

Jawaban:

1. ….
2. ….
3. ….
4. ….
5. ….

Instruksi: Jika ada metode yang Anda gunakan selain metode yang tertera pada tabel di atas, silahkan isi tabel di bawah ini mengenai metode apa yang Anda gunakan.

No	Teaching Methods
1	
2	
3	
4	
5	
Dst.	
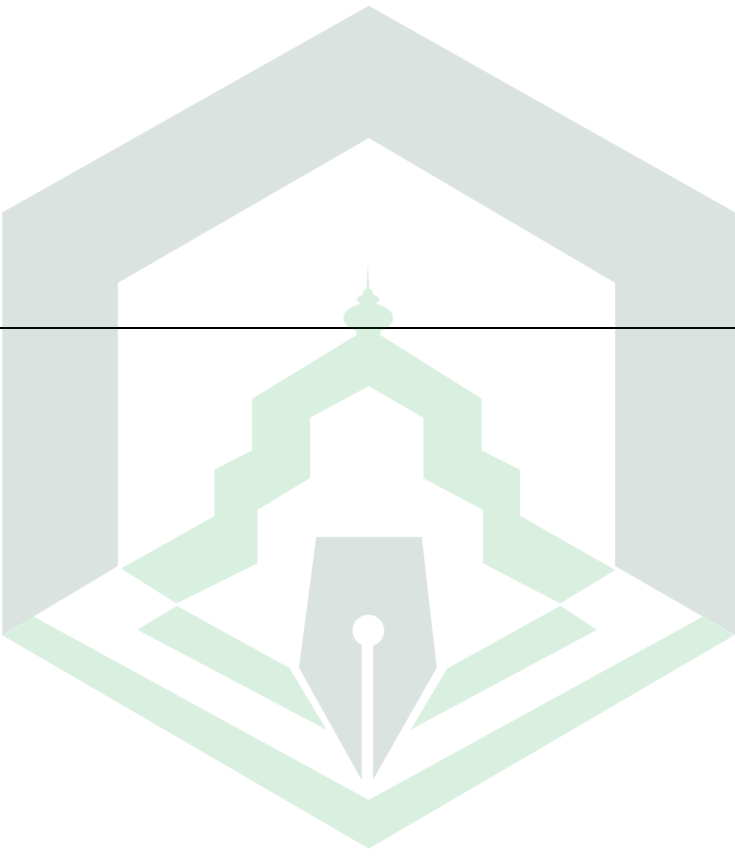
QUESTIONNAIRE II

## English teacher perception toward of the most applied teaching methods in classroom

Instruksi: Berilah tanda (√) pada pilihan yang tercantum di tabel di bawah terkait persepsi guru Bahasa Inggris terhadap metode pembelajaran yang diterapkan di kelas.

No	Statement	Sangat setuju	Setuju	Kurang setuju	Tidak setuju	Sangat tidak setuju
1	Penggunaan metode dapat membantu guru dalam melakukan proses belajar mengajar					
2	Pengunaan utama metode adalah untuk membantu guru meningkatkan keefektivitan dikelas					
3	Siswa belajar dengan baik ketika metode pembelajaran di gunakan di kelas					
4	Siswa lebih aktif dalam proses pembelajaran saat metode diterapkan dengan baik					
5	Metode digunakan guru untuk menentukan tingkat pemahaman siswa tersebut berdasarkan kehadiran dan keaktifannya di kelas					
6	Metode yang digunakan guru dihadirkan secara fisik di kelas, dapat membantu					

	meningkatkan pembelajaran yang ada				
7	Metode di gunakan guru ketika menyediakan pembelajaran individual				
8	Penggunaan Metode pembelajaran oleh guru, memberi guru sarana untuk memperluas cakrawala dan pengalaman				
9	Dalam situasi belajar-mengajar apapun, guru adalah segalanya, dia tidak membutuhkan bantuan dari sumber manapun				
10	Baik metode maupun guru sangat diperlukan satu sama lain				
11	Penggunaan metode harus di dorong di sekolah karena dapat meningkatkan kinerja guru				
12	Guru menggunakan metode karena mereka melihatnya sebagai mitra dalam proses belajar mengajar				
13	Kefektifan situasi belajar mengajar bergantung pada metode apa yang digunakan guru				
14	Metode bila di gunakan guru membatasi kemampuan siswa untuk berfikir sendiri				
15	Penggunaan satu metode belajar saja tidak dapat meningkatkan kemampuan belajar siswa				

INTERVIEW

1. Apa pendapat Bapak/Ibu tentang metode pengajaran (teaching methods) di kelas ?

2. Apakah dengan metode yang Bapak/Ibu gunakan tersebut siswa merasa enjoy dan aktif?

3. Bagaimana mengimplementasikan metode pengajaran yang di gunakan di dalam kelas? (apakah cara mengimplementasikannya dengan cara 1 pertemuan 1 metode digunakan, atau 1 pertemuan lebih dari 1 metode digunakan)

4. Apa yang menjadi factor utama mengapa Bapak/Ibu menggunakan Metode Pengajaran tersebut?
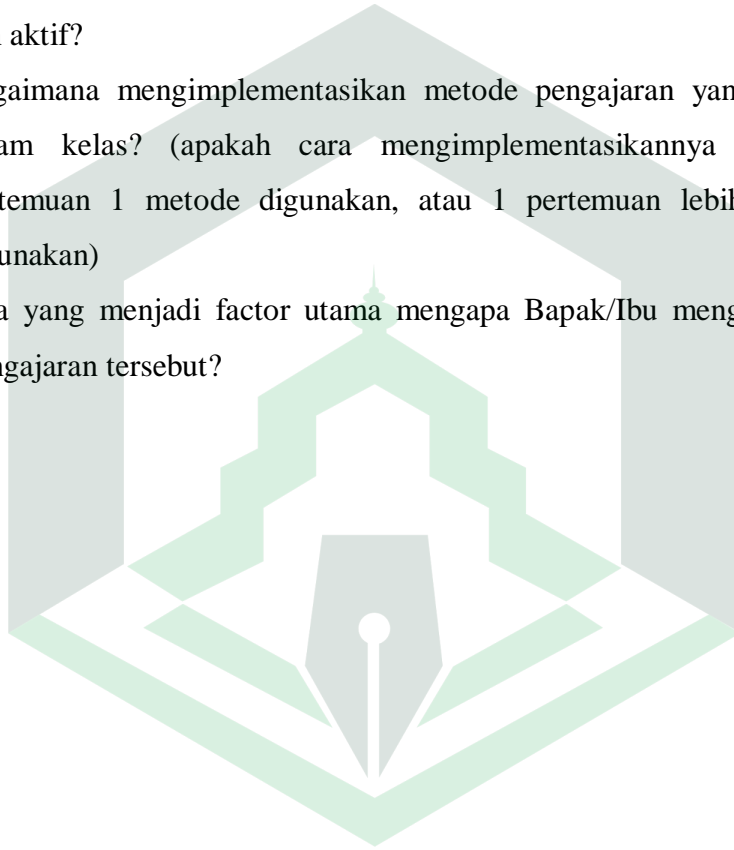
Main themes at the core of the Questionnaire

No	The use of methods to assist teachers in the teaching and learning process
1	The use of methods can help teachers in the teaching and learning process
2	The main use of the method is to help teachers improve effectiveness in the classroom
6	The method used by the teacher is presented physically in the classroom, which can help improve existing learning

No	The use of teaching methods can increase student interest, motivation, and enthusiasm for learning
3	Students learn best when learning methods are used in class
4	Students are more active in the learning process when the method is well applied

No	Teaching methods according to the ability of the teacher
5	The method used by the teacher to determine the level of understanding of these students based on attendance and activity in class
7	The method the teacher uses when providing individual learning

No	Teaching methods as facilities and resources
8	The teacher's use of learning methods provides the teacher with the means to expand horizons and experiences
9	In any teaching-learning situation, the teacher is everything, he doesn't need help from any source
10	Both the method and the teacher are indispensable to each other
11	The use of methods should be encouraged in schools because they can improve teacher performance
12	Teachers use the method because they see it as partners in the teaching and learning process

| No	Teaching methods in accordance with the situation and conditions of the learning process
13	The effectiveness of teaching and learning situations depends on what methods the teacher uses
14	The method when used by the teacher limits students' ability to think for themselves
15	The use of one learning method alone cannot improve students' learning abilities

Questionnaire I

Teaching Methods used in classroom

Timestamp	Respondent	Berilah tanda (√) pada pilihan jenis metode yang tercantum pada pilihan di bawah terkait metode pengajaran yang paling sering digunakan guru dalam mengajar Bahasa Inggris di kelas, maximal 5 metode pengajaran.
10/15/2020 18.52.38	R1	Audio-Lingual Method, Discussion Method, Group Work, Questions and Answer
10/15/2020 20.11.29	R2	Direct Method, Audio-Lingual Method, Group Work, Practice, Questions and Answer
10/18/2020 22.18.14	R3	Lecture Method, Audio-Lingual Method, Total Physical Response(TPR), Discussion Method, Practice
10/18/2020 22.22.06	R4	Group Work, Practice
10/20/2020 0.54.31	R5	Total Physical Response(TPR), Discussion Method, Group Work, Practice, Questions and Answer
10/20/2020 4.33.33	R6	Group Work, Practice, Questions and Answer
10/20/2020 5.00.36	R7	Discussion Method, Group Work, Practice, Discovery Style, Demonstrations
10/20/2020 15.28.25	R8	Direct Method, Discussion Method, Group Work, Practice, Questions and Answer
10/20/2020 16.14.01	R9	Direct Method, Discussion Method, Practice, Cooperative, Questions and Answer
10/20/2020 16.50.07	R10	Lecture Method, Discussion Method, Group Work, Practice, Questions and Answer

Berilah tanda (√) pada pilihan jenis metode yang tercantum pada pilihan di bawah terkait metode pengajaran yang paling sering digunakan guru dalam mengajar Bahasa Inggris di kelas, maximal 5 metode pengajaran.

10 tanggapan
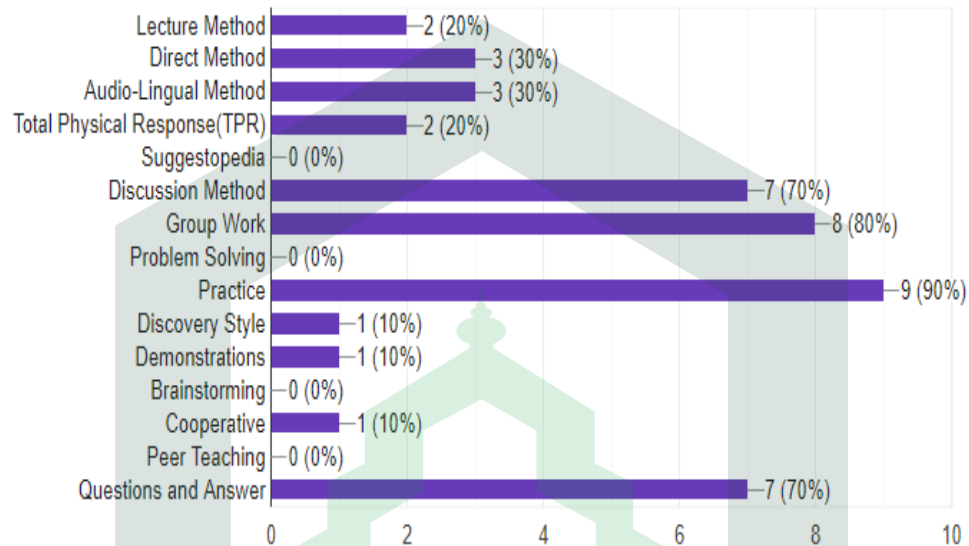
QUESTIONNAIRE II

English teacher perception toward of the most applied teaching methods in classroom

Responden	Penggunaan metode dapat membantu guru dalam melakukan proses belajar mengajar	Pengunaan utama metode adalah untuk membantu guru meningkatkan keefektivitan dikelas	Siswa belajar dengan baik ketika metode pembelajaran di gunakan di kelas	Siswa lebih aktif dalam proses pembelajaran saat metode diterapkan dengan baik	Metode digunakan guru untuk menentukan tingkat pemahaman siswa tersebut berdasarkan kehadiran dan keaktifannya di kelas	Metode yang digunakan guru dihadirkan secara fisik di kelas, dapat membantu meningkatkan pembelajaran yang ada	Metode di gunakan guru ketika menyediakan pembelajaran individual	Penggunaan Metode pembelajaran oleh guru, memberi guru sarana untuk memperluas cakrawala dan pengalaman	Dalam situasi belajar-mengajar apapun, guru adalah segalanya, dia tidak membutuhkan bantuan dari sumber manapun	Baik metode maupun guru sangat diperlukan satu sama lain	Penggunaan metode harus di dorong di sekolah karena dapat meningkatkan kinerja guru	Guru menggunakan metode karena mereka melihatnya sebagai mitra dalam proses belajar mengajar	Kefektifan situasi belajar mengajar bergantung pada metode apa yang digunakan guru	Metode bila di gunakan guru membatasi kemampuan siswa untuk berfikir sendiri	Penggunaan satu metode belajar saja tidak dapat meningkatkan kemampuan belajar siswa
R1	Setuju	Setuju	Setuju	Setuju	Sangat Setuju	Kurang Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Setuju	Setuju	Setuju	Setuju
R2	Sangat Setuju, Setuju	Setuju	Setuju	Setuju	Setuju	Sangat Setuju, Setuju	Setuju	Sangat Setuju	Sangat Tidak Setuju	Sangat Setuju	Setuju	Setuju	Sangat Setuju	Kurang Setuju	Setuju
R3	Sangat Setuju	Setuju	Sangat Setuju	Setuju	SetuSju	Kurang Setuju	Kurang Setuju	Setuju	Kurang Setuju	Setuju	Setuju	Setuju	Setuju	Kurang Setuju	Setuju
R4	Sangat Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Sangat Setuju	Tidak Setuju	Sangat Setuju	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
R5	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Kurang Setuju	Setuju	Tidak Setuju	Setuju	Setuju	Setuju	Setuju	Kurang Setuju	Setuju
R6	Sangat Setuju	Setuju	Sangat Setuju	Sangat Setuju	Setuju	Setuju	Setuju	Sangat Setuju	Sangat Tidak Setuju	Setuju	Sangat Setuju	Setuju	Setuju	Kurang Setuju	Setuju
R7	Sangat Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Kurang Setuju	Setuju	Setuju	Setuju	Kurang Setuju	Tidak Setuju	Setuju
R8	Sangat Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Tidak Setuju	Setuju	Setuju	Setuju	Setuju	Tidak Setuju	Setuju
R9	Setuju	Setuju	Setuju	Setuju	Kurang Setuju	Kurang Setuju	Kurang Setuju	Setuju	Tidak Setuju	Sangat Setuju	Setuju	Setuju	Setuju	Kurang Setuju	Setuju
R10	Setuju	Sangat Setuju	Setuju	Setuju	Kurang Setuju	Setuju	Kurang Setuju	Setuju	Kurang Setuju	Sangat Setuju	Setuju	Setuju	Sangat Setuju	Kurang Setuju	Setuju

Questionnaire II

English teachers' perception toward of the most applied teaching methods in classroom

Berilah tanda (√) pada pilihan yang tercantum di tabel di bawah terkait persepsi guru Bahasa Inggris terhadap metode pembelajaran yang diterapkan di kelas.

Penggunaan metode dapat membantu guru dalam melakukan proses belajar mengajar *

- [ ] Sangat Setuju
- [x] Setuju
- [ ] Kurang Setuju
- [ ] Tidak Setuju
- [ ] Sangat Tidak Setuju

Pengunaan utama metode adalah untuk membantu guru meningkatkan keefektivitan dikelas *

- [ ] Sangat Setuju
- [x] Setuju
- [ ] Kurang Setuju
- [ ] Tidak Setuju
- [ ] Sangat Tidak Setuju

Siswa belajar dengan baik ketika metode pembelajaran di gunakan di kelas *

- [ ] Sangat Setuju
- [x] Setuju
- [ ] Kurang Setuju
- [ ] Tidak Setuju
- [ ] Sangat Tidak Setuju

Siswa lebih aktif dalam proses pembelajaran saat metode diterapkan dengan baik *

- [ ] Sangat Setuju
- [x] Setuju
- [ ] Kurang Setuju
- [ ] Tidak Setuju
- [ ] Sangat Tidak Setuju

Metode digunakan guru untuk menentukan tingkat pemahaman siswa tersebut berdasarkan kehadiran dan keaktifannya di kelas *

- [x] Sangat Setuju
- [ ] Setuju
- [ ] Kurang Setuju
- [ ] Tidak Setuju
- [ ] Sangat Tidak Setuju

Metode yang digunakan guru dihadirkan secara fisik di kelas, dapat membantu meningkatkan pembelajaran yang ada *

☐ Sangat Setuju

☐ Setuju

☑ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Metode di gunakan guru ketika menyediakan pembelajaran individual *

☑ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan Metode pembelajaran oleh guru, memberi guru sarana untuk memperluas cakrawala dan pengalaman *

☑ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Dalam situasi belajar-mengajar apapun, guru adalah segalanya, dia tidak membutuhkan bantuan dari sumber manapun

☑ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Baik metode maupun guru sangat diperlukan satu sama lain *

☑ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan metode harus di dorong di sekolah karena dapat meningkatkan kinerja guru *

☑ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Guru menggunakan metode karena mereka melihatnya sebagai mitra dalam proses belajar mengajar *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Kefektifan situasi belajar mengajar bergantung pada metode apa yang digunakan guru *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Metode bila di gunakan guru membatasi kemampuan siswa untuk berfikir sendiri *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan satu metode belajar saja tidak dapat meningkatkan kemampuan belajar siswa *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

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Questionnaire II

English teachers' perception toward of the most applied teaching methods in classroom

Berilah tanda (√) pada pilihan yang tercantum di tabel di bawah terkait persepsi guru Bahasa lnggris terhadap metode pembelajaran yang diterapkan di kelas.

Penggunaan metode dapat membantu guru dalam melakukan proses belajar mengajar *

- ☑ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Pengunaan utama metode adalah untuk membantu guru meningkatkan keefektivitan dikelas *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Siswa belajar dengan baik ketika metode pembelajaran di gunakan di kelas *

- ☑ Sangat Setuju
- ☐ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Siswa lebih aktif dalam proses pembelajaran saat metode diterapkan dengan baik *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Metode digunakan guru untuk menentukan tingkat pemahaman siswa tersebut berdasarkan kehadiran dan keaktifannya di kelas *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Metode yang digunakan guru dihadirkan secara fisik di kelas, dapat membantu meningkatkan pembelajaran yang ada *

☐ Sangat Setuju

☐ Setuju

☑ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Metode di gunakan guru ketika menyediakan pembelajaran individual *

☐ Sangat Setuju

☐ Setuju

☑ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan Metode pembelajaran oleh guru, memberi guru sarana untuk memperluas cakrawala dan pengalaman *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Dalam situasi belajar-mengajar apapun, guru adalah segalanya, dia tidak membutuhkan bantuan dari sumber manapun

- ☐ Sangat Setuju
- ☐ Setuju
- ☑ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Baik metode maupun guru sangat diperlukan satu sama lain *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Penggunaan metode harus di dorong di sekolah karena dapat meningkatkan kinerja guru *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Guru menggunakan metode karena mereka melihatnya sebagai mitra dalam proses belajar mengajar *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Kefektifan situasi belajar mengajar bergantung pada metode apa yang digunakan guru *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Metode bila di gunakan guru membatasi kemampuan siswa untuk berfikir sendiri *

☐ Sangat Setuju

☐ Setuju

☑ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan satu metode belajar saja tidak dapat meningkatkan kemampuan belajar siswa *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

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Questionnaire II

English teachers' perception toward of the most applied teaching methods in classroom

Berilah tanda (√) pada pilihan yang tercantum di tabel di bawah terkait persepsi guru Bahasa lnggris terhadap metode pembelajaran yang diterapkan di kelas.

Penggunaan metode dapat membantu guru dalam melakukan proses belajar mengajar *

- [x] Sangat Setuju
- [ ] Setuju
- [ ] Kurang Setuju
- [ ] Tidak Setuju
- [ ] Sangat Tidak Setuju

Pengunaan utama metode adalah untuk membantu guru meningkatkan keefektivitan dikelas *

- [ ] Sangat Setuju
- [x] Setuju
- [ ] Kurang Setuju
- [ ] Tidak Setuju
- [ ] Sangat Tidak Setuju

Siswa belajar dengan baik ketika metode pembelajaran di gunakan di kelas *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Siswa lebih aktif dalam proses pembelajaran saat metode diterapkan dengan baik *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Metode digunakan guru untuk menentukan tingkat pemahaman siswa tersebut berdasarkan kehadiran dan keaktifannya di kelas *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Metode yang digunakan guru dihadirkan secara fisik di kelas, dapat membantu meningkatkan pembelajaran yang ada *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Metode di gunakan guru ketika menyediakan pembelajaran individual *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan Metode pembelajaran oleh guru, memberi guru sarana untuk memperluas cakrawala dan pengalaman *

☑ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Dalam situasi belajar-mengajar apapun, guru adalah segalanya, dia tidak membutuhkan bantuan dari sumber manapun

☐ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☑ Tidak Setuju

☐ Sangat Tidak Setuju

Baik metode maupun guru sangat diperlukan satu sama lain *

☑ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan metode harus di dorong di sekolah karena dapat meningkatkan kinerja guru *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Guru menggunakan metode karena mereka melihatnya sebagai mitra dalam proses belajar mengajar *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Kefektifan situasi belajar mengajar bergantung pada metode apa yang digunakan guru *

☐ Sangat Setuju

☑ Setuju

☐ Kurang Setuju

☐ Tidak Setuju

☐ Sangat Tidak Setuju

Metode bila di gunakan guru membatasi kemampuan siswa untuk berfikir sendiri *

☐ Sangat Setuju

☐ Setuju

☐ Kurang Setuju

☑ Tidak Setuju

☐ Sangat Tidak Setuju

Penggunaan satu metode belajar saja tidak dapat meningkatkan kemampuan belajar siswa *

- ☐ Sangat Setuju
- ☑ Setuju
- ☐ Kurang Setuju
- ☐ Tidak Setuju
- ☐ Sangat Tidak Setuju

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

IAIN PALOPO

INTERVIEW RESULT

Interview Guru SMKN 2 Palopo dan SMAN 6 Palopo

(R1)

1. Metode pengajaran itu sebagai bantuan untuk mengajar dan itu mudah untuk di pahami oleh siswa.
2. Siswa merasa enjoy
3. 2 atau 3 metode satu pertemuan tergantung pengelolaan kelas, tapi lebih efektif fokus 1 metode.
4. Untuk memudahkan guru dalam mengajar dan memudahkan guru menyampaikan materi pembelajaran ke siswa.

(R2)

1. Metode sangat penting untuk meningkatkan kemampuan dalam belajar
2. Iya, siswa merasa enjoy dan aktif
3. 1 pertemuan lebih dari 1 metode
4. Untuk membuat siswa lebih enjoy dalam proses belajar mengajar

(R3)

1. Metode pengajaran dapat meningkatkan proses belajar mengajar
2. Iya, siswa merasa enjoy
3. Dalam setiap pertemuan, tergantung dari materi apa yang akan di bahas.
4. Agar siswa dengan cepat memahami apa yang telah di jelaskan

(R4)

1. Metode pengajaran dapat membantu proses pembelajaran
2. Siswa merasa enjoy
3. Bisa 1 kali pertemuan 1 metode bisa juga lebih dari 1 metode.
4. Dapat membantu guru dalam mengajar

(R5)

1. Metode pengajaran dapat membantu guru dalam menghidupkan suasana belajar siswa dikelas

2. Iya, siswa merasa enjoy

3. Penggunaaan metode dalam pembelajaran umumnya ditentukan oleh topic pembelajaran yang di bahas dikelas, serta memperhatikan output dari topic tersebut.

4. Karena metode pengajaran memudahkan dalam menyampaikan materi yang di ajarkan.

SURAT KETERANGAN

No. 091 /In.19/FTIK/PBI/PP.00.9/02/2021

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama	:	Della Sintia
NIM	:	16.0202.0167
Semester	:	10 (sepuluh)
Program Studi	:	Pendidikan Bahasa Inggris
Keperluan	:	Ujian Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 24%. Sebagaimana lembar hasil uji terlampir.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 22 Februari 2021

Mengetahui,
Ketua Prodi,

Admin Turnitin PBI,

AmaliaYahya, S.E., M.Hum.
NIP 197710132005012006

Muhammad Iksan, S.Pd., M.Pd.
NIP 198603272018011001

IAIN PALOPO

SURAT KEPUTUSAN
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI PALOPO
NOMOR : 0005 TAHUN 2021
TENTANG
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

DENGAN RAHMAT TUHAN YANG MAHA ESA
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

Menimbang	:	a.	bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
		b.	bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
		c.	bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
Mengingat	:	1.	Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		3.	Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
		4.	Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
		5.	Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

MEMUTUSKAN

Menetapkan	:	KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
Kesatu	:	Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
Kedua	:	Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
Ketiga	:	Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
Keempat	:	Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2020;
Kelima	:	Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
Keenam	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan di : Palopo
Pada Tanggal : 04 Januari 2021
Dekan,

Nurdin K.

Tembusan :
1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

I.   Nama Mahasiswa   :   Della Sintia
     NIM   :   16 0202 0167
     Fakultas   :   Tarbiyah dan Ilmu Keguruan
     Program Studi   :   Pendidikan Bahasa Inggris

II. Judul Skripsi   :   English Teachers' Perception Toward of the Most Applied Teaching Method in
                              Classroom

III. Tim Dosen Penguji   :
     Ketua Sidang   :   Muhammad Iksan, S.Pd.,M.Pd.
     Penguji (I)   :   Dr. Jufriadi, S.S.,M.Pd.
     Penguji   (II)   :   Dr. Magfirah Thayyib, S.S.,M.Hum.
     Pembimbing (I)   :   Dr. H. Rustan S.,M.Hum.
     Pembimbing (II)   :   Muhammad Iksan, S.Pd.,M.Pd.

Dekan,

Nurdin K.

IAIN PALOPO

PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpon : (0471) 23692

IZIN PENELITIAN
NOMOR : 860/IP/DPMPTSP/X/2020

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Mendagri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Mendagri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewewenang Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	:	DELLA SINTIA
Jenis Kelamin	:	Perempuan
Alamat	:	Dsn. Patila Kab. Luwu Utara
Pekerjaan	:	Mahasiswa
NIM	:	16.0202.0167

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

ENGLISH TEACHERS PERCEPTION TOWARD OF THE MOST APPLIED TEACHING METHOD IN CLASSROOM

Lokasi Penelitian : SMA NEGERI 6 PALOPO DAN SMK NEGERI 2 PALOPO

Lamanya Penelitian : 14 Oktober 2020 s.d. 14 Desember 2020

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.**
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) examplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 14 Oktober 2020
a.n. Kepala Dinas Penanaman Modal dan PTSP
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

ANDI AGUS MANDASINI, SE, M.AP
Pangkat : Penata
NIP : 19780805 201001 1 014

Tembusan :

1. Kepala Badan Kesbang Prov. Sul-Sel;
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapolres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instasi terkait tempat dilaksanakan penelitian

PEMERINTAH PROVINSI SULAWESI SELATAN
CABANG DINAS PENDIDIKAN WILAYAH XI
UPT SMK NEGERI 2 PALOPO

Jl.Dr.Ratulangi Balandai ((0471) 22748 Kota Palopo Sulawesi Selatan
Website : http://www.smkn2-palopo.sch.id E.mail: smkn2paloposulsel@yahoo.com

---

SURAT KETERANGAN
Nomor: 421.5/ 34-UPT SMKN 2/PLP/DISDIK

Yang bertanda tangan di bawah ini:

Nama	: Nobertinus, S.H., M.H
NIP	: 19681119 199402 1 002
Jabatan	: Kepala UPT SMK Negeri 2 Palopo

Menerangkan bahwa yang tersebut namamya di bawah ini:

Nama	: Della Sintia
NIM	: 16.0202.0167
Jenis Kelamin	: Perempuan
Program Studi	: Tadris Bahasa Inggris, IAIN Palopo
Alamat	: Balandai, Kota Palopo

Bahwa yang bersangkutan adalah benar telah melakukan penelitian dalam rangka penulisan Skripsi di UPT SMK Negeri 2 Palopo.

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

Palopo, 22 Desember 2020
Kepala Sekolah,

Nobertinus, S.H., M.H
NIP 19681119 199402 1 002

<u>**SURAT KETERANGAN PENELITIAN**</u>

Nomor : 421.3/ 376 - UPT SMA.6/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 6 Palopo menerangkan bahwa :

Nama	:	**DELLA SINTIA**
NIM	:	16.0202.0167
Tempat / Tgl.Lahir	:	Patila, 5 April 1996
Jenis Kelamin	:	Perempuan
Program Studi	:	Pendidikan Bhs. Inggris

Yang bersangkutan di atas telah melakukan penelitian di **UPT SMA Negeri 6 Palopo** pada tanggal 14 Oktober 2020 s/d 14 Desember 2020, dalam rangka penulisan skripsi Judul: *"English Teachers Perception Toward Of The Most Applied Teaching Method In Classroom".*

Demikian surat keterangan penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 22 Desember 2020

An. Kepala UPT,

Kasubbag Tata Usaha

Dra. LISNAWATI

NIP 19660801 198703 2 010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALOPO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo
Email:pbi.ftik@gmail.com

SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama	:	Amalia Yahya, SE., M.Hum
NIP	:	19771013 200501 2 006
Jabatan	:	Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama	:	Della Sintia
NIM	:	1602020167
Program Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP	:	085342287253

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

Palopo, 2 Desember 2020

Ketua Program Studi

a.n. Dekan
Wakil dekan I
Fakultas Tarbiyah dan Ilmu Keguruan

Dr., Munir Yusuf, S.Ag., M.Pd
NIP. 19740602 199903 1 003

Amalia Yahya, SE., M.Hum
NIP. 19771013 200501 2 006

Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Della Sintia

Nim   : 16 0202 0167

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 22 Desember 2020

Ketua Prodi
Pendidikan Bahasa Inggris

Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

CURRICULUM VITAE

Della Sintia, was born in Patila, on April 5th 1996. The author is the second child of M.Tahir and Hadisa. She has two brother and three sisters. She comes from Patila, Kecamatan Tana Lili, Kabupaten Luwu Utara, while in Palopo, she lives on Jl. Dr. Ratulangi, Balandai.

She started his formal education for the first time at SDN 227 Patila and graduated in 2008. Then, she continued her study in SMPN 1 Bone-Bone and finished in 2012. After graduated in SMPN 1 Bone-Bone, She continued her study in SMKN 1 Luwu Utara. Then, She continued her study at English Language Education Study Program at IAIN Palopo in 2016.

In the end of the study at English Language Education Study Program at IAIN Palopo, wrote a Thesis entitled **"English Teachers' Perception toward of the most applied Teaching Method in Classrrom "**.