

**THE TEACHERS' METHOD IN TEACHING ENGLISH AT THE
ELEVENTH GRADE STUDENTS OF SMA NEGERI 2 PALOPO**



**IAIN PALOPO
THESIS**

*Submitted to the English Study Program of S1 Tarbiyah Department and
Teacher Training Faculty of State Islamic Institute of Palopo in Partial
Fulfillment of Requirement for S.Pd Degree of English Study Program*

Composed By,

**SRI WAHYUNI BUNGA
REG. NUM: 15 0202 0057**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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**Dr. H. Rustan S., M.Hum
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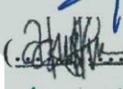
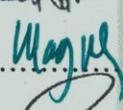
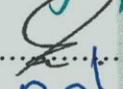
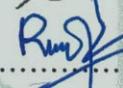
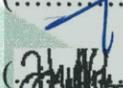
**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

THESIS APPROVAL

This thesis, entitled “**The Teachers’ Method in Teaching English At The Eleventh Grade Students of SMA Negeri 2 Palopo**” written by **Sri Wahyuni Bunga**, Reg. Number **15.02.02.0057**, English Education 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 **Friday, September 20th 2019 M**, coincided with **Muharram 16th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English education.

Palopo, September 20th 2019 M
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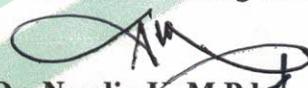
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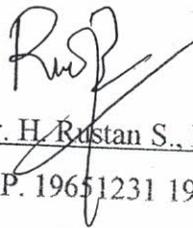
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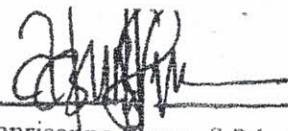
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Finally, the writer prays May Allah SWT. shower divine judgment of their service who has given to the researcher in the end. The researcher expects that this thesis can give a lot of contribution for all readers. Ttherefore, it can be a charity.

Palopo, 24th August 2019



The Researcher

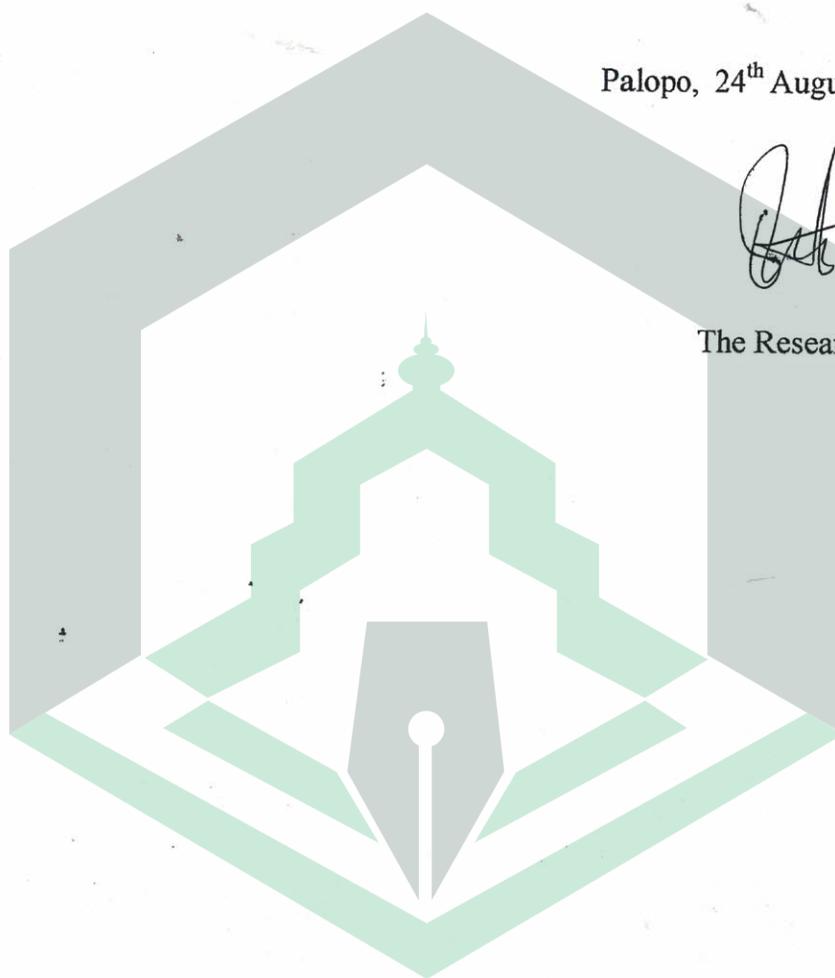


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ABSTRACT

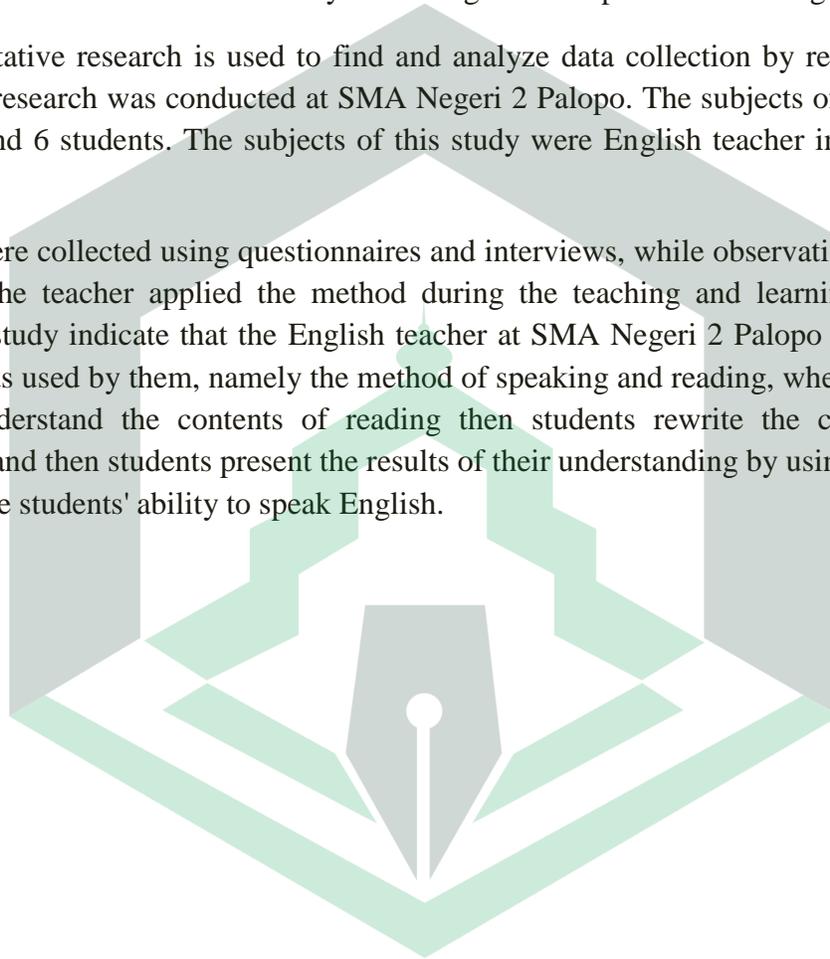
SRI WAHYUNI BUNGA, 2019. Teaching Method for Eighth Grade Students at Palopo State High School 2. Thesis, Department of English Language Study Program at the State Institute for Islamic Studies (IAIN) Palopo. Supervised by Dr.H. Rustan s., M.Hum and Andi Tenrisannah syam., S.Pd., M.Pd.

Keywords: The Teacher, Method In, Teaching English

This thesis is about English teaching methods used by SMA Negeri 2 palopo teachers. It aims to find out what methods are used by SMA Negeri 2 Palopo teachers in eighth grade

.Qualitative research is used to find and analyze data collection by researchers during research. This research was conducted at SMA Negeri 2 Palopo. The subjects of this study were two teachers and 6 students. The subjects of this study were English teacher in SMA Negeri 2 Palopo.

Data were collected using questionnaires and interviews, while observations were used to confirm how the teacher applied the method during the teaching and learning process. The results of this study indicate that the English teacher at SMA Negeri 2 Palopo shows that there are two methods used by them, namely the method of speaking and reading, where students must be able to understand the contents of reading then students rewrite the contents of their understanding and then students present the results of their understanding by using English this is done to improve students' ability to speak English.



CHAPTER I

INTRODUCTION

A. Background

English is a compulsory subject for students at school .it is important for the students to learn English because the students are able to communicate with foreign.

To teach English the teachers should use various teaching methods teaching method is a strategy or tactic in carrying out learning and teaching activities in the classroom which are applied by the teaching staff so that the specified teaching objectives can be achieved properly.

The type of teaching method that is usually used is the lecture method, which is a method that has been used long ago that emphasizes the teaching process for teachers only. Students only accept material without searching. The question and answer method is the teacher giving questions then students answer or students who ask questions and the teacher will answer them through two-way interactions. The method of group work is that students are formed into groups and then the teacher assigns tasks to be done by the group. There is a new method that has recently begun to emerge, namely the lecture method plus ad 3 types of methods plus the question and answer and assignments, plus discussions and assignments, plus demonstrations and exercises. Or the teacher can also use the jigsaw method where the teacher divides students into several small groups consisting of 4 or 5 members, then each member is responsible for one of the subtopics by forming another group according to the subtopics consisting of 2 or 3

people, and discussing the subtopics that assigned. After that he returned to the first group as "experts" in the subtopic and delivered the results of the subtopic discussion to his friends.

. This can be said that the learning method is a tool to achieve teaching goals. in teaching English students are still lacking Teaching methods are educational facilities that have the aim to deliver teaching materials so that they are well absorbed by students, such as lack of vocabulary, so students cannot speak good English and students cannot write well, because of these deficiencies students assume that teaching English is difficult. in teaching English the teacher must use many methods to teach English so that students do not get bored in teaching English. Sometimes teachers only rely on printed books when teaching English without explaining how to write and speak well. Teacher must be able to apply the right methods in teaching and learning activities, according to the character of his students, so that the teaching process becomes more enjoyable and students can absorb lessons easily. Therefore, the researcher is interested in exploring what the teachers' method in teaching English at the eleventh grade students of SMA Negeri 2 Palopo.

B. Problem Statements

Based on the background, the researcher formulated the problem statement as follows:

- a. What are the teachers' methods in teaching English at the eleventh grade students of SMA Negeri 2 Palopo?

b. What are the students' opinions about the teachers' method in teaching English at the eleventh grade students of SMA Negeri 2 Palopo?

C. Objectives of the Research

The purposes of this research were to know the teachers' method and the students' opinion about the teachers' method in teaching English in teaching English at the eleventh grade students of SMA Negeri 2 Palopo.

D. Significances of the Research

The result of this study was expected to be useful for:

1. Practically, this research is useful for the teacher, students, and further researcher. The teachers are expected to teach method in teaching English interesting strategies so that there are interaction between teacher and students. This study will provide information about the teacher method in teaching English so that for further researcher, this study can be a reference so that the study will be refined
2. Theoretically, this research will contribute to the development of theory teachers' method in teaching English.

E. Scope of the Research

The scope of this research was to describe teacher's method in teaching English. By discipline, this research is under applied English language teaching discipline. By content this study limited to the teacher's method in teaching English and the students' opinions teachers' method in teaching English at the

eleventh grade students of SMA Negeri 2 Palopo. By activity, the research will observe and interview the teachers and the students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Literature

1. Previous studies

Many researchers have conducted their research about involving students in teaching language skill. They are cited below.

- a. Vardi (2000) in his paper reflects on the various approaches taken and discusses these within a developmental approach to tertiary student writing within the disciplines. It also examines the relationship between lecturers' perceptions of students' written ability and the ways in which they help students develop their written abilities. The paper concludes with suggestions for first year staff on improving student writing.¹ Based on explanation above can be understood the result of the paper is good method to improve students' writing skill. The main difference between explanations above with this research is on the goal of the research. This research wants to find out the lecturers' strategies in teaching writing while the research above look for the method in improving writing skill
- b. Novita Sari (2015) founded that teaching strategies in narrative writing applied by the lecturer were five strategies, they were: modeled writing, think aloud writing, guided writing, cooperative learning, and independent writing. The strategies applied when teach fictional text, in this case is fable. Moreover, eight students had opinion toward the

¹ Vardi, I. (2000). *How do first year lectures help students develop writing skill*

teaching strategies. They had opinions were the strategies can build students' writing habit, the strategies could foster students' motivation, the strategies especially guided writing useful to help students become strategic writer, and the cooperative learning strategy is effective and joyful.² It can be understood there are many still way to improve students' writing skill that can be used by the teacher or lecturer in school or campus.

Same with the explanation above this research want to find out the lecturers' strategies into the students and not the method that is applied in the classroom.

Based on the research above the researcher interested to look for the strategy that used the lecturers in teaching writing skill because it can be known that there are many strategies that used by teacher in teaching. c. Brown (2000:7) states that teaching is the process of guiding and facilitating learning. Teaching also enables the learners to learn and sets the condition for learning. It implies that teaching cannot be separated from learning. The teachers' understanding of what learning will determine their understanding of what teaching is. Teachers' understanding of how students learn will determine their philosophy of education, teaching style, approaches, methods, and the classroom techniques. The approach, the methods, and the techniques that are used in the classroom depend on the teacher's understanding of what learning

² Sari Novita (2015) *A study on teaching strategies used in teaching narrative writing second semester of English department of IAIN Tulungagung*

is. In other words, the concept of teaching is interpreted in line with the concept of learning

Based on explanation above it can be understood that teaching is the process in the classroom that used by teacher to transfer of knowledge so that their students can be like him or her.

B. Definition of Teaching

Teaching can be viewed from two different paradigms, the old paradigm of teaching and the new paradigm. The old paradigm focuses on keeping students on the teacher's toes (cox, 2012) in which students are explored with a set of strict instruction³. Edwards, et.al (2007) also adds that that the old teaching habits consider the teacher as the expert. He or she is a center of knowledge who can make a list of desirable communication behaviors and responsible for the primary communication to the students⁴. Richard and Farrell (2005) teaching is complex cognitive activity and focuses on the nature of teachers' belief and thinking and how this influence their teaching and learning. Here, the teacher should engage the students splendidly in the whole of teaching process⁵.

³ Cox, J. B. (2012) *Reclaiming the classroom Old-Fashioned Teaching*. *The Digital Campus of Salisry University*. Retrieved December 27, 2013 from chronicle. Com/article/Reclaiming-the Classroom-With/13660.

⁴ Edwards, K. A.F., Back, A. L., Arnold R.M., Baile, W.F., Tulsy, J,A., Barley, G.E.(2007). *Faculty Development to change the paradigm of communication skills teaching oncology*. *Oncology Journal* Mar 1; Vol 27 (7): 1137-1141.

⁵ Richard, J. C., and Farrell, T. S. C. (2005). *Professional Development for Language teachers: strategies for Teacher Learning*. New York: Cambridge University press.

Based on the explanation above, nowadays teaching should enable the teacher to help students by providing opportunities of learning to gain knowledge in a set of activities through effective communication.

C. English Language Teaching and Learning

There are some definitions of language. Language is a systemic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks, having understood meanings in Brown (2000: 5) Meanwhile, Brown gives a concise definition of language. He defines a language as follows:

1. Language is systematic.
2. Language is a set of arbitrary symbols.
3. Those symbols are primary vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possible not limited to human.
8. Language is acquired by all people in much the same way language
9. Language learning both have universal characteristic.

Brown (2000:6) states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experience or instruction. Based on the previous statement, Brown (2000) classifies learning into some components, namely:

1. Learning is acquisition or “getting”.
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon events outside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is change in behavior

D. The Concept of Teaching

Brown, (1994:7) states that “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”. Teaching cannot be defined apart from learning.⁶ Arends (2001 : 56) states teaching as process of attempting to promote growth in students. Teaching means giving some knowledge or instructing or training.⁷ Language teaching is describe broadly as creating situation that promote second or foreign language use and learning. it also includes an attractive process between the

⁶ Brown, H. Douglas. 1994. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.

⁷ Arends, Richard I. 2001. *Learning to teach*. New York: Me Graw-Hill.

teacher and the student or group of the students to get knowledge skill or attitude what they are learning.

Teaching can be regard in interpersonality activity, since the teachers interact with others students. The interaction can be effective which the teachers can influence the students and the students can influence the teachers. Ellis and Johnson (1994:115) states that teaching implies education: the passing of knowledge, but also of right and wrong way of doing things.⁸ From the statement, we can conclude that teaching is also known as reciprocal interaction and teaching is some activities that give instruction for helping students to learn something between knowledge or skill.

E. The Concept of Teaching English

Brown (1987:38) state “we have all observed children acquiring their first language easy and well, yet the learning of a foreign language often meets with great difficulty and sometimes failure”. From this statement it can be seen that it is more difficult to learn a new language, his or her first language will interfere with new language and this will hinder the success of the new language learning process. Somad and Tati (1996:74) states that teaching English to students with hearing impairment, the teacher has to consider and adapt the material with the characteristics of students with hearing impairment.⁹ Daniela (2004:2) states that teaching English to hearing-impaired

⁸ Ellis and Johmson. 1994. *Second Language Acquisition*. New York: Oxford University.

⁹ Somad, Pamarian and Tati, 1996. *Ortopedagogik children tunarungu*. The department of education and culture

students is a bigger problem because syntactic structure of majority spoken languages is different from the structure of sign language.¹⁰

According to Thompson (2012:103) there is instruction to the teacher to teach language for students with hearing impairment.¹¹ as follows:

1. Planning the materials and the methods that consider or depend on the need of students.
2. Optimize the situation of the class and be firm that the students focus on teacher's explanation during in front the class.
3. In explaining the materials, the teacher must be spoken aloud and clearly.
4. Using instruction and repetition in every words or sentences with wrote down the keyword on the board.
5. During teaching learning process the teachers using sign language, note, pictures, to deliver the material.
6. Optimize the students can communicate with the teacher although in communicating their idea or to ask about the materials.
7. Develop the communication used the facial expression and body language in explaining the material.
8. The used of visual media to make the students understand what teacher say.

¹⁰ Jankova, Daniela "How to Teach The Language Reflection of the International Seminar on Teaching English to Deaf and Hard of Hearing Students". Czech Deafness Journal. Vol. 3, September 2004.

¹¹ Tompson, Jenny. 2012. *Understand the child with special needs..* Jakarta: Erlangga

The success of educating children is extremely affected by the teacher's competence and attempt in educating them. Teacher who educating students with special needs even has not have the degree of special education, they must understand their students' characteristic and competence in studying, especially students with special needs.

F. Definition of Teaching Method

According Rodgers (1999) state that teaching method 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 approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods¹². According Wikipedia (2019) state that teaching method is comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

¹² (Richards & Rogers, *Approaches & Methods In Language Teaching: Preparing The Terrain*. 1999 page 28)

The approaches for teaching can be broadly classified into teacher centered and student centered. In Teacher-Centered Approach to Learning, Teachers are the main authority figure in this model. Students are viewed as "empty vessels" whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments. In Student-Centered Approach to Learning, while teachers are the authority figure in this model, teachers and students play an equally active role in the learning process. The teacher's primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class participation. Teaching and assessments are connected; student learning is continuously measured during teacher instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these.¹³ According Elih (2014) Method Approach A theory of the nature of language . A theory of the nature of language learning Design The general and specific objectives of the method . A syllabus model c. Types of learning and teaching activities. Learner roles e. Teachers roles f. The role of instructional materials Procedure Classroom techniques practices, and behaviors when the method is used. Resource in term of time, space and equipment used by

¹³ https://en.wikipedia.org/wiki/Teaching_method 2019

the teacher. c. Interactional patterns observed in lessons. d. Tactics and strategies used by teachers and learners when the method is being use.¹⁴

Based on some explanation above, it can be understood that teaching method is the way or strategy that used by the teacher in the classroom to give knowledge to their students. This is very important because it determines the result of their student in following teaching and learning process. In other words teaching method is the main component for the teacher in the classroom.

G. Factors Influence Teaching Method

According to Rahimi, Riazi, and Saif (2004 : 35) there are some affect in language learning strategies choice.¹⁵

a. Level of Language Proficiency

There were some studies which have examined the relationship between level of language proficiency and strategy use. A high level of proficiency has been associated with an increased use of both direct and indirect strategies (chang : 1990).¹⁶ More specially, cognitive and met cognitive strategies, show high correlation with high language proficiency levels (Ku, 1995).¹⁷ O'Malley et al (1985) had done a research about the

¹⁴ Elih Sutisnah Yanto, *Approach, method and Technique in Language Learning and teaching*, Mar 19, 2014

¹⁵ Rahimi, Riazi and Saif. 2004. *An investigation into the factors affecting the use of language learning strategies by Persian EFL learners*. RCLA. CJAL Journal, 11, (pp.31-60)

¹⁶ Chang S,J. *A Study of Language Learning Behaviors of Chinese Learners at the University of Georgia and the Relation of those Behaviors to oral proficiency and other factors*. Unpublished doctoral dissertation, University of Georgia, Athens, Ga.

range, type and frequency of LLSs (Language Learning Strategies) used by beginning and intermediate high school L2 learners. The result revealed that while both groups used more cognitive than metacognitive strategies, intermediate students used more matcognitvie strategies than beginners.¹⁸

Park (1997) examined the relationship between the use of LLSs and the proficiency level of 332 korean students learning English as a foreign language. The result of his study showed a linear correlation between LLS use and language proficiency.¹⁹ Peacock and Ho (2003) investigated the relationship between the use of LLSs and the proficiency level of 1006 English for academic Purposes students in eight different majors in Hong kong. The result of the study showed significant correlation between strategy use and proficiency level. Cognitive and metacognitive strategies showed very high correlation with the proficiency level of the participants and were used by high-proficiency learners.²⁰

b. Motivation

The effects of motivation on language learning strategy use were highlighted when oxford and Nyikos (1989) surveyed 1.200 students studying various languages in Midwestern American University in order

¹⁷ Ku, P.Y. 1995. *Strategies Associated with proficiency and strategy Choice: A study on language Learning strategies of EFL Students at Three Educational Levels in Taiwan*. Doctor dissertation, Indiana University, Bloomington, IN.

¹⁸ O'Malley, J.M., Charnot, A.U., Stewner-Manzanares, G., Russo, R., & L, kupper. 1985. *Learning strategy applications with students of English as a second language*. TESOL Quarterly, 19 (3), (pp. 557-584).

¹⁹ Park, G. 1997. *Language Learning Strategies and English proficiency University Learners*. Foreign Language Annals, 30, (pp. 211-221).

²⁰ Peacock, M. and B. Ho. 2003. *Students Language Learning Strategies Across Eight disciplines*. International journal of Applied Linguistic, 13, (pp. 179-200).

to examine the kinds of language learning strategies the students reported using. The result of this study showed the degree of affecting strategy choice examined. McIntyre and Noels (1996) examined the relationship between LLSs and motivational level among undergraduate foreign language learners. They reported that, compared with less motivated learners, those who were substantially motivated, tended to adopt more learning strategies and use them more frequently.²¹ Chang and Huang (1999) studied the relationship between instrumental and integrative motivating on the LLS use of 48 Taiwanese graduate and undergraduate students at a public university in the Us. The result of the study showed that total number of learning strategies were associated with motivational level.²²

c. Learning Style

Studies about the relationship between learning style and strategy use showed that an individual's learning style preferences influences the type of LLSs they use. Extroverts, for example, show a strong preference for social strategies, while introverts use metacognitive strategies more frequently (Ehrman and Oxford: 1990).²³ According to Rossi-Le (1995) state that learners who favor group study are shown to use social and

²¹ McIntyre, p. D. and K. Noels. 1996. *Using Social-psychological variables to predict the Use of Language Learning Strategies*. Foreign Language Annals, 35(5), (pp. 561- 570).

²² Chang, S.J. and S. C. Huang, 1999. *Language Learning Motivation and Language Strategies of Taiwanese EFL Students*. Washington, DC: Department of Education. [ERIC: DOCUMENT Reproduction Service No. ED371589]

²³ Ehrman, M., and and Oxford, R. 1990. "Adult Language Learning Styles and Strategies in An Intensive Training Setting. "Modern language journal 74/3,(pp. 153-164).

interactive strategies, such as working with peers or requesting clarification.

d. Gender

The effect of gender on strategy use has been thoroughly investigated along with other variables Ghadesi 1998.²⁴ In these studies, females have consistently been reported as using LLSs more frequently than males Wharton 2000.²⁵

e. Culture and Context

In a culture prizes individual competition and has organized its educational system around competitive tasks, successful language learners may prefer strategies that allow them to work alone rather than social strategies that call for collaboration with others. A study conducted by Olivares-Cuhat (2002) looked at the LLS (language learning strategies) of students in a university advanced Spanish writing class and compared achievement on a writing sample between those students speaking Spanish as a first or heritage language and those learning Spanish as a foreign language.²⁶ The result showed that students with a Spanish language background were grade higher on their writing samples than the other students, but they also showed a greater

²⁴ Ghadesi, M, 1998. *Language Learning Strategies of Some University Students in HONG Kong. Paper presented at the 9th English in southeast Asia Conference. Brunei.*

²⁵ Wharton, G. 2000. *Language Learning Strategy Use of Bilingual Foreign Language Learners in Singapore. Language Learning. 50, (pp. 203-243)*

²⁶ Olivares-Cuhat, G. 2002. *Learning Strategies and Achievement in the Spanish writing classroom: A Case Study. Foreign Language Annals, 35(5), (pp. 561-570).*

preference for affective and memory strategies and these latter were highly correlated with writing achievement.

Oxford (1990) synthesized existing research on how the following factors influence the choice of strategies use among students learning a second language.²⁷

- 1) Motivation. More motivated students tended to use more strategies than less motivated students, and the particular reason for studying the language (motivational orientation, especially as related to career field) was important in the choice of strategies.
- 2) Gender. Females reported greater overall strategy use than males in many studies (although sometimes males surpassed females in the use of a particular strategy).
- 3) Cultural background. Rote memorization and other forms of memorization were more prevalent among some Asian students than among students from other cultural backgrounds. Certain other cultures also appeared to encourage this strategy among learners.
- 4) Attitudes and beliefs. These were reported to have a profound effect on the strategies learners choose, with negative attitudes and beliefs often causing poor strategy use or lack of orchestration of strategies.

²⁷ Oxford, R. L. 1990b. *language learning strategies and beyond. A look at strategies in the context of styles*. In S.S. Magnan (Ed). *Shifting the instructional focus to the learner* (pp. 35-55). Middlebury, VT: Northeast Conference on the Teaching Of Foreign Language

5) Type of task. The nature of the task the strategies naturally employed carry out the task.

6) Learning style. Learning style (general approach to language learning) often determine the choice of L2 learning strategies. For example, analytic-style students preferred strategies such as contrastive analysis, rule learning, and dissecting words and phrases, while gold students use strategies to find meaning (guessing, scanning, predicting) and to converse without knowing all the words (paraphrasing, gesturing).

7) Tolerance of ambiguity. Students who were more tolerant of ambiguity use significantly different learning strategies in some instances than did students who were less tolerant of ambiguity.

Briefly, research in the area of language learning strategies has result in a wealth of information with respect to the type and nature of strategy use by learners belonging to different proficiency levels, motivation categories, gender, learning style, nationality, culture and context, attitudes and beliefs, type of task, and tolerance of ambiguity.

H. Methods of Teaching English

1. Grammar Translation Method

The grammar translation method, or classical method, is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue in the 16th century. The focus was then on the translation of texts, grammar, and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension because

Latin and Greek were taught more as academic subjects than as means of oral communication. The method is still common in many countries and institutions around the world and still appeals to those interested in languages from an intellectual or linguistic perspective. However, it does little to improve your ability to use the language for oral communication

2. Audio Lingual Method

The audio-lingual method is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar.

3. Suggestopedia

Suggestopedia is a teaching method developed by the Bulgarian psychotherapist Georgia Lozanov. It is used mostly to learn foreign languages. The theory applied positive suggestion in teaching when it

was developed in the 1970s. However, as the method improved, it has focused more on "desuggestive learning" and now is often called "desuggestopedia". Suggestopedia is a portmanteau of the words "suggestion" and "pedagogy". A common misconception is to link "suggestion" to "hypnosis". However, Lozanov intended it in the sense of offering or proposing, emphasizing student choice

4. Direct Method

The direct method of teaching, which is sometimes called the natural method, and is often (but not exclusively) used in teaching foreign languages, refrains from using the learners' native language and uses only the target language. It was established in England around 1900 and contrasts with the grammar–translation method and other traditional approaches, as well as with C.J. Dodson's bilingual method. It was adopted by key international language schools such as Berlitz and Inlingua in the 1970s and many of the language departments of the Foreign Service Institute of the U.S. State Department in 2012.

5. Communicative Language Teaching Method

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

CHAPTER III

METHOD OF THE RESEARCH

This chapter consists of kinds, location, subject, instrument of the research, technique of collecting data and technique of data analysis.

A. Research Design

This research used qualitative research. Creswell (2012) state that qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data. The final written report has a flexible writing structure. The researcher will use this research because she wants to comprehend the social situation and find the rule and theory related to the problem statement like what are the teachers' method in teaching English at the eleventh grade students of SMA Negeri 2 Palopo.

B. Population

The population of this research was the teachers' methods in teaching English at the eleventh grade students of SMA Negeri 2 Palopo. There are 2 teachers and 10 students of SMA Negeri 2 Palopo.

C. Subject of the Research

The researcher applied the purposive sampling technique in getting data because the sample data sources need special consideration. In getting data

researcher choose sample based on the character that is wanted by researcher. The consideration are, these people considered to know more about what we hope from this research and it will be easier by the researcher in getting data (Sugiyono, 2001 : 301). Based on the purposive sampling technique, the researcher's subjects are 6 (six) students from each class at eleventh grade of SMA Negeri 2 Palopo.

C. Instrument of the Research

The researcher applied qualitative research through the instrument of the research are, (1) observation to observe the activity of applying the lecturers' strategy in teaching writing. It is important to know the result of lecturers' strategies that is done in the classroom (2) interview, to find out the students' perception about applying the Teacher's Method In Teaching English at The Eleventh Grade Students Of SMA Negeri 2 palopo(3) documentation as a provident of research result like us the camera to take picture. There are five questions for lecturer and seven questions for students.

D. Procedure of Collecting Data

The researcher used some technique in collecting data, namely using interview, observation and documentation:

1. Interview

Esterberg (2002) states that interview were a meeting of two persons to exchange information and idea through question and responses, resulting in communication and joint construction of meaning about a particular topic.

In this study the writer will use Semi-structure interview:

2. Semi-structured interview

This interview can be called as in-dept interview where in applying is more free than structured interview. The purpose of this interview is to find out the problem completely where the respondent asked for his or her opinion and the ideas. In doing interview the researcher is necessary to hear and to write the respondent's answer carefully.

3. Observation

Nasution (1988) states that observation is the basic from all knowledge. Marshall (1995) states that through observation the researcher learn about behavior and the meaning attached to those behaviors.

Based on the some explanation above it can be understood that observation was very important to apply in research. Therefore the researcher in collecting data interests to conduct the observation the teachers' strategies in teaching writing. He attended in the classroom. He participated in the situation observed.

4. Documentation

In this research the researcher used documentation such as a camera to complete this research.

E. Technique of Data Analysis

Bogdan (2017) states that data analysis was the process of systematically searching and arranging the interview transcripts, field notes and other

materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

Stainback (2016) states that data analysis was critical to the qualitative research process. It is recognition, study and understanding of interrelationship and concept in your data that hypothesis and assertions can be developed and evaluated.

Spradley (1980) argues that analysis of any kind involve a way of thinking. It refers to the systematic examination of something to determine its parts, the relation among parts and the relationship to the whole. Analysis is search for patterns.

Based on the some expert above it can be understood that data analysis is searching and arranging the result from data completely. Beside that in this research, the researcher used Miles and Huberman's analysis model. Miles and Huberman divide this analysis model in three kinds, namely:

1. Data Reduction

Data reduction is the process where the researcher chooses the most important part and arranges the main point based on the situation and result in the field. In this case data reduction is how the lecturers' strategies in teaching writing.

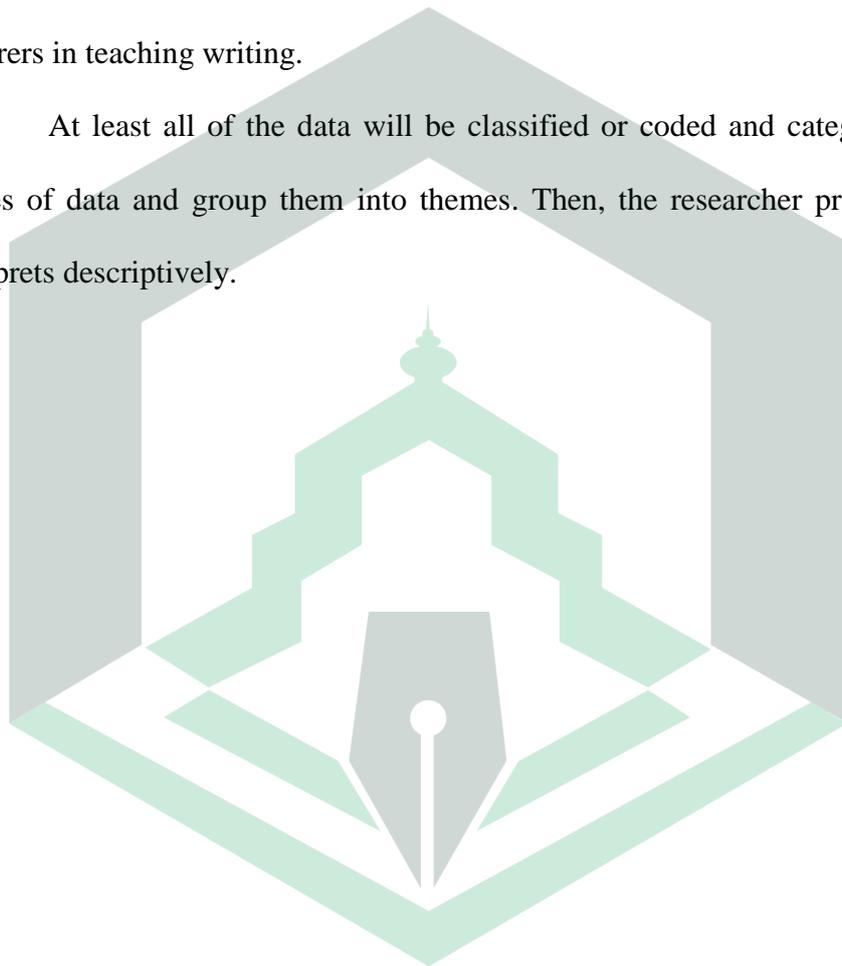
2. Data Display

Miles and Huberman (1984) states that the most frequent form of display data for qualitative research data in the past has been narrative text. It means that data display will make the researcher easy to comprehend the real situation in the field and get the best result.

3. Verification

The researcher make conclusion like the new theory and it can answer the problem statement above. It means that this conclusion can be result in this research. Therefore verification in this part is all the strategies that are applied by lecturers in teaching writing.

At least all of the data will be classified or coded and categorized into pieces of data and group them into themes. Then, the researcher presented and interprets descriptively.



CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses two sections, they are findings and discussions. The findings of the research deal with the result of data analysis about the teachers' methods in teaching English.. Meanwhile, the discussion covers interpretation of the findings and further information was given.

A. Findings

This part, the researcher presents the data that have been collected during The research. Here the researcher answers the research focus that stated previously, it is about what are the teachers' methods in teaching English in their own class in SMA Negeri 2 Palapo?

1. Teachers Interview Result

a. The first teacher

1. *What approaches do you use to teach English as a foreign language?*

Based on the results of the questionnaire, the researchers found that eighth grade English lessons in Palopo 2 Public High School were handled by permanent teachers with an education level as an English bachelor and had worked as an English teacher for more than 16 years in Palopo 2 Public High Schools. He said when the method of teaching English in class in my opinion when I started always started by asking about their conditions, Students are asked everything and students answer them simultaneously, sometimes the teacher appoints one student and asks how the student's condition is and students directly answer it so that students can speak English. For example:

a : How are you?

b : I'm fine

a : What is your hobby?

b: My hobby is reading

a : Why do you like to read?

after that the teacher enters the material and continues the material the teacher asks students to open a printed book and the teacher gives one reading then the students are told to read the reading then students write the results of their own understanding of the reading and when they finish writing then they present the results of the writing and the results of his own understanding. So students are trained so that the ability to write, read and speak can be improved and students can speak English.

2. What is the best method in teaching English?

The best method used in class is the game method, for example students are told to sing English songs one by one and can see the concept before the teacher tells students that students prepare one song to sing in front of their peers then the teacher calls one student at a time to perform forward. This method is carried out to practice the pronunciation of students in English when finished. The teacher improves the pronunciation of students so that the student indirectly knows the correct way in English pronunciation. After that the teacher also asks students to explain about what they like, for example they like the tiktok application the student is told to go up to explain what is tiktok and how, the student explains in front of his friends indirectly the student is trained in how to

speak so that the student accustomed to speak English. And this method is done so that students do not get bored quickly in learning English.

3. Does your technique you use to teach effective to improve students ability?

An effective technique used by the teacher is to talk. Because if students are trained to continue speaking skills students will be able to speak English, when the teaching and learning process the teacher gives one topic for example about party time, then students read about the topic and understand anything course content from party time after that after students are told to make a conversation about the topic with a friend actually before students see examples of conversations about party time and then the teacher instructs students to make conversations in their own version, there students can get a lot of new vocabulary about the topic . After that students immediately practice the conversation they have made with their actual friends.

4. Did you find any problem and obstacle in teaching English?

Problems and obstacles in learning English are the way students speak. According to the teacher there are some students who cannot speak English, but the teacher always encourages them by the way students are told to look at conditions outside the classroom and then students are told to explain how conditions are outside their class now. The student can use Indonesian with his own opinion after the teacher translates by using English. and the student listens to what the teacher says and students are told to follow it in English and the student listens carefully to what the teacher says and he also follows it so the student says "oh like that mom".

5. *How did you solve the problem?*

Teacher one as an eighth grade English , said that in solving problems in teaching English so children who lack English skills especially those who speak and that are obstacles and how to overcome them is to support them by giving questions back by talking continuously when they say in Indonesian the teacher translates in English automatically the children repeat in English. The teacher corrects the examples directly in my opinion, I like reading fiction books so that they automatically follow what I say.¹

b. The second teacher

1. *What approaches do you use to teach English as a foreign language?*

Based on the results interview, the researcher found English Eighth grade lessons at Palopo 2 Public High School are handled by permanent teachers with an education level as an English bachelor and have worked as an English teacher for more than 10 years at Palopo 2 Public High School. He said when the method of teaching English in class in my opinion as an English teacher is to give readings. The teacher gives a text story then students are told to read it then students translate the reading into Indonesian and then students understand the contents of the reading after that students are told to write their own opinions about the reading in English after that students are told to read the results of their own opinions in front of his friends. Students are trained to read and write their own opinions and are also trained in how students speak in English. In these readings a lot of vocabulary can be found by students and students can find out lots of new vocabulary.

¹ Andi Irawati Rahman S.Pd.M.Pd. The teacher class eight in SMA Negeri 2 palopo

2. *What is the best method in teaching English?*

The teacher mentioned when teaching English the best method for teaching English is the best method in teaching English is Play but while learning but the teacher does not always provide the game method because students will be comfortable in playing and not serious in learning the technique used in teaching English effectively, said the teacher is a reading technique such as students being shown a reading book and then students are told to understand what the reading is to make it easier for students each paragraph in the reading for each one paragraph there are two students do it. then the student translates the contents of the reading after that students are told to write down the results of their understanding then read in front of their peers.

3. *Does your technique you use to teach effective to improve students ability?*

The technique used by the teacher is reading technique as students are shown reading books and then students are told to understand what the reading is to make it easier for students for every one paragraph there are two students doing it. After that the teacher explains to students about the contents of the reading then the teacher asks students to write back what they think about the reading in English.

4. *Did you find any problem and obstacle in teaching English?*

The teacher said that the problem faced when teaching English was their limited ability in vocabulary so the teacher gave a lot of reading because in the reading there were many vocabularies that students could find and usually there

were students who were lazy to learn English because according to the students the language English is difficult.

5. *How did you solve the problem?*

Teacher two as an English teacher, said that in solving problems in teaching English I always suggest taking core said to learn English in school because it is a school they learn English in reacting to lessons every week so that only survive learning English is not enough at school so they have to take another course.²

2. The students' Interview Result

a. The first students

1. *What are your opinions about teaching method that use by your teacher?*

Student one about the teacher's method of teaching English it was very effective for me but I didn't know my friend but for me it was very effective because I just didn't read, listening, speaking, and exam. but she also gave us like many game i think just like that

2. *Does your teacher apply specific method in teaching english?*

According to her there is a special method in learning English as he always gives a lot of games and I think it is like a special method he always gives us

² ST. Marfuah S.Pd. The teacher class eight in SMA Negeri 2 palopo

3. *Is the method effective to improve your English?*

The method effective to improve your English I think it's really effective for me because every meeting I always get a new vocabulary and others think just like how to do pronoun something.³

4. *What teaching method that used by the teachers do you like?*

Teaching method that used by the teachers do you like. I think it is just like about speaking because I really want to improve my skills.⁴

b. The second teachers

1. *What are your opinions about teaching method that use by your teacher?*

Student two about the teacher's method of teaching English, good, because he teaches using English but if there are words that the feels are not understood by students he immediately explains using language that is easily understood by students.

2. *Does your teacher apply specific method in teaching english?*

According to him there is a special method in learning English. yes, there is every meeting one student comes forward to tell about a hobby or short story

3. *Is the method effective to improve your English?*

The effective method to improve your English, yes because with that method we can practice speech and add insight into words in English.

³ Cinta bela the students class eight in SMA Negeri 2 Palopo

⁴ Izza. The students class eight in SMA Negeri 2 palopo

4. *What teaching method that used by the teachers do you like?*

Teaching method that used by the teachers do you like. I like the method of the teacher who uses a lot of English but if there are words that are not understood he can explain in words that are easily understood by students.⁵

c. The third students

1. *What are your opinions about teaching method that use by your teacher?*

According to Student three about the teachers' method of teaching English. It's good, and fun. Lots of fun games that can train English fluency. It does not bore you. Because there are usually teachers who only explain and give assignments without games, and that usually makes me bored.

2. *Does your teacher apply specific method in teaching English?*

There is a special method in learning English. Every meeting, someone goes up to tell a story explains how to make something different every meeting. Usually we are told to make dialogue and talk directly.

3. *Is the method effective to improve your English?*

The method effective to improve your English, yes, it is very effective, because it directly exercise our abilities, because speaking directly is better in learning languages than just writing or doing assignments, because it is less effective and I have felt it.

4. *What teaching method that used by the teachers do you like?*

⁵ Putri yasmin the students in class eight SMA Negeri 2 palopo

I prefer the game more and talk more directly, because we can practice our abilities and add more vocabulary.⁶

d. The forth students

1. What are your opinions about teaching method that use by your teacher?

According to student four opinion about teaching method that use by my teacher, I think, she is a good teacher because when she explained the learning material, she always asks “ Are you understand “ then all students say “ no” she will explain it again until we understand. I like her because she is patient and merciful.

2. Does your teacher apply specific method in teaching english?

yeah, She always give us practice like making conversation or translate English article. I love so much this activity and I always do it alone at my home. Sometimes we do it alone or in group.

3. Is the method effective to improve your English?

Is the method effective to improve your English, she said that yes of course. I get more new vocabulary and it is help me for speak English.

4. What teaching method that used by the teachers do you like?

What teaching method that used by the teachers do you like , her said that like, I am so happy when she give exercise like conversation or transmitting English article.⁷

⁶ Rehan the students class eight in SMA Negeri 2 palopo

e. The five students

1. What are your opinions about teaching method that use by your teacher?

According for student five, the learning method used by the teacher is very helpful and adds interest in learning. In state high school 2, the methods used by the teacher are several forms, for example the learning method used is more presentations and exercises, there are also notes because according to ember when writing more often, some even use practice methods for learning.

2. Does your teacher apply specific method in teaching english?

Specifically the method used the English teacher in my opinions is very useful and proven. To be honest I was not very familiar with English but because the method used is on interesting method that is practice after explanation and when there is an assignment the five fasted will get the best value that gives motivation separate for me.

3. Is the method effective to improve your English?

My method to improve my English skill is to memorize vocabulary at every opportunity and try to find an example of conversation and sometimes even my friends and I speak in English to practice our kills.

4. What teaching method that used by the teachers do you like?

The teacher's teaching method that I like is more practice working on questions, presentations, an conversational, exerciser is needed.⁸

⁷ Nabila the students class eight in SMA Negeri 2 palopo

⁸ Zaskiyah the students class eight in SMA Negeri 2 Palopo

f. The six students

1. What are your opinions about teaching method that use by your teacher?

According for student six opinion the method used by the teacher is very good, because the learning method will increase students English language knowledge and make students responsible for completing each given task.

2. Does your teacher apply specific method in teaching English?

Yes my teacher uses special methods in learning for example in working on problems or assignments he gives different questions different worked in one group and collected according to the time specified.

3. Is the method effective to improve your English?

Is the method effective to improve your English. In my opinion, on effective method for improving my English is to memorize as much vocabulary as possible and the get used to speaking English.

4. What teaching method that used by the teachers do you like?

I was very happy with the learning method when I was assigned to make an English conversation and practice it in front of friend.⁹

3. From the explanation in findings, it can be drawn conclusion that in teaching English in Palapo 2 High School there are two strategies used by

⁹ Nowela the students class eight in SMA Negeri 2 Palopo

two different teachers namely reading and speaking in which there are several methods used by the teacher in teaching English

1. Speaking

There are two teaching methods that teachers use in their teaching practice. The first participant used speaking by the question and answer method. In speaking practice, the teacher asks students to answer several questions. Then, students answer the question in their own words. For example, students are given a topic, then from that topic the teacher gives a question, "do you like tiktok?" then students answer "yes". From the student's answer, it can lead to several more questions and students answer it directly. According to Hornby (1995), speaking is also one of the language arts that is most frequently used by people all over the world. Brown defines speaking as a productive skill that observation is variably colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test.

2. Reading

In teaching English, the teacher uses a reading strategy. In teaching reading, there are two methods used by the teacher, namely the Question and Answer method and the method of discussion method, where the teacher gives a story in the book, then the teacher explains to the students the contents of the story. After that, the teacher tells students to discuss with their real friends, and then students rewrite their understanding of the story. Then the teacher asks about the results of students' understanding in

their own words. Like "what's the meaning of the story?" Then students answer it directly. . according to (Tennant 2013) reading is the recognition of words, from simple recognition of the individual letters and how these letters form a particular word to what each word means not just on an individual level, but as part of a text . Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear). (experts 2017). According to Cline (2006), states that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

3. Students are happy with the method used by the teacher. Because the teacher provides methods that they can understand when learning English, when teach English the teacher gives a game method so that students are not bored in learning English. the method used by the first teacher is the method of speaking students can facilitate the way of speaking English well and the method carried out by the second teacher is the method of reading where

4. Observation Matrix Result

1. The First Teacher

CLASSROOM SETTING		
Indicators	Examples	Reflection
Classroom Atmosphere: Teachers- students interaction	The way the teacher interacts with students in the class is like the teacher directly asks students about how things are today, and then students directly answer it in English. After that the teacher asks to what extent the material is learned by students. then the teacher asks again about the material that has been studied before continuing the new material	the way the teacher does is very good because it can train students 'speaking ways and can train students' memory about the material they have learned
Classroom Procedure Groups, material, routines	Each student is made into two groups, after which students are given material such as party time material then students are told to make a conversation about part time using their own words before making a conversation the teacher explains how to make a good conversation. Before teaching students prepare what needs to be done before learning English. After learning students take a break and go to the store to buy cakes and drinks with their friends	I like the way teachers make groups to students because students can more quickly understand the material and students enjoy learning more than students don't get bored quickly in learning English
Classroom behavior monitoring and response	the goal made by the teacher is to practice how to speak English students and so students are accustomed to	This idea is very good because the teacher tells students to explain what they

	speaking English before closing the lesson the teacher gives an assignment like the teacher asks what students like and then the next meeting the students go up one by one to explain what they like	like so that it makes it easier for students to do it
Classroom layout: Arrangement of furniture, resources for students use, and technology integration	In class they use the blackboard for most of their lessons. Furniture is arranged in a very conducive way. The teacher's desk is in the front corner on the left with his computer on it. in another corner there are lots of pictures and writing of the subject schedule and the cleaning schedule for students. This is done so that students can be comfortable in learning and remembering what needs to be done every day. calendar time is another angle with the wall clock	this idea greatly helps students in learning English and helps students to remember all activities that must be done in class

Teaching

Indicators	Example	Reflection
Communication: Learning outcomes, expectations, directions, explanation of content, use of vocabulary	The teacher asks questions using the reading in the book, before asking the teacher to give a story and then the student is instructed to understand the contents of the story then the teacher appoints one student and asks what your opinion about the contents of the reading	I think it is a good idea because students can express their own opinions without seeing their friends' opinions and students can also find a lot of new vocabulary from the contents of these readings and it is very good then can practice how to speak English students

	then the student answers using his own words.	
Questioning and discussions: Bloom's Taxonomy and wait time.	The teacher gives all of the children time to think about the question being asked before calling on a student. each time students raise their hand, she calls on different students each time	I feel like the wait time that this teacher incorporates is really balanced and fair. It allows the students to actually think about the questioning before throwing out an answer. Also, it gives every child the opportunity to answer, instead of the same child every time.
Student Participation techniques	The teacher asks students about how they are outside the classroom then students explain using English. When teaching a lesson, the teacher shows the important parts of the lesson while also asking and explaining. he will often ask students "what do you notice"	I think this method is good for students because students express their opinions about what they see and they can explain directly about the actual conditions
Materials and resources: primary and secondary sources	Primary : journalizing many after reading they might have worksheets that include information about the book secondary: English workbook	I think it is essential for students to journal as often as possible. In school writing, spelling, and sentence fluency is really important. So, starting students off as young as possible is beneficial to their education
Pacing: Gaining attention, transition, reflection, closure, wait time, etc	The teacher counts down often to gain attention. When she is busy helping another students, she will ignore children who are	I will use all body listening in my classroom. I think it is an easy way to tell children to listen and not be

	disrupting her or she tells them to hold on. all body listening means eye contact, quite hands, no talking (being a good listener)	disruptive in a short, to the point, kind of way
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2. The second teacher

CLASSROOM SETTING		
Indicators	Examples	Reflection
Classroom Atmosphere: Teachers- students interaction	The way the teacher interacts with students in class like the teacher gives a reading then students are told to understand it then the teacher asks one by one to students about what their understanding of the reading is using their own words in English	in my opinion this is very good because it trains students' understanding and students are told to think for themselves then students are also trained in how to speak students using English
Classroom Procedure Groups, material, routines	students are given one reading then the teacher explains each paragraph after that students are instructed to translate in Indonesian then students are asked to rewrite what they think about the contents of the reading making it easier for students to do so the teacher each paragraph consists of two people to do it. after learning students take students rest the cafeteria to buy snacks and drinks with his friends	this method makes it easy for students to do their work and train students to exchange ideas with their friends from their students can enjoy learning English
Classroom behavior	The teacher gives reading	This method is very

monitoring and response	and asks students to understand and write their own opinions aiming to make students more quickly understand the contents of the reading and students can get a lot of new vocabulary in the vocabulary that they have never gotten with a lot of reading they can get it	good because students are told to read a lot and students can write their own thoughts
Classroom layout: Arrangement of furniture, resources for students use, and technology integration	In class they use the blackboard for most of their lessons. Furniture is arranged in a very conducive way. The teacher's desk is in the front corner on the left with his computer on it. in another corner there are lots of pictures and writing of the subject schedule and the cleaning schedule for students. This is done so that students can be comfortable in learning and remembering what needs to be done every day. calendar time is another angle with the wall clock	this idea greatly helps students in learning English and helps students to remember all activities that must be done in class

TEACHING		
Indicators	Example	Reflection
Communication: Learning outcomes, expectations, directions, explanation of content, use of vocabulary	The teacher asks questions using the reading in the book, before asking the teacher to give a story and then	I think it is a good idea because students can express their own opinions without seeing their friends' opinions

	<p>the student is instructed to understand the contents of the story then the teacher appoints one student and asks what your opinion about the contents of the reading then the student answers using his own words.</p>	<p>and students can also find a lot of new vocabulary from the contents of these readings and it is very good then can practice how to speak English students</p>
<p>Questioning and discussions: Bloom's Taxonomy and wait time.</p>	<p>The teacher gives all children time to think about the questions asked before calling a student. each time a student raises a hand, the Student is called to come forward</p>	<p>I feel like the wait time that this teacher incorporates is really balanced and fair. It allows the students to actually think about the questioning before throwing out an answer. Also, it gives every child the opportunity to answer, instead of the same child every time.</p>
<p>Student Participation techniques</p>	<p>The teacher asks students about how they are outside the classroom then students explain using English. When teaching a lesson, the teacher shows the important parts of the lesson while also asking and explaining. he will often ask students "what do you notice"</p>	<p>I think this method is good for students because students express their opinions about what they see and they can explain directly about the actual conditions</p>
<p>Materials and resources: primary and secondary sources</p>	<p>Primary : journalizing many after reading they might have worksheets that include information about the book secondary: English workbook</p>	<p>I think it is essential for students to journal as often as possible. In school writing, spelling, and sentence fluency is really important. So, starting students off as young as possible is beneficial to their</p>

		education
Pacing: Gaining attention, transition, reflection, closure, wait time, etc	The teacher counts down often to gain attention. When she is busy helping another students, she will ignore children who are disrupting her or she tells them to hold on. all body listening means eye contact, quite hands, no talking (being a good listener)	I will use all body listening in my classroom. I think it is an easy way to tell children to listen and not be disruptive in a short, to the point, kind of way

B. Discussion

This study aims to determine the teacher's method of teaching English in SMA Negeri 2 Palopo. The questionnaire was used as an instrument in this study while interviews and observations was used to confirm the implementation of teacher perceptions about effective techniques in teaching English in their own classrooms From the explanation in the findings. According Rodgers (1999) state that teaching method 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 approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.

. the conclusions can be drawn There are two types of methods in teaching English that are applied by English teachers in Palopo Public High School, namely reading and speaking. This technique was done in the eleventh grade. in teaching English the teacher always trains how to speak students by asking directly and students also answer directly by using English sometimes the teacher appoints one student at a time to ask it to be done so that students' speaking

abilities can improve. Before the lesson is finished the teacher tells students to prepare one English song and the next meeting the students go up one by one to sing in front of their friends. This is done so students can practice how to speak English.

The second teacher in teaching English the teacher gives a reading in the book then the teacher explains the passages, after that, the student is told to translate the contents of the reading then write down the results of his own understanding of the reading. this way students can get a lot of new vocabulary and it is very helpful in learning English



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter covers two sections, the first section deals with conclusion the teacher's method in teaching English and another one deals with suggestions.

A. Conclusion

In conducting teaching and learning in class, especially in learning English. in English the method used is to read and translate the contents of the reading then students understand the contents of the reading and explain again with their own understanding, so from the reading students can get a lot of new vocabularies.

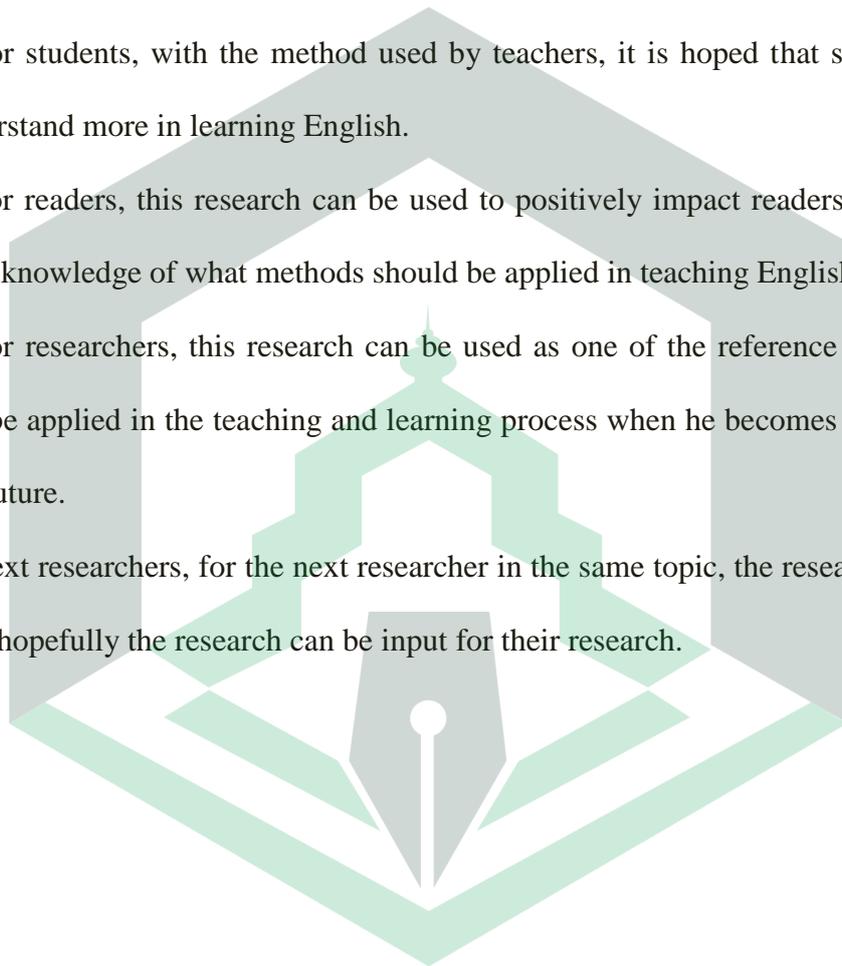
The second teacher in teaching English he used the method of speaking as a method which he considered effective. For example students are told one by one to sing an English song in front of their friends and that is to practice how to speak students in English. and then also students are told to see the theme or situation in the class then students explain what they think about the friends they see or the situation they see and when there are students who do not know to express it in English the teacher interprets it then the student follows what the teacher says.

Based on students' perceptions, they give the same answer. They said that the method used by the teacher was very good because they could find many new vocabularies that were not yet known from the assignment they could get it. and they are also not bored because they can learn while playing games and that makes them happy in learning English.

B. Suggestions

Based on the results of the study, researcher offered several I hope that advice can be useful;

1. For teachers, this research can improve the quality of English teachers in teaching English. The method used should be even better so students can speak English well
2. For students, with the method used by teachers, it is hoped that students will understand more in learning English.
3. For readers, this research can be used to positively impact readers to increase their knowledge of what methods should be applied in teaching English
4. For researchers, this research can be used as one of the reference studies that can be applied in the teaching and learning process when he becomes a teacher in the future.
5. Next researchers, for the next researcher in the same topic, the researcher wants this, hopefully the research can be input for their research.



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DOCUMENTATION









APPENDIX 1

INTERVIEW

Questions for teachers

1. What approaches do you use to teach English as a foreign language?
2. What is the best method in teaching English?
3. Does your technique you use to teach effective to improve students ability?
4. Did you find any problem and obstacle in teaching English?
5. How did you solve the problem?

Questions for Students

1. What are your opinions about teaching method that use by your teacher?
2. Does your teacher apply specific method in teaching english?
3. Is the method effective to improve your English?
4. What teaching method that used by the teachers do you like?

APPENDIX 2

TRANSCRIPT OF INTERVIEW

1. Interview for teacher

A. Respondent 1

B : What approaches do you use to teach English as a foreign language?

C : according me as a English teacher is water its English by giving a reading teaks they can mastering a lot of vocabularies of occurs this students gate many vocabularies I am sure they will so national examination I mean easily.

B : what the best method in teaching English?

C : is the best method in teaching English is a Playing bat in our school if ver Is a teacher give them for only playing they are continuity enjoy playing not study a more like that.

B : does your technique that you use to teach is effective to iprove students ability?

C : by reading

B : did you find any problem and obstacle in teaching English?

C : encountered when teaching English were limited their ability in vocabulary so we can teach English not fluent And really with don't meat about how they can study English well or no but how can they improving English they don't realized how to master English

B : how did you solve the problem?

C : solving problems in teaching English I always suggestion to take cores is said study English at school because it is school they study English on react to

lesson every week so it that only hang on study English in school it is not enough so they must take course the other please.

B. Respondent 2

T : what approaches do you use to teach English as a foreign language?

I : when methods in teaching English in the class according me when I start always began in my class great the students as them about their condition like how use students how are you today and sometimes as them one by one the first one what is your name? what is your hobby? This is the first meeting what is your hobby how are you today? This approaches can improve their the ability to speak. So I always use speaking all of the topic I always to speaking that to improve the speaking ability, after that if day say. For example, what is your name again? My name is sri wahyuni bunga. What is your hobby sri? My hobby is volleyball and reading. Ok, I will as you what can you reading you like and then the students answer will me students respond Finsen book. Ok can you tell me detail more about Finsen book ok that one will improve their speaking ability. The scene one there I trite to tearing are them to bill their self confutation because some times as them to speak to standup or to speak in on front of the class and the third one. One day speak the other students will what is that observe they will look the friends in the sometimes the land how to speak in time front of classroom and they will some vocabulary from the friends, so I always using speaking

T : what the best method in teaching English ?

I : that teaching method because I am it is depend the students I mean, if you teaching goods students all of the method you can used it all method is approved for them but some students and another classroom we can used that method so we used another method for example I tips a ten ipa 1 and eleventh ipa 1 she is goods students. So I not that they have basic for speaking so every time I can intro then classroom . I always as them before I Began the material from the taps book. But when I teach another classroom like ips how another classroom I will use another technique that I think is appropriate for them. For example I will not as them one by one I will not as them to speak one by one but I trait to looking for it is one that students that can speak so I cus one or two that I new that can speak beater other students and they anther just follow them

T : does your technique that you use to teach is effective to improve students ability?

I : it so far yes, because I use speaking to improve the students speaking ability so you can say this students ability specially speaking ability because the practices knout inures in front of the class they have new you topic differently every week so they have more new vocabulary . for example today we are talking about part time so they have more vocabulary party last week the we study about opinion suntan. So they have some new vocabulary or how to deliver our opinion how to say opinion or tours and they know the opinions and some of the vocabularies used or how to express opinions in English this week they learn about their part time getting another vocabulary to be different. Vocabulary differences are used in opinion beds that are used with party time,

so it always always matches the theme in the book. Only the teaching method is speaking. Whatever it is speaking. there is practice because now the 2013 curriculum we are not allowed to give assignments to students, there are some exercises and it is answered directly and it is appointed one by one. This is one of the speaking techniques if they read all the questions they can answer everything is great but one must be appointed one. Ok how about that you? So indirectly, even though the book they read the book, read the sentence, but sometimes the practices of their speaking. and then forget to correct them how the pronunciation the word how in the word and that's so far. But not all classes in IPA 1 class are not too big but so far they interest them because they can practice last time I teach eleventh IPA 1 now there in the right through now and I talk them that I will use speaking practices every meeting and they like it because yes at list that can speak English even docks sometime the make mistake but at list they can practice. And there are ordinary English teachers they never practice English sometimes they read on and translate. In my reading as well as for example the first paragraph read on what we intih first interpret what it means. Ok can you tell by yourself by your words what you can understand from the first paragraph it continues to say with the words say again with you on words. The method used is speaking so adjust it to the available material, the topic, then when reading. For example there is a conversation I told students to come up to it for their own conversation

T : How did you find any problem and obstacle in teaching English?

I : the problem is just because are you so always speaking technique so the problem is only because only sometimes the students can speak English so, how to solve the one, I have to encourage them in encourage and support them so I just like, I sat before I see the level of the students if day can speak English well. I give then more detail is different questions. If the students have just only have the basic one basic speaking. I trait to give them a basic questions that's problem and I think the problem and obstacle. Because I always speaking technique if the students can speak will that's the problem but it is that can speak English. Even day mix Indonesian, So the problem is that some students can't speak but I always encourage them to speak i support them, with this "you have to answer in English offend then you mix in Indonesian, even though you mix with Indonesia and they say it and I say it in the language English, so he said in Indonesian, I immediately spoke in English, so automatically they corrected themselves, sometimes can i speak Indonesian, can i sat Indonesian, may I answer in Indonesian of course i just one to now your opinion. so they are Indonesian and I speak English so they also follow "oh like that mom".

T : How did you solve the problem?

I : in solving problems in teaching English so children who lack English skills especially speaking and that is an obstacle and how to overcome it is by supporting them by giving questions back by speaking continuously when they say in Indonesian the teacher translates in English automatically the children repeat back in english. the teacher corrected the example directly according to me, I like reading fiction books so they automatically follow

what I say. encouraging them to speak English, which is to directly translate in English and they follow me.

2. Interview for students

A. Respondent 1

S : what are you opinions about teaching method that use your by teacher?

Y : I think, she is a good teacher because when she explained the learning material, she always asks “ Are you understand “ then all students say “ no” she will explain it again until we understand. I like her because she is patient and merciful.

S : does your teacher apply specific method in teaching English?

Y : that yeah. She always give us practice like making conversation or translate english article. I love so much this activity and I always do it alone at my home. Sometimes we do it alone or in group

S : is the method effective to improve your English?

Y : that yes of course. I get more new vocabulary and it is help me for speak English

S : what teaching method that used by the teachers do you like ?

Y : that like, I am so happy when she give exercise like conversation or transmitting English article.

B. Respondent 2

P : what are your opinions about teaching method that use by your teacher?

G : in my opinion, the learning method used by the teacher is very helpful and adds interest in learning. In state high school 2, the methods used by the teacher are several forms, for example the learning method used is more presentations and exercises, there are also notes because according to ember when writing more often, some even use practice methods for learning.

P : does your teacher apply specific method in teaching English ?

G : Specifically the method used the English teacher in my opinions is very useful and proven. To be honest I was not very familiar with English but because the method used is on interesting method that is practice after explanation and when there is an assignment the five fasted will get the best value that gives motivation separate for me.

P : is the method effective to improve English?

G : My method to improve my English skill is to memorize vocabulary at every opportunity and try to find an example of conversation and sometimes even my friends and I speak in English to practice our kills.

P : what teaching method that used by the teachers do you like ?

G : The teacher's teaching method that I like is more practice working on questions, presentations, an conversational, exerciser is needed.

C. Respondent 3

H : what are your opinions about teaching method that use by your teacher?

I : my opinion, the method used by the teacher is very good, because the learning method will increase students English language knowledge and make students responsible for completing each given task.

H : does your teacher apply specific method in teaching English ?

I : Yes my teacher uses special methods in learning for example in working on problems or assignments he gives different questions different worked in one group and collected according to the time specified.

H : is the method effective to improve English?

I : In my opinion, on effective method for improving my English is to memorize as much vocabulary as possible and the get used to speaking English.

H : what teaching method that used by the teachers do you like ?

I : Teaching method that used by the teachers so do you like. I was very happy with the learning method when I was assigned to make an English conversation and practice it in front of friend.

D. Respondent 4

F : what are your opinions about teaching method that use by your teacher?

K : my opinion about the teacher's method of teaching English it was very effective for me but I didn't know my friend but for me it was very effective because I just didn't read, listening, speaking, and exam. but she also gave us like many game i think just like that

F : does your teacher apply specific method in teaching English ?

K : there is a special method in learning English. yes, there is every meeting one student comes forward to tell about a hobby or short story

F : is the method effective to improve English?

K : yes because with that method we can practice speech and add insight into words in English.

F : what teaching method that used by the teachers do you like ?

K : I like the method of the teacher who uses a lot of English but if there are words that are not understood he can explain in words that are easily understood by students.

E. Respondent 5

J : what are your opinions about teaching method that use by your teacher?

L : It's good, and fun. Lots of fun games that can train English fluency. It does not bore you. Because there are usually teachers who only explain and give assignments without games, and that usually makes me bored.

J : does your teacher apply specific method in teaching English ?

L : There is a special method in learning English. Every meeting, someone goes up to tell a story explains how to make something different every meeting. Usually we are told to make dialogue and talk directly.

J : is the method effective to improve English?

L : yes, it is very effective, because it directly exercise our abilities, because speaking directly is better in learning languages than just writing or doing assignments, because it is less effective and I have felt it

J : what teaching method that used by the teachers do you like ?

L : I prefer the game more and talk more directly, because we can practice our abilities and add more vocabulary

F. Respondent 6

M : what are your opinions about teaching method that use by your teacher?

N : I think, she is a good teacher because when she explained the learning material, she always asks “ Are you understand “ then all students say “ no” she will explain it again until we understand. I like her because she is patient and merciful.

M : does your teacher apply specific method in teaching English ?

N : yeah, She always give us practice like making conversation or translate English article. I love so much this activity and I always do it alone at my home. Sometimes we do it alone or in group.

M : is the method effective to improve English?

N : Is the method effective to improve your English, she said that yes of course. I get more new vocabulary and it is help me for speak English.

M : what teaching method that used by the teachers do you like ?

N : that like, I am so happy when she give exercise like conversation or transmitting English article.