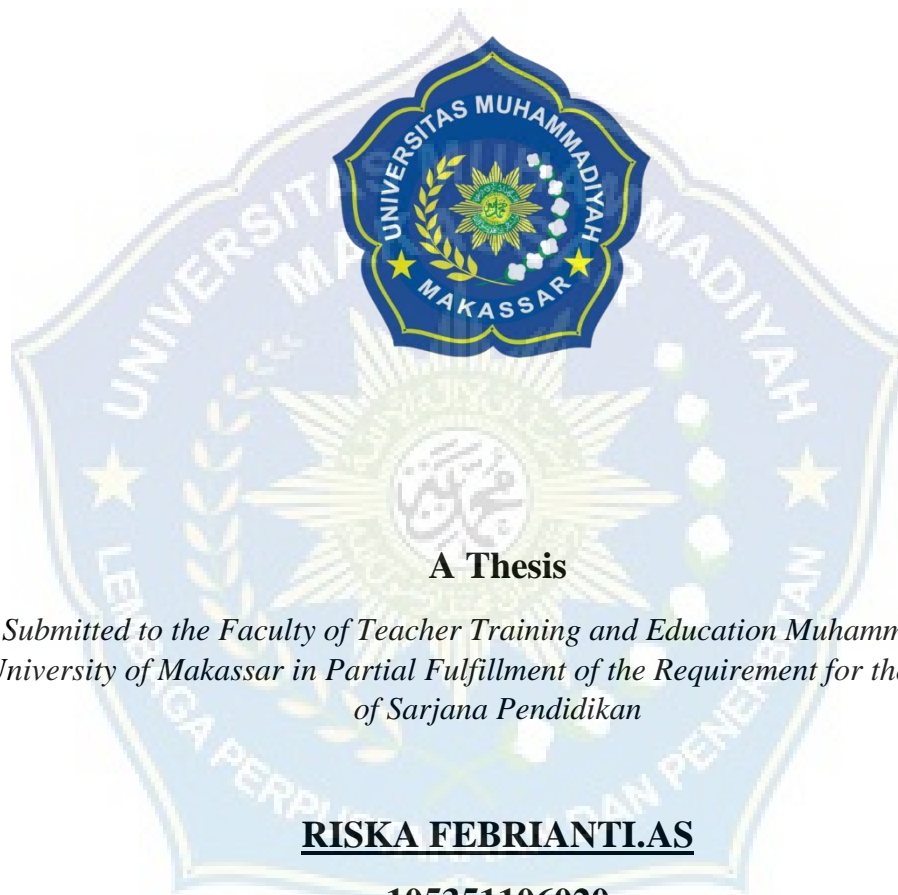


**AN ANALYSIS OF THE ENGLISH LEARNING MODEL IN
THE FINE ART EDUCATION STUDY PROGRAM
UNIVERSITAS MUHAMMADIYAH MAKASSAR**



A Thesis

*Submitted to the Faculty of Teacher Training and Education Muhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the Degree
of Sarjana Pendidikan*

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2024



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Thursday 17 Agustus	Attah	Transcribe your data	/
Saturday 19 Agustus	Attah	Create your data Reductor and data display	/
Monday 21 Agustus	Attah	Revisi your field notes Observative Analisa technique	/
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Tuesday 20 August 2024	7 - -	Review your findings and discussion	/
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Riska Febrianti As.



MOTTO AND DEDICATION

"Totality is a commitment to provide the best."



I dedicate this thesis to:
my parents, my sisters, all my friends,
humans who have cared about me and my self.
Thank You for your sincerity and many prayers of support
The researcher realized his dream

ABSTRACT

Riska Febrianti.As 2024. *An Analysis Of The English Learning Model In The Fine Art Education Study Program Universitas Muhammadiyah Makassar.* Supervised by Ismail Sangkala and Achmad Basir.

The right learning model can be something that students are interested in learning. Therefore, this research aims to find out the learning model applied by lecturers in learning English in the Department of Fine Arts and to find out how students perceive English language learning. This study uses a qualitative phenomenological method approach. To obtain data, the researcher used observation checklist instruments and interview. The object of this research is lecturers and students of fine arts. In the results of the study, it was found that in the fine arts class, lecturers used a technology-based learning model and perception which revealed that most students gave positive comments about the learning model used in fine arts, they really liked learning English because it was something new. Then technology makes it easier to collect assignments, materials and so on so that they can look back if they don't understand.

Key words : *Learning Model, Fine Art, Student Perception*



ABSTRAK

Riska Febrianti As 2024. *An Analysis Of The English Learning Model In The Fine Art Education Study Program Universitas Muhammadiyah Makassar.* Di bimbing oleh Ismail Sangkala dan Achmad Basir.

Model pembelajaran yang tepat dapat menjadi hal siswa tertarik dalam belajar. Maka dari itu, Penelitian ini bertujuan untuk mengetahui model pembelajaran yang diterapkan dosen dalam pembelajaran Bahasa Inggris di jurusan Seni Rupa dan untuk mengetahui bagaimana persepsi mahasiswa mengenai pembelajaran Bahasa Inggris. Penelitian ini menggunakan pendekatan metode fenomenologi kualitatif. Untuk memperoleh data peneliti menggunakan instrumen observasi ceklis dan wawancara. Objek penelitian ini adalah dosen dan mahasiswa seni rupa. Pada hasil penelitian di temukan bahwa di kelas seni rupa dosen menggunakan model pembelajaran berbasis teknologi dan persepsi yang mengungkapkan bahwa sebagian besar siswa memberikan komentar positif mengenai model pembelajaran yang digunakan dalam seni rupa, mereka sangat menyukai pembelajaran bahasa inggris karena merupakan sesuatu yang baru. Kemudian teknologi memudahkan dalam mengumpulkan tugas, materi dan lain sebagainya sehingga mereka dapat melihat ke kembali jika belum paham.

Kata kunci : *Model Pembelajaran, Seni Rupa, Persepsi Siswa*



ACNKNOWLEDGEMENTS

Alhamdulillah Rabbil 'Alamin. All praise to Allah SWT. because of all forms of abundance of His grace and love so that I as a researcher can complete this thesis that I have made. Which is where this thesis is my final assignment as a student at the Muhammadiyah University of Makassar. Sholawat and greetings to the prophet Muhammad saw. he is the prophet who has brought mankind from an age full of ignorance to a more advanced age with Islamic science to this day. In the process of preparing this thesis, the researcher received a lot of help, suggestions, and directions from many parties. Therefore, with all humility, the researcher would like to express his highest appreciation to:

1. Dr. Ir. H. Abd. Rakhim Nanda, ST.MT.IPU the Rector of Muhammadiyah University of Makassar
2. Erwin Akib, M.Pd., Ph.D., the Dean of Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar.
3. Dr. Ummi Khaerati Syam, S.Pd, M.Pd the head of the English Education Department of Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, gave her valuable authorities and suggestion in doing this thesis.
4. The great thankfulness to Ismail Sangkala, S.Pd., M.Pd. as the first consultant and Achmad Basir, S.S., M.Pd. as the second consultant who has given their valuable time and patient to support assistance and guidance to finish this thesis.
5. The greatest thanks to Fine Art Education Study Program Universitas Muhammadiyah Makassar

6. English Teacher Muh Thahir S.Pd and all students, especially those who have given their time and activities to become the subject of this research.
6. The greatest thanks to my beloved parents Ambo Sakka BA (Alm) and Yeni Farida. and also to my sister Risma Wati. As and Risna Aryanti.As who never stop giving support and praying for me in the process of completing this thesis.
7. The greatest thanks to friends from the Conqueror Class who have provided an extraordinary experience while being together in class and being students of English education.
9. I would like to express my deepest gratitude to my best friends Cipol, Ipol, Hajar, Ute and Ikka as friends who gave me encouragement and prayers during the preparation of this thesis.
10. A big thank you to Pak Aji who continually reminded and supported me in the process of completing this thesis.
11. Finally, for everyone who has given the valuable suggestion, guidance, assistance and advice to complete this thesis, may Allah SWT be with us now and ever after.

Makassar, 24 August 2024

The researcher,

Riska Febrianti.As

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CHAPTER I

INTRODUCTION

A. Background

In the learning process, each student must be actively involved in order to achieve learning objectives. This requires the help of educators to motivate and encourage students in the learning process to engage in totality. Educators must master the material and strategies in learning. Some experts in the field of learning have put forward innovative learning models that are needed by teachers. According to Mirdad (2020). A learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom or vice versa. Learning models can be used as a pattern of choice, this means teachers can choose the right and efficient learning model to achieve their educational goals. This learning model can be used as a guideline by teachers according to their needs in class. Therefore, education is one of the efforts to improve the quality of a person in order to prepare themselves in order to face the challenges of increasingly advanced science and technology.

So it can be said that in the teaching and learning process, a pattern or design is needed that contains a series of actions of educators and students on the basis of mutual relationships. In this case, the role of educators is very influential. Where an educator's belief in human potential and the ability of all that is left to learn and achieve is important to note. Slameto stated that in the teaching and learning process, educators have the duty to

encourage, guide, and provide learning facilities for students to achieve goals. Educators have a responsibility to see everything that happens in the classroom to help the student development process.

According to the researcher experience, when interviewing fine arts students Haerul (2022) at Unismuh who had participated in English language learning, he said that it was very difficult to understand learning because besides being difficult to understand, the classroom atmosphere was also very monotonous after being given assignments without any explanation, which caused students to be less interested in learning.

Therefore, based on the experience of researcher that when in the learning process, students experience what is called lack of knowledge due to lack of motivation by teachers even due to monotonous learning models. Therefore, researcher will conduct research related to English courses in the Fine Arts Education Study Program, Universitas Muhammadiyah Makassar? in Semester 2 of the 2023/2024 academic year.

In relation to the Fine Arts Education Study Program, which of course is broadly only learning related to art, then associated with English or in other words is English for specific purposes which may be so difficult for some students to understand learning, if there is no ineffective learning model it will present incomprehension for students.

Hyland, K. (2022) stated, English for Specific Purposes is teaching with the aim of helping students study or learn research into specific

varieties of English that they may need. Accordingly, to teach English material, lecturers must use strategies that are as optimal as possible so that the learning process can run as expected.

So that what students' needs can be met, especially in fine arts, can be adjusted by the teacher, which of course requires a needs analysis first before carrying out the teaching and learning process and students need to understand the relationship between fine arts and English, so they have to learn English. Apart from that, a special vocabulary is also needed which focuses more on the terms used in fine arts. ESP also emphasizes skill development, which is when giving presentations or when writing assignments given by educators.

With these aspects fulfilled, teacher need to assess students' progress periodically to ensure that they achieve their learning goals. because assessing student progress can be used as evaluation material for both educators and students. so that the teaching and learning process can be equally fulfilled and what is needed can also be achieved.

B. Problem Statement

Based on the background above, there are two problem statement that occur to the researcher. The problems of this research are as follows:

1. What types of learning model in the fine arts education study program at Universitas Muhammadiyah Makassar?
2. What is the student's perception toward learning model in the fine arts education study program at Universitas Muhammadiyah Makassar?

C. Research Objective

In accordance with the problem formulation above, the objects of this research are as follows:

1. To analyze the types learning model in the fine arts education study program at Universitas Muhammadiyah Makassar.
2. To analyze the students perception toward learning model in the fine arts education study program at Universitas Muhammadiyah Makassar.

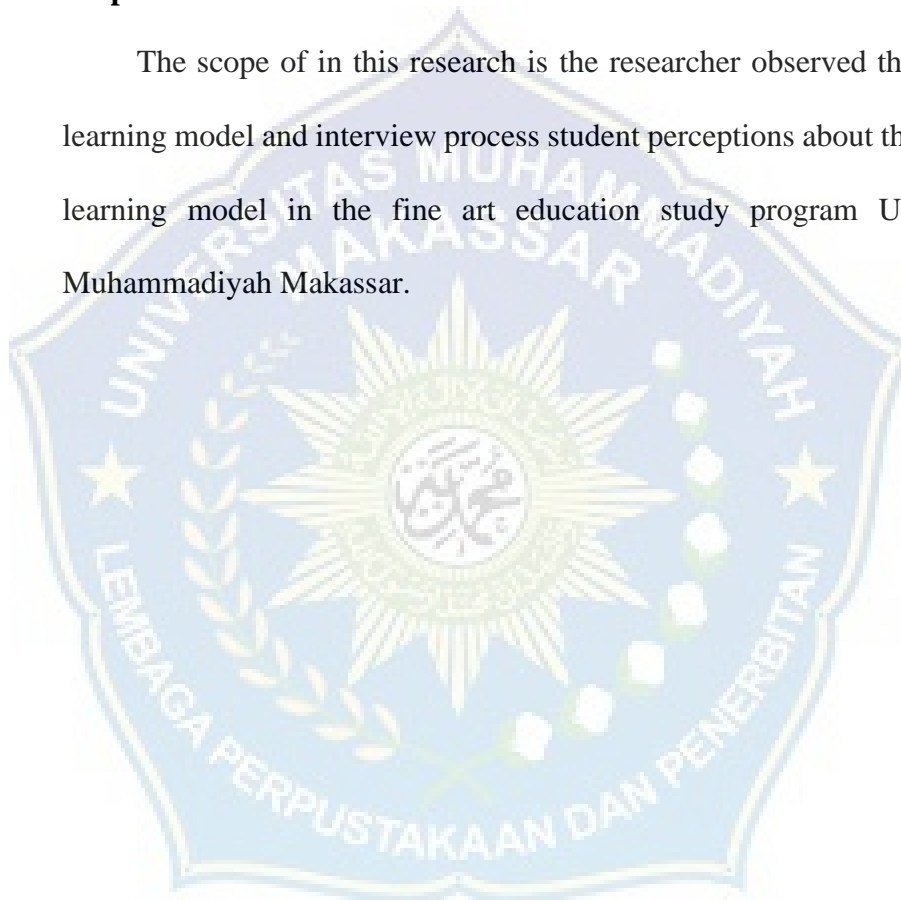
D. Significance of the Research

This research is important because it discusses the specific context of English language learning in Fine Arts Education programs, aiming to critically analyze existing models and provide insights for improvement and optimization. For students themselves, it can create a sense of self-confidence by providing space to express themselves regarding the learning they have learned. Apart from that, this research is also useful for lecturer

because it can identify things that are going well and things that need to be improved. Meanwhile, for the fine arts study program, this research is useful because it will improve the curriculum and help the study program in identifying student needs, interests and talents.

E. Scope of the Research

The scope of in this research is the researcher observed the English learning model and interview process student perceptions about the English learning model in the fine art education study program Universitas Muhammadiyah Makassar.



CHAPTER II

REVIEW OF LITERATURE

In this research, the researcher explains about previews related research findings, some pertinent ideas sand conceptual framework.

A. Previews Related Research Finding

There are several studies regarding the analysis of English learning models that can support this research, and inspire researcher to conduct this kind of research. The first research was conducted by Richard (2022). This research discusses the needs of fine arts students in learning English. In this case, an analysis of student needs needs to be carried out to determine and integrate students' expectations of proposed new English content related to their field. This research uses a qualitative research design, therefore this research has concentrated on analyzing students' needs in learning English as a foreign language. The findings have shown that the majority of learners desired that visual and handling materials focused on their daily expectations such as drawings, pictures, sketches, artistic tools, conversations related to artsdomain, might be incorporated in the content of their course.

The next previous study has been conducted by Agung and Gusti (2021). This study discusses the use of creative crafts as a medium for learning English in early childhood. This emphasizes the importance of effective learning management and the role of learning media in accelerating student creativity and understanding of learning material. This

research uses a qualitative research design with descriptive analysis to describe the phenomenon of learning English with creative crafts. Data for research on learning English with creative crafts in early childhood was obtained through direct observation in English learning classes for young children. The results of the research are that the use of creative crafts as a learning medium helps children develop their creativity and motivation to learn, which leads to positive learning outcomes.

The next, Jasmine. 2023. state. In the context of learning English, there has been a significant change from traditional teaching methods which only rely on textbooks and blackboards. These methods may no longer be adequate to keep up with the demands of an increasingly digital age. As a result, many teachers and educational researchers have shown a strong interest in exploring more deeply the influence of technology-based teaching methods on speaking ability in English language learning.

Furthermore previous study has been conducted by Nirmayani.(2021) which discussed, Learning must be able to improve students' critical thinking abilities, abilities communication, cooperation skills and abilities creativity in accordance with the skills that need to be possessed in current learning. Students need to have this ability because of the industry 4.0 era those who are sophisticated in their technological advances need to selectively select information acquired so that skills are needed to create quality human resources, one thing that can be done is by developing a Project learning Model Based Learning according to 21st century learning contains Tri Kaya

Parisudha. Based Learning Projects as learning that use projects as a medium in the learning process to achieve competency in attitudes, knowledge and skills

Then talking about media in learning, Firmadani. 2020. stated that the Industrial Revolution Era 4.0 is an era where almost everything is controlled by technology, including in the world of education. The impact of the industrial revolution 4.0 era in the world of education is that there are more and more technology-based learning media that make it easier for teachers to deliver material, not even face-to-face. This technology-based learning media facilitates the learning process in terms of effectiveness and efficiency. There are several technology-based learning media that can be used to support the learning process. These media include Audio Media, Visual Media, and Audio Visual Media. This learning media can be implemented in all existing materials, apart from that, it can be implemented at all levels of education, of course teachers are required to continue to innovate with the learning media that will be used. There are many benefits that can be felt with technology-based learning media, apart from attracting students' interest in learning, it can also improve learning achievement results. Because technology-based learning media is highly expected to be utilized in the learning process.

Apart from that, there is also previous research related to student perception which refers to student attitudes as discussed by Zulfikar (2019). The main focus of this research is to determine students' beliefs about

English, as well as understand students' attitudes, feelings and behavior in learning English. which shows three positive aspects, namely cognitive aspects, emotional aspects and behavioral aspects, so that the results show that students have a positive attitude in learning English.

Meanwhile, when talking about student perception which is related to student motivation, such as research conducted by Hasan, Dedi et al. (2020), the factors that need to be considered in motivating students are paying attention to student values, building positive expectations, pay attention to affective components and encourage self-efficacy. So student motivation has a significant impact on the learning strategies used and the learning outcomes achieved. Research shows that student motivation is positively correlated with learning strategies, where motivational components such as values, expectations, and affectivity influence the way students learn. Apart from that, student motivation can also predict the learning strategies used by students, with the motivation value component being the best predictor of learning strategies. Therefore, it is important for educators to pay attention to student motivation in designing learning strategies in order to effectively improve student learning outcomes.

Next, related to ESP, researcher focus more on the use of vocabulary and instruments in English language learning. Therefore, there is previous research that discusses this matter. As is the case with research conducted by Saputro (2023) discussing the level of emotional involvement of public health program students in learning English vocabulary using graffiti as a

medium. The results of the researcher's questionnaire before the lesson showed that students were motivated to take part in the lesson even though they felt worried if they did not understand. However, when looking at the results of the questionnaire after learning, it shows that students enjoyed learning and felt happy learning English. So the results of the research are useful for increasing students' emotional involvement in learning English vocabulary. They look more enthusiastic and comfortable learning by using graffiti as a medium.

Then how to develop vocabulary in learning English, there are several instruments to increase vocabulary, such as audio media, visual media, interactive activities and also technology and applications. as was the case with previous research in Sembiring, 2020. which discusses the influence of the use of social media and audiovisual on student learning outcomes. Individually, students tend to agree that social media and audiovisuals make a positive contribution to their lectures. Observation results show that students tend to behave negatively during research activities, and feel less comfortable if learning is dominated by media. The existence of media in learning will be more optimal if it is collaborated with other learning methods and does not only depend on media alone. There needs to be a balance between knowledge and the character of students as prospective teacher.

Based on previous research, the similarities between this research and previous research also discussed English language learning for fine arts

students. Meanwhile, the difference is that researcher focus more on investigating the English language learning model for fine arts students, how to apply this learning model and students' perceptions regarding this learning, whereas previous research only focused on the application of fine arts itself.

B. Some Partinent Ideas

1. English Learning Model

Before that, need to know what the learning model, According to Venugopalan.(2021) “A learning model is a framework or systematic approach used to plan, implement and evaluate the learning process. Learning models provide structure and guidance for educators in designing effective learning experiences for students. Learning models can vary depending on learning objectives, student characteristics, and the particular educational context”.

Some examples of commonly used learning models include:

a. Project Based Learning Model (Project Based Learning - PBL)

Students learn by working on real projects that are relevant to their lives. This learning promotes critical thinking, collaboration, and communication skills as students complete complex projects over a set period of time.

Developer: John Dewey was one of the progressive education pioneers who inspired PBL. However, this concept has been further

developed by various educators and organizations such as the Buck Institute for Education (BIE).

The Characteristics:

- 1) In project-based learning, students are the main actors. They are responsible for planning, implementing, and completing projects with teacher guidance, thus increasing student independence and initiative.
- 2) The projects given usually have a direct connection to real-world situations or problems.
- 3) Students often work in groups to complete the projects.
- 4) Projects usually take longer than traditional assignments. This allows students to conduct in-depth research, conduct experiments, and reflect on what has been learned during the process.
- 5) Each project produces a tangible product or concrete solution, such as a report, presentation, video, physical model, or application.

b. Technology-based learning

Technology-based learning is a method that uses digital technology devices to facilitate the teaching and learning process. The use of this technology involves various tools and platforms, such as learning software, applications, and e-learning platforms. This

technology is designed to facilitate access to information, increase interaction, and personalize the learning process.

Developer: Daphne Koller & Andrew Ng: They are professors at Stanford University who developed Coursera, one of the largest Massive Open Online Course (MOOC) platforms in the world.

The characteristics :

- 1) Technology-based learning utilizes digital devices such as computers, tablets, smartphones, and e-learning platforms or learning applications to deliver materials.
- 2) Learning materials can be accessed anytime and anywhere, allowing students to learn independently without being tied to a specific time or place.
- 3) Learning is often interactive, with elements such as quizzes, educational games, simulations, and animations that make the learning process more interesting and facilitate understanding of concepts.
- 4) Technology-based learning often involves the use of multimedia, such as text, audio, video, and graphics, to deliver materials in a more interesting and easy-to-understand way.

c. Problem-Based Learning (PBL)

Students are faced with real problems that they must solve, encouraging critical, creative thinking and independent learning.

Developer: Howard Barrows and others.

Students are faced with real problems that they must solve, encouraging critical, creative thinking and independent learning.

The Characteristics :

- 1) Learning begins with a real, relevant, and complex problem. This problem does not have one clear answer, so students are challenged to think critically and creatively in finding a solution.
- 2) The main focus of PBL is to develop students' ability to solve problems effectively.
- 3) They are responsible for determining how they will approach the problem, conduct research, and find solutions.
- 4) Problem-based learning is usually done in groups, so students work together in teams to discuss, analyze, and find solutions. This develops collaborative and communication skills between students.

d. Inquiry-Based Learning (IBL)

Students are encouraged to ask questions and conduct research to find answers and solutions, developing curiosity and research skills.

Developers: John Dewey and Jerome Bruner.

The Characteristics :

- 1) The learning process begins with a question, problem, or situation that sparks students' curiosity. Students are challenged to explore and find the answer through the process of inquiry.

- 2) IBL is student-centered, where students play an active role in seeking information, formulating questions, conducting research, and analyzing findings.
- 3) Students conduct investigations to find answers or solutions. This process involves observation, data collection, experimentation, and analysis, so that students can understand the concept in depth.
- 4) After conducting the investigation, students are expected to reflect on the process they went through, evaluate the findings, and consider whether the approach they used was appropriate or needs to be adjusted.
- 5) The problems or questions asked in IBL are usually relevant to everyday life or real-world contexts.
- 6) Students learn how to systematically design and conduct research, including collecting and analyzing data, making hypotheses, and drawing conclusions based on evidence.

Model Learning is a certain pattern or steps of learning that will occur implemented and in order to achieve the goals or competencies of expected learning outcomes. By using learning models as a strategy for how learning can be implemented so as to help students develop themselves in the form of information, ideas, value skills and ways of thinking in increasing the capacity to think clearly, wisely and build social skills.

So many learning models that can be used in developing learning such as discovery learning, self-directed learning / SDL, small group discussion and many more. Then how the learning model is associated with English. The English learning model certainly refers to the approach or method used in the process of teaching and learning English. This model includes strategies, techniques and learning approaches that can help students understand, master and use English well. S. D. Boarding, 2023. Stated, in general, the learning methods used in learning English are such as Grammar Translation Method (GTM), silent way, audio lingual and many more.

Therefore, here are the differences between technique, method, approach, strategy.

a. Technique

Techniques are specific methods or procedures used to achieve learning objectives. Techniques usually refer to actions or procedures carried out by teachers or students in the teaching and learning process.

Example:

Use flashcards to memorize vocabulary.

Using role play to practice speaking skills.

b. Method

A method is a general, organized plan for delivering lessons and achieving learning goals. Methods include a set of procedures and techniques used consistently to teach a subject or skill.

Example:

Lecture method: The teacher provides information orally to students.

Discussion method: Students and teachers interact through discussions to discuss certain topics.

Inquiry method: Students learn by asking questions and conducting research to find the answers.

c. Approach

Approach is the perspective or philosophy that underlies the selection of methods and techniques in learning. The approach reflects a holistic view of how learning should occur and guides the selection of methods and techniques that are consistent with that view.

Example:

Communicative approach (communicative approach): Emphasizes the importance of communication in language learning.

Constructivist approach: Emphasizes that students build their own knowledge through experience and interaction.

d. Strategy

Strategy is a broader plan of action that involves the use of various methods and techniques to achieve learning goals. Strategy often involves long-term planning and optimal use of resources to ensure successful learning.

Example:

Active learning strategy: Using various techniques such as group discussions, projects, and simulations to actively involve students in the learning process.

Differentiated instruction strategy: Adapting teaching methods and materials to meet the different learning needs of each student.

When learning English, what people usually do when they want to use English is to learn the language, we often talk about language skills and language systems. Language skills include: listening, speaking, reading, and writing. The language system includes vocabulary, grammar, pronunciation, and discourse.

The first is related to listening skills, different from several other skills, listening skills are considered quite easy because you only need to listen. Many students have not mastered English language skills well, especially listening skills, for example students' inability to understand the teacher explanations and instructions, or when answering questions based on stories that have been read. (Sihombing,2022). Therefore, an effective learning model is needed for learning that leads to listening

skills, because there are so many difficulties for students to understand what they listen to, even when the lecturer or teacher explains, students have difficulty interpreting what the speaker has said.

The second Speaking skills are the most important skills for mastering a foreign or second language learning. Among the four main language skills, speaking is considered the most important skills in learning a foreign or second language (Rao, 2019). Speaking skills are the most important skills for mastering a foreign or second language learning. Among the four main language skills, speaking is considered the most important skills in learning a foreign or second language. Regarding this, speaking skill is the most important thing to learn when learning English, so speaking skill is currently still a difficult thing for Teachers teach speaking skills because there are many problems that arise when speaking, usually there is also grammar or the words spoken do not match the pronunciation. However, there are many ways to develop speaking skills by continuing to train your listening and continuing by repeating what you have heard. Therefore, teachers need a learning model that is related to this.

The third is related to writing skills. In English, this skill is also very important and closely related to speaking skills, because writing and speaking are active skills and are interrelated. Writing is letters or symbols written or imprinted on a surface to represent the sound of a language (Panjaitan and Sihotang, 2020). Therefore, the more you read,

the more new vocabulary you will absorb which you can then use in the sentences you compose in your writing.

The last about reading skills, when reading texts in English, you can find vocabulary that you may have never had before. Reading is one of the four language skills which must be well understood by student. This is very useful as it helps students to improve vocabulary and spelling communication both written and oral. Reading makes students able to discover everything text message. Reading helps students learn think about. So, this is a good way to find out new things ideas, facts and experiences (Nurlela, 2020). Vocabulary obtained from reading can be used when applying active skills such as speaking and writing. Therefore, the more you get used to the vocabulary, the more it won't feel foreign when you listen to the vocabulary. Usually, either when other people use it in conversation, or when you want to use it in writing or other conversations.

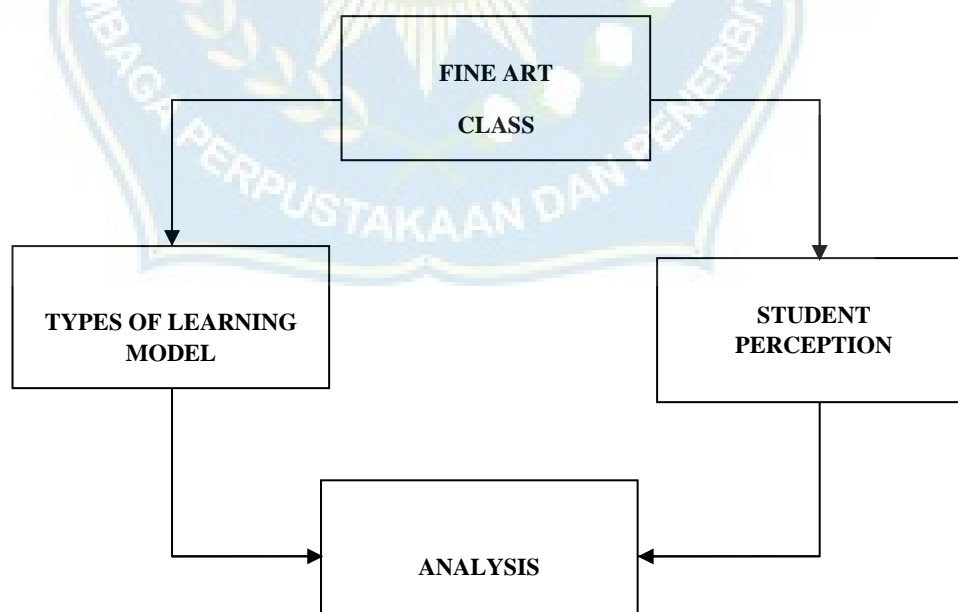
2. Learner perception on English Learning

Students' perceptions of English language learning often vary depending on their learning experiences, teaching methods, and individual motivations. For some students, English is considered challenging, especially in terms of grammar and pronunciation, but they recognize the importance of the language as a means of global communication and access to a variety of information sources. Students who find teaching methods interactive and technology-based tend to

have positive perceptions of English language learning, as they feel more engaged and motivated to improve their language skills. On the other hand, students who have difficulty understanding the material often find learning English boring or difficult, especially if the teaching methods used do not support their learning needs.

And According to Phu Bui. 2022. Nugroho and Atmojo (2020). stated that most of the research participants felt that the use of digital platforms such as YouTube, WhatsApp, Instagram, Google Classroom, and Facebook was very helpful in their English learning process. The use of digital technology not only improves students' English skills but also gives them more opportunities to practice and interact in a wider context.

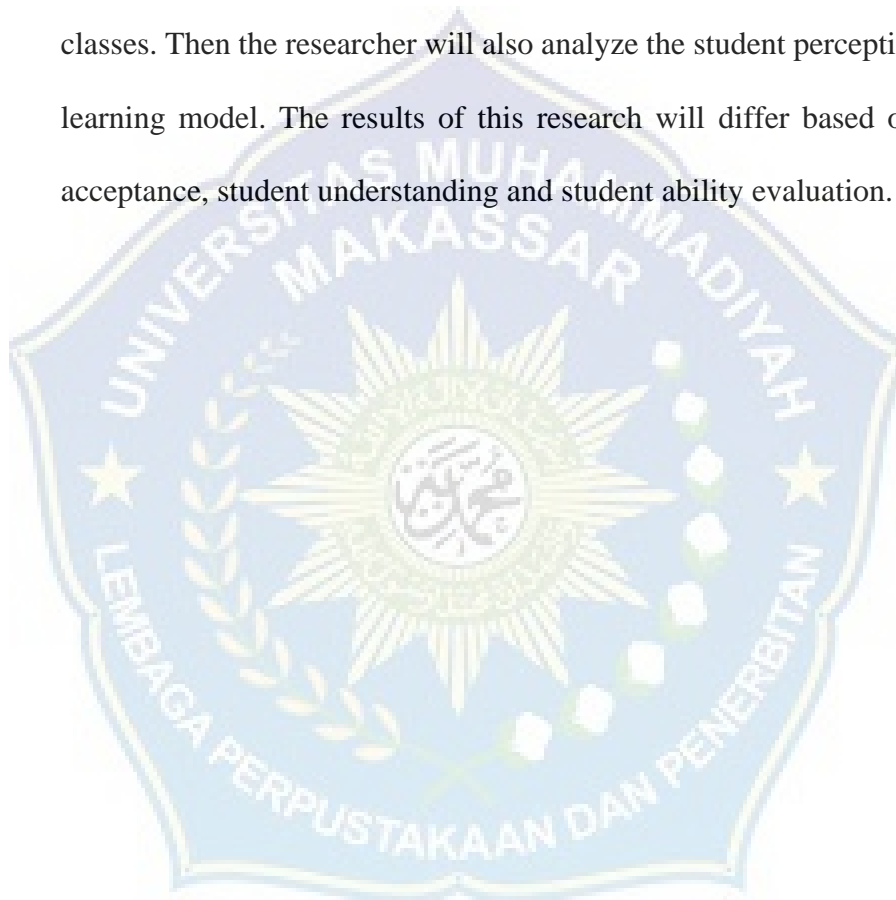
C. Conceptual Frame Work



2.1 The Conceptual FrameWork

This conceptual framework is what the researcher do. The first conceptual framework relates to the fine art class as a place of research. Furthermore, related to the learning model and the students perception in the fine art class will then be analyzed.

In this study, researcher analyzed types of learning models in fine arts classes. Then the researcher will also analyze the student perception toward learning model. The results of this research will differ based on student acceptance, student understanding and student ability evaluation.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, researcher will explain research design, research subjects, research variabel, research instrument, data collection and data analysis.

A. Research Design

The researcher employed the qualitative phenomenology approach in this study, excluding the use of numerical or statistical data. Qualitative research, according to Walidin, Saifullah, and Tabrani (2015):77, is a method of understanding social or human phenomena by constructing intricate, detailed images that may be expressed verbally. Given that the primary objective of qualitative research is to develop facts or occurrences that are intelligible and, in accordance with the model, may lead to the generation of new hypotheses (Hennink, Hutter & Sarmanu (2017) and Bailey (2020). The father of phenomenology, Edmund Husserl, defined phenomenology as a first-person reflection on consciousness. Phenomenology aims to depict the human experience as it is seen by the mind, body, emotions, desires, and other senses.

Because the main goal in qualitative research is to create facts/phenomena that are easy to understand (understandable) and perhaps according to the model can produce new hypotheses. The father of phenomenology, Edmund Husserl, defined phenomenology as a first-person reflection on consciousness. Phenomenology aims to depict the

human experience as it is seen by the mind, body, emotions, desires, and other senses. Husserl went on to say that phenomenology examines the world through the eyes of humans as they perceive it—subjectively, objectively, and in relation to one another.

B. Research Subject

The subjects in this research are English lecturer and Fine Arts Education students in the fine arts study program for the 2023 - 2024 academic year. Researcher chose a lecturer and one class from the 11 students in that class.

C. Research Variabel

The variable in this research is the English Language Learning Model which is tied to the Effectiveness of English Language Learning Details of the English Learning Model, Includes a detailed description of the learning model applied to the study program. Student Learning Achievement. This data can be in the form of test results, GPA, or other assessments to assess student achievement in learning English. Input from Students and lecturer. To get a more holistic view, research can also include the opinions and experiences of students and lecturer related to the learning model.

D. Research Instrument

Researcher collected data using two instruments, namely:

1. Observation

Observation itself provides space to obtain general data about activities, behavior and generally focuses on settings. The observation aims to find out the teaching strategies used by lecturer in learning using the English learning model.

2. Interview

An interview is a process in which both the interviewer and the subject of the interview engage in a series of questions and answers.

Through this interview, the researcher was able to get information about of the students as well as their perceptions of their English learning in the fine art.

E. Data Collection

The In collecting data, researcher applied the following producer methods:

1. Procedures for collecting data for observation There are three steps in collecting data for observation:
 - a. The researcher asked the lecturer for permission first to take part in the learning process in class.

- b. The researcher came to class and the lecturer was started the lesson and the researcher was took a position at the back/corner of the room.
- c. The researcher observed the English lecturer to find out the strategies used in the learning process and recorded them on the field note sheet.

2. Data Collection Procedures for interview

- a. The researcher asked for time to be given space to talk to students as research subject.
- b. The researcher interviewed students face-to-face and records their answers.
- c. Researcher collectted data about students perceptions of learning English in fine arts as well as perceptions that refer to students in learning English.

F. Data Analysis

The process of gathering and organizing notes from observations, interviews, and other sources in order to improve the researcher's comprehension of the case under study and share the findings with others is known as data analysis. In the meanwhile, this analysis must be carried out along with efforts to find meaning in order to improve comprehension. In keeping with this, the data analysis procedure was completed in phases. Analysis consists of three parts: data reduction, data visualization, and

conclusion drawing. The following three interactive model analysis tasks can be explained:

1. Data Collection

Once the issue was identified, the researcher gathered information by watching the techniques lecturers employed, how they evaluated students, and how they conducted informational interviews with students to obtain further supporting data. Following the collection of all observational and interview data, the researcher transcribed the data she had obtained. At this point, the researcher also identified the English instruments that had been utilized.

2. Data reduction

This is the process of minimizing the amount of data required stored in a data storage environment. In this study, researcher chose data obtained during research regarding learning models and students' perceptions of the learning models used by lecturer in teaching English, then the data was classified and choose simply.

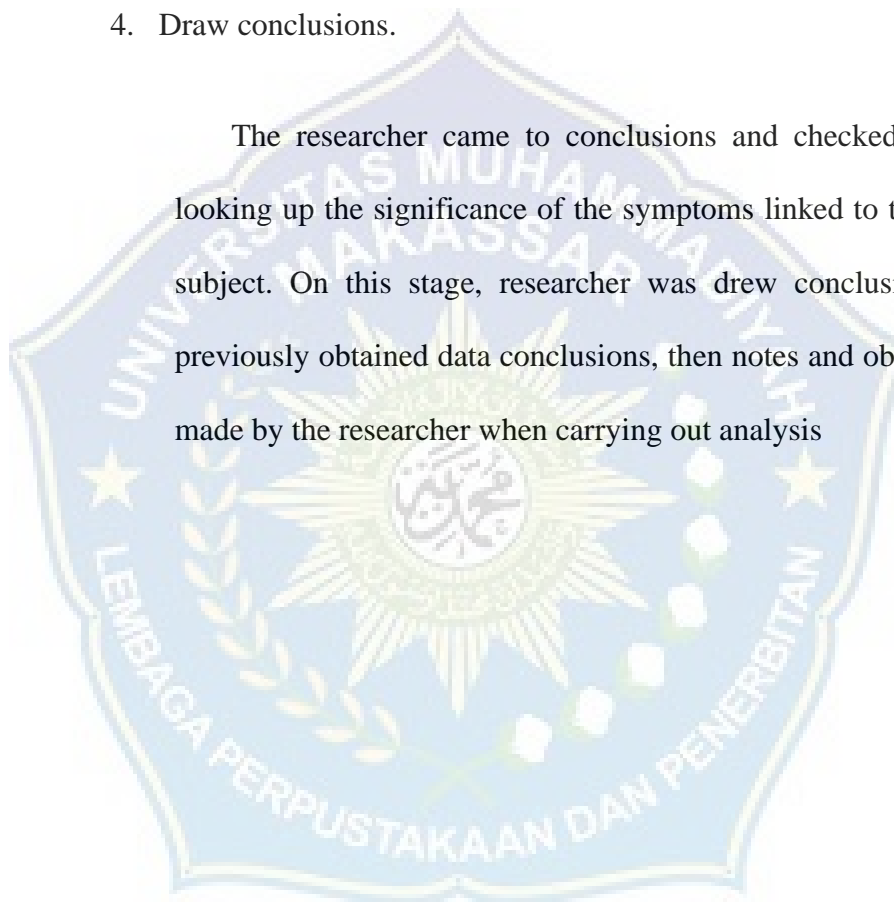
3. Data display

The reduction results were displayed in a certain way each pattern, category, focus, theme to be understood and understand the problem. The use of data displays can help researcher to be able to see the overall picture or certain parts of it research result. In

qualitative research, data presentation can be done in the form of short descriptions, charts, relationships between categories, flowcharts and similar, narrative text a type that is often used for presenting data in qualitative research.

4. Draw conclusions.

The researcher came to conclusions and checked them by looking up the significance of the symptoms linked to the study's subject. On this stage, researcher was drew conclusions from previously obtained data conclusions, then notes and observations made by the researcher when carrying out analysis



CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter discusses the results of research which is divided into two selection, namely research findings and discussion where the findings are outlined. The results of data analysis were taken through observation field notes and interviews while the discussion presents the results of the research findings.

A. Research Findings

1. English learning model at the Fine Art Education Study Program

Based on observations that has been done researcher, that in fine arts implement learning with the Hybrid method. During distance learning, lecturer hold meetings using the Goggle Meet application and during face-to-face learning, lecturer give assignments to students with assignments in the form of projects.

In the first model, Project-based learning has five characteristics and there are three characteristics that are not included in the activities carried out in the art class. Basically, when using the project-based learning model, it takes a long time and usually students conduct an in-depth research and conduct experiments related to the material directed by the lecturer, but this is not done in the classroom.

Meanwhile, the second learning model is technology-based learning which has four characteristics and all of these characteristics are carried out in the fine arts class, namely learning using digital devices such as smartphones, laptops, and learning applications to deliver material.

Therefore, the material provided can be accessed anytime and anywhere by students and can also be monitored by lecturer. The learning provided such as quizzes, watching learning videos on the YouTube application, and the material or assignments given are sent on the learning application, namely Google Classroom.

The next learning model related to problem-based learning, each learning is not a problem that needs to be solved, it's just related to the characteristics of the learning model where students analyse each material given, then discuss with the lecturer and what is not understood can be answered directly by the lecturer.

In the last inquiry-based learning model, the related feature is that this learning model focuses on students, where students are more active in learning and looking for information related to the material provided but not by conducting research. And the questions that are often asked by students are related to daily life.

2. Student Perceptions toward learning model in the Fine Arts Education Study Program

Regarding the perception of students who have been interviewed about the English learning they learn in fine arts.

a. Student motivation

Motivation in the teaching and learning process is very important so that it can support students' confidence in learning. What about the

motivation provided by the fine arts English lecturer, here are some extracts:

Extract 1

S1 : So he motivated us to study harder as we as Fine Arts children, one day we can do an exhibition abroad and there we can explain our work using United Kingdom

Extract 2

S3 : Eee motivation as given is eeee to continue to learn like learning to keep reading so that she can speak English fluently.

Extract 3

S6 : Actually, the motivation given is not always good motivation, meaning sometimes using regional language or coarse language, but the words really make the heart move to change.

Based on the quote above, when asked about motivation at the time students learn English, for the most part The information answered the question with the word motivated, which means that some students felt motivated by the motivation given by the fine arts English lecturer.

In **Extract 1**, **S1** stated that lecturer usually provide motivation to improve their English learning because if one day there is a work that will be explained while abroad. Meanwhile, **S3** stated that, similar to S1,

lecturer give encouragement to be able to study even harder to improve how fluent in reading. Then **S6** stated that often the motivation given uses regional languages and sometimes the language used or the words spoken can move the heart.

Students stated that they received appropriate motivation from the lecturer because it had continuity with their daily lives, even though the language used by the lecturer was a little unclear, the message conveyed could be interpreted well by students in the fine arts class.

b. Media use of the lecturer

Further student perceptions of the media used by lecturer. Media is also a part of the learning process. This can be seen in the extract below.

Extract 4

S3 : Eee normal meet eee google meet normal if you take it from YouTube then explain it to you. Yes, the material is from YouTube. If you have watched it using an LCD, then you will explain to me what is conveyed from YouTube.

Extract 5

S4 : If you're online, you usually use Google Classroom and Google Meet. If you're offline, you usually use what's called an LCD like that. Then keep going to this Google Classroom assignment

Extract 6

S6 : The YouTube application is often used to show videos related to the material being studied.

Based on the quote above, researcher found that in fine arts classes, lecturer often use media in the form of applications. According to **S3 and S6**, the application used is Classroom as an application for the distribution of material and for the collection of assignments that have been given, besides that the YouTube application is also used as a material support during the learning process, videos related to the material are often shown.

Meanwhile, **S4** stated that when they study outside the network, lecturer use tools such as LCD so that the videos shown can be seen clearly. That way, when learning through video, students can access the material anytime and anywhere, allowing flexible learning according to each individual's schedule. In addition, students can learn at their own pace, repeat difficult passages, and skip passages that are already understood.

c. About assignments

Assignments, which are an important part of understanding learning materials, also support learning and develop students' skills so that what they want to achieve can be achieved. Related to this, here is an excerpt about assignments in fine arts class.

Extract 7

S2 : Heheeh ssit's hard - it's easy but the part that makes it so good, because you are good also every task given is long enough and then it is given the opportunity to improve until the task is really 100% reaches the maximum score then you receive it

Extract 8

S5 : Project tasks such as video reviews

Extract 9

S6 : Iyyah because we are told to continue to look for events in the new noodle video analyzed

Based on the quote above in **extract 8**, it states that the tasks given are in the form of projects. It was clarified by **S6** who stated that they did get a video review task and then analyzed. So it can be concluded in the fine arts class using project-based learning. Likewise with **S2** states that the tasks given have a long period of time and when they are not right or inappropriate, they can be corrected again to suit what they should be.

Project-based learning has higher engagement so that students are more motivated because they are working on projects that they find important and interesting.

d. Student attitude

Related to student attitude related to what students feel during the learning process or when learning United Kingdom. The following is an excerpt related to this.

Extract 10

S1 : I'm happy because I really like to learn English, but I don't like it online because sometimes it's constrained in the audio part, sometimes there is a mishearing or mispronunciation. So I prefer to study offline like that.

Extract 11

S5 : I'm happy that I can learn new things.

Based on the above quote in **Extract 10** stated that he was happy in learning English, but when studying online he was so disliked because sometimes there were errors in hearing or pronunciation. Likewise, **S5** feels happy because learning English is learning new things.

e. English for Specific Purpose

The topic given during learning is simple narration, where students have to find pictures and analyse them and then make a paragraph. Here are excerpts from students

Extract 12

S5: Suitable because you also learn about colours eee for drawing pictures too.

Extract 13

S6 : Because in fine arts, studying drawings in English often includes drawings too, but the difference is that they have to be in English.

Extract 14

S4 : Like we are asked to count how many works in English or how many paintings to make in English.

Based on the quote, the relationship between the topic and the major that the student has, namely fine arts, has continuity and is appropriate according to the statement of **S5** dan **S3**, which is in accordance with the department because it is often adjusted to images and colors which are certainly the main thing for fine art, while **Extract 14** is related to how the works produced can be calculated and described in English.

Apart from this, based on data from observations that related to student vocabulary, in art classes lecturer often use regional languages and it is only understood by a few students, besides that the vocabulary used by lecturer is basic vocabulary that can be understood by students

Then regarding the instruments used, lecturer often give quizzes to students at the beginning of learning related to the material that has been studied last week or the material learned today. That way lecturer provide quick feedback to students about their understanding of learning concepts.

B. Discussions

In this section, the discussion is related to the interpretation of the findings obtained from the results of observations and interviews regarding existing learning models in Fine Arts classes at Universitas Muhammadiyah Makassar. That The researcher provides further interpretation and discussion as follows:

1. English learning model at the Fine Art Education Study Program

Based on the findings, in the first observation it was stated in a fine art class that uses a hybrid method to conduct learning. Regarding the learning model that will be discussed based on the results of the findings, there are four learning models that have their own kinds.

Related to the project-based learning model which has five characteristics pioneered by John Dewey. Based on the findings that what is included in the characteristics of the project-based learning model is during the learning process that is the main actor in carrying out the task or who is fully responsible, namely the student himself and the tasks given are usually related to the daily life of the student himself. Then the results of the task can be reported in the form of a video or in the form of reports and presentations.

While what is not included is that, in every assignment of project assignments to students, it takes a long time, requires a group to do a research or an experiment. However, in the art class, they do not do this in giving assignments to students. Therefore, it can be said that in the art class, it cannot be said that it uses a project-based learning model because the things that need to be fulfilled are not met.

Then for the second learning model, namely the technology-based learning model developed by Daphne Koller and Andrew. This learning model has four characteristics and is based on the findings that all four characteristics are met.

When technology-based learning certainly uses digital devices to support the understanding of material in learning, the commonly used digital devices are smartphones and laptops. In using smartphones, of course, they also use learning applications in it because these things can make learning more interesting, especially in student understanding. Related to this in providing materials, not only the material but also interesting things such as displaying videos that can make students focus on paying attention to the learning material.

In the fine arts class, using the Google Classroom application for the learning process, materials and assignments are shared in the application and during distance learning, to carry out the learning process using the Google Meet application even though the distance between lecturers and students is

far apart. Based on this, in the fine art class, it can be said that it uses a technology-based learning model because the characteristics are met.

The following is the problem-based learning model developed by Howard Barrows. This learning model is more focused on the process of developing students' ability to solve problems, basically this is to train students' critical and creative thinking in finding solutions. However, related to this, in art classes, they often give assignments only in the form of questions without any problems that need to be solved. So it can be said that art classes do not use a problem-based learning model.

Then the last is an inquiry-based learning model developed by John Dewey and Jerome Bruner. This learning model focuses more on a problem that can later be explored by students so that they conduct research, collect data, analyse data, make hypotheses and draw conclusions based on evidence. However, there are things that are not fulfilled in the learning process in fine arts classes such as students not conducting investigations in finding answers to the questions given such as involving observation, data collection, experiments and analysis. Related to this, it can be said that the art class does not use an inquiry-based learning model.

Moreover, lecturer also use the Google Classroom, Google Meet and YouTube applications to support English learning understanding. Related to the findings of Jasmine.2023. which states that technology-based learning can affect speaking skills. Related to this, lecturer also use projectors/LCD as a tool to show videos that are in accordance with the learning material.

Strategies such as differentiated learning allow teachers to tailor teaching methods according to the individual needs of students, so that each student can learn in a way that best suits his or her style and ability level. The implementation of effective teaching strategies can increase student motivation, promote critical thinking, and help achieve overall educational goals.

2. Student Perceptions toward learning model in the Fine Arts Education Study Program

Students' perceptions regarding the learning model in fine arts, based on the results of interviews conducted by researcher, will be explained as follows:

The first is related to the motivation given to students so that they can build positive expectations by providing positive motivation so that students can increase their confidence. Based on his findings, it was revealed that the factor that needs to be considered in motivating students is to build positive expectations for students in order to encourage self-efficacy. When they have a task or thing that is difficult to carry out or complete, but with positive motivation it can increase students' confidence to use their abilities so that it can be completed.

This is certainly related to the findings of Hasan, Dedi et al. (2020) who stated that it also motivates students to be able to predict the learning strategies used by students, with the component of motivation value being the best

predictor of learning strategies. Therefore, it is important for educators to pay attention to student motivation in designing learning strategies in order to improve student learning outcomes effectively.

The second is related to the media used in the learning process, based on the results of interviews in fine arts classes often use media in the form of applications, lecturer always use classroom applications to collect assignments and to share the material to be learned. In addition, it also uses the YouTube application as a medium so that students can better understand the material through the videos that are shown.

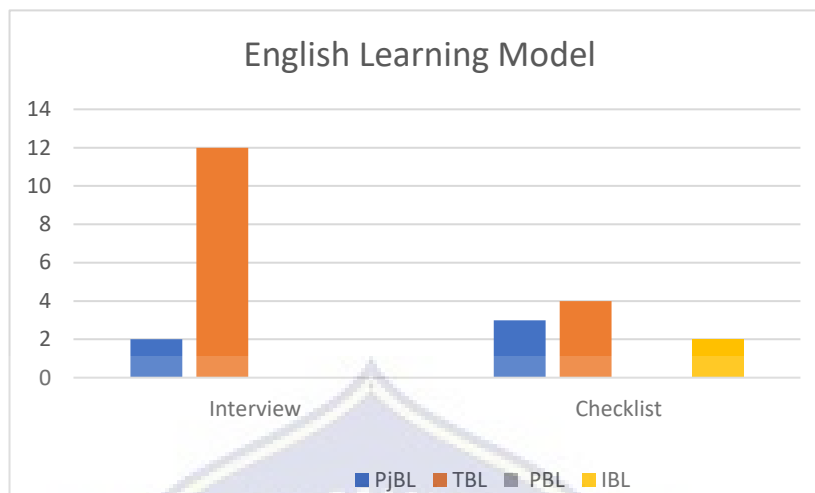
This is related to the findings of Firmadani.(2020). which states that technology-based learning media can facilitate the learning process in terms of effectiveness and efficiency. Therefore, using technology-based media can facilitate the learning process and there are still many benefits that can be felt when making technology as a medium.

Next is related to how students' understanding can be known, namely by giving assignments to students. Based on the results of the interview, there was an answer from the students that the assignment given was in the form of a project, so the lecturer provided space for students to be able to express themselves with assignments related to the experience of the students themselves. Related to the findings of Nirmayani(2021). which states that learning must be able to improve students' critical thinking skills, communication skills, cooperation skills and also creativity skills by developing project-based learning models.

Furthermore is related to student attitude related to finding Zulfikar (2019) where when talking about attitude is related to what is felt, how to understand students' attitudes and also beliefs about English. Similar to what students feel when learning English, they feel worried about mistakes in pronunciation when they want to pronounce English words, but in addition to that, there are also students who feel happy when learning English because of the improvement for them when learning about something new.

The last about English for Specific Purpose, based on the results of observations and interviews, when learning English and learning in fine arts are appropriate and have continuity, making students feel happy because learning new things is also something challenging. As in Saputro's (2023). That to increase students' emotional involvement in learning English vocabulary, students need to enjoy learning and feel happy learning English. Of course, it is important to increase students' knowledge, especially in their vocabulary, because with the increase in vocabulary, of course, things that can be appreciated and when learning with a feeling of pleasure is certainly also a very good thing in the English learning process.

Based on the findings data that has been discussed above, there are four categories of discussions that often arise, namely related to technology-based learning, project-based learning, problem-based learning and inquiry-based learning. Related to this can be calculated in a graph.



Graph 1. Graph English Learning Model

Based on the graph above, the researcher's benchmark for the English language learning model in the fine arts class was that when the researcher observed the check list on project-based learning there were 3 times, technology-based learning 4 times, inquiry-based 2 times and problem-based learning 0 times .

Meanwhile, when the researcher conducted technology-based learning interviews, the calculation results showed that there were 12 times the use of technology in learning when the researcher conducted interviews with students. while project-based learning occurred 4 times and problem-based and inquiry learning did not occur at all in fine arts classes.

CHAPTER V

CONCLUSION AND SUGGESTION

The findings and recommendations of this study are presented in this chapter. The study questions are used to create conclusions, and suggestions are made regarding the execution of the teaching and learning process, with various proposals addressed to English lecturers and other researchers.

A. Conclusion

Based on research findings, researcher created conclusion by showing the results of observation and interview field notes towards the students

1. The English learning model in the fine arts education study program of the University of Muhammadiyah Makassar uses a technology-based learning model learning model using Google Classroom and YouTube applications as support to provide an understanding of the material taught,
2. The students' perception toward learning model in the fine arts education study program at Universitas Muhammadiyah Makassar. Based on the results of student interviews, most students gave positive comments regarding the learning model used in fine arts, they really liked learning English because it was something new, apart from that, the assignments given had a long period of time and there was always time to fix it if it's

not optimal. Then technology makes it easy to collect assignments, materials and so on so they can look back if they don't understand. However, there are also those who give negative comments regarding English learning who don't like online learning because sometimes there are interferences such as with the audio or network which results in problems with pronunciation and hearing. Apart from that, there are also students who find it difficult to understand English because they are afraid to dare to speak English words.

B. Suggestion

Based on the result of the study, the researcher gives some suggestion:

1. For lecturer

For English lecturers, they must always guide their students in this matter the activities of speaking, reading and even listening to English words, always provide motivation and habituation students to often speak english. The lecturers too should provide motivation that is truly educational and can increase students' self-confidence.

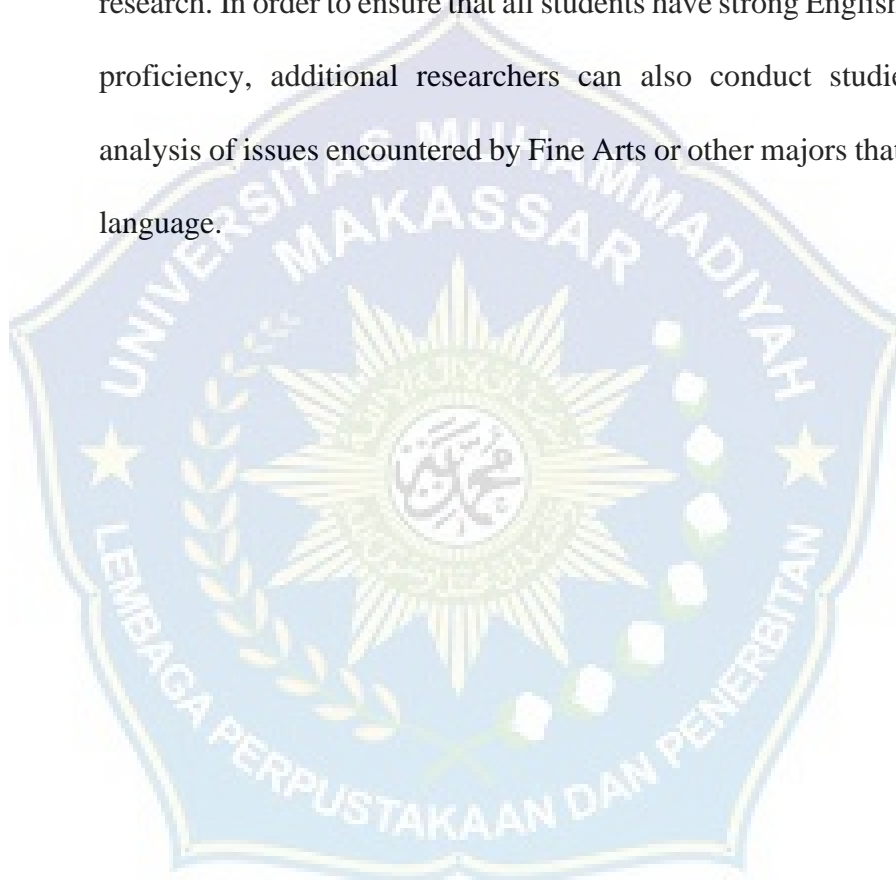
2. For students

In order to achieve successful learning, it is advised that students in English classes make the most of the classroom environment and contribute positively. They must also be conscious of their own requirements and look for extra information from any source. and kids should strive to study more in order to understand English; they don't even need to be terrified of making mistakes. However, in order for the

content to be easily understood, students must also pay attention to the teacher when the teacher is presenting it.

3. For other researcher

As with previous research, this study is still far from flawless, therefore you will need to prepare yourself both before and during the research. In order to ensure that all students have strong English language proficiency, additional researchers can also conduct studies on the analysis of issues encountered by Fine Arts or other majors that study the language.



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APPENDIX 1

OBSERVATION FORMAT

Learning Model	Yes / No	
	Yes	No
Project-based learning		
In project-based learning, students are the main actors. They are responsible for planning, implementing, and completing projects with teacher guidance, thus increasing student independence and initiative.		
The projects given usually have a direct connection to real-world situations or problems.		
Students often work in groups to complete the projects.		
Projects usually take longer than traditional assignments. This allows students to conduct in-depth research, conduct experiments, and reflect on what has been learned during the process.		
Each project produces a tangible product or concrete solution, such as a report, presentation, video, physical model, or application.		
Technology-based learning		
Technology-based learning utilizes digital devices such as computers, tablets, smartphones, and e-learning platforms or learning applications to deliver materials.		
Learning materials can be accessed anytime and anywhere, allowing students to learn independently without being tied to a specific time or place.		
Learning is often interactive, with elements such as quizzes, educational games, simulations, and animations that make the learning process more interesting and facilitate understanding of concepts.		

Technology-based learning often involves the use of multimedia, such as text, audio, video, and graphics, to deliver materials in a more interesting and easy-to-understand way.		
Problem-based learning		
Learning begins with a real, relevant, and complex problem. This problem does not have one clear answer, so students are challenged to think critically and creatively in finding a solution.		
The main focus of PBL is to develop students' ability to solve problems effectively.		
They are responsible for determining how they will approach the problem, conduct research, and find solutions.		
Problem-based learning is usually done in groups, so students work together in teams to discuss, analyze, and find solutions. This develops collaborative and communication skills between students.		
Inquiry-based learning		
The learning process begins with a question, problem, or situation that sparks students' curiosity. Students are challenged to explore and find the answer through the process of inquiry.		
IBL is student-centered, where students play an active role in seeking information, formulating questions, conducting research, and analyzing findings.		
Students conduct investigations to find answers or solutions. This process involves observation, data collection, experimentation, and analysis, so that students can understand the concept in depth.		
After conducting the investigation, students are expected to reflect on the process they went through, evaluate the		

findings, and consider whether the approach they used was appropriate or needs to be adjusted.		
The problems or questions asked in IBL are usually relevant to everyday life or real-world contexts.		
Students learn how to systematically design and conduct research, including collecting and analyzing data, making hypotheses, and drawing conclusions based on evidence.		



Learning Model	Yes / No	
	Yes	No
Project-based learning		
In project-based learning, students are the main actors. They are responsible for planning, implementing, and completing projects with teacher guidance, thus increasing student independence and initiative.	√	
The projects given usually have a direct connection to real-world situations or problems.	√	
Students often work in groups to complete the projects.		√
Projects usually take longer than traditional assignments. This allows students to conduct in-depth research, conduct experiments, and reflect on what has been learned during the process.	√	
Each project produces a tangible product or concrete solution, such as a report, presentation, video, physical model, or application.	√	
Technology-based learning		
Technology-based learning utilizes digital devices such as computers, tablets, smartphones, and e-learning platforms or learning applications to deliver materials.	√	
Learning materials can be accessed anytime and anywhere, allowing students to learn independently without being tied to a specific time or place.	√	
Learning is often interactive, with elements such as quizzes, educational games, simulations, and animations that make the learning process more interesting and facilitate understanding of concepts.	√	
Technology-based learning often involves the use of multimedia, such as text, audio, video, and graphics, to deliver materials in a more interesting and easy-to-understand way.	√	

Problem-based learning		
Learning begins with a real, relevant, and complex problem. This problem does not have one clear answer, so students are challenged to think critically and creatively in finding a solution.		√
The main focus of PBL is to develop students' ability to solve problems effectively.		√
They are responsible for determining how they will approach the problem, conduct research, and find solutions.		√
Problem-based learning is usually done in groups, so students work together in teams to discuss, analyze, and find solutions. This develops collaborative and communication skills between students.		√
Inquiry-based learning		
The learning process begins with a question, problem, or situation that sparks students' curiosity. Students are challenged to explore and find the answer through the process of inquiry.		√
IBL is student-centered, where students play an active role in seeking information, formulating questions, conducting research, and analyzing findings.	√	
Students conduct investigations to find answers or solutions. This process involves observation, data collection, experimentation, and analysis, so that students can understand the concept in depth.		√
After conducting the investigation, students are expected to reflect on the process they went through, evaluate the findings, and consider whether the approach they used was appropriate or needs to be adjusted.		√

The problems or questions asked in IBL are usually relevant to everyday life or real-world contexts.		√
Students learn how to systematically design and conduct research, including collecting and analyzing data, making hypotheses, and drawing conclusions based on evidence.		√

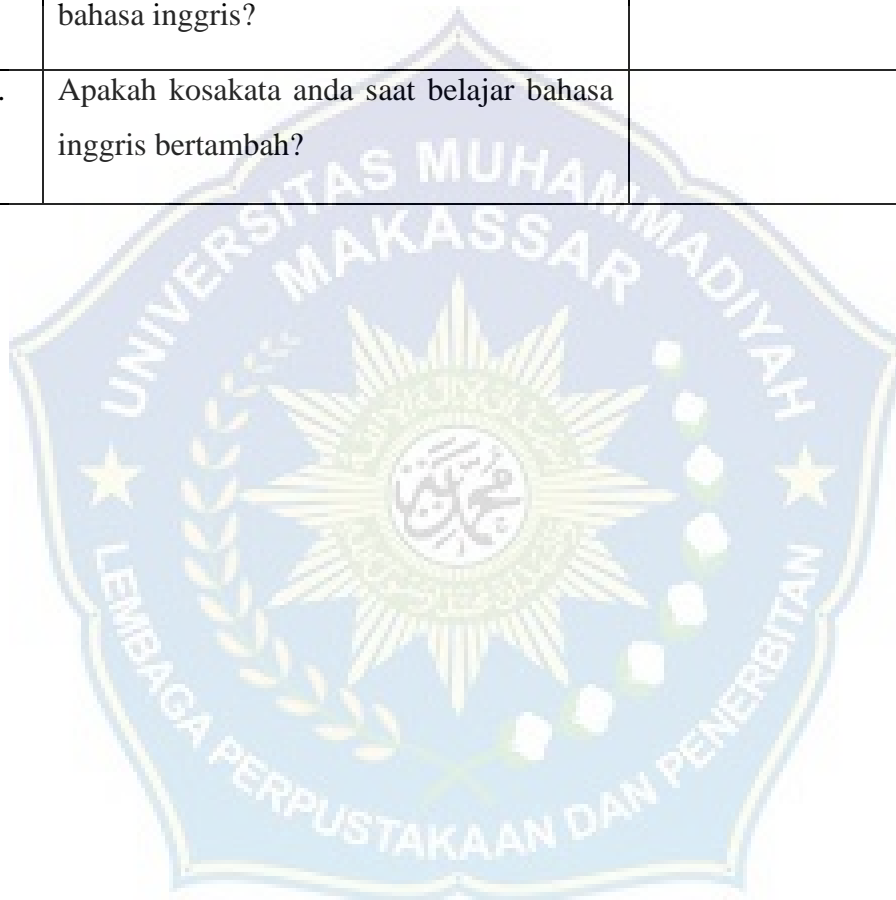


APPENDIX 2
IN-DEPTH INTERVIEW

Time :
Source Person :
Day/date :

No.	Question	Interview Data
1.	<p>Apakah sebelum pembelajaran dimulai, dosen memberikan motivasi?</p> <ul style="list-style-type: none"> • Bagaimana pendapat anda terkait motivasi yang diberikan?? • Apakah motivasi yang diberikan dapat menambah kepercayaan diri 	
2.	<p>Bagaimana pendapat anda terkait tugas yang diberikan?</p> <ul style="list-style-type: none"> • Apakah tugas yang diberikan berbentuk proyek? • Apakah ada penugasan yang mengharuskan anda bergabung dengan teman-teman dalam bentuk kelompok? 	
3.	<p>Bagaimana pendapat anda terkait media yang digunakan?</p> <ul style="list-style-type: none"> • Apakah dalam pembelajaran menggunakan media yang berbasis teknologi? 	

4.	Bagaimana pendapat anda terkait materi yang diberikan? <ul style="list-style-type: none">• Apakah topic/materi yang diberikan memiliki hubungan dengan jurusan anda?	
5.	Bagaimana perasaan anda saat belajar bahasa inggris?	
6.	Apakah kosakata anda saat belajar bahasa inggris bertambah?	



INTERVIEW TRANSCRIPTION

Transcript 1

Name : Trp

- Researcher Apakah sebelum pembelajaran dimulai, dosen memberikan motivasi?
- Student 1 (01.33) Biasanya beliau memberikan motivasi itu setelah menjelaskan beberapa materi kemudian memberikan sedikit motivasi kemudian melanjutkan kembali materinya kak
- Researcher Mungkin anda dapat spesifikkan motivasi seperti apa yang diberikan?
- Student 1 (02.02) Motivasi yang di berikan ee yang kan pada dasarnya pembelajaran yang beliau ini mata kuliah Bahasa Inggris, jadi beliau memotivasi kami untuk belajar lebih giat eee sebagaimana kita sebagai anak seni rupa Suatu hari nanti kami bisa melakukan pameran di luar negeri dan di sana kami bisa menjelaskan karya kami dengan menggunakan bahasa Inggris
- Researcher Apakah motivasi yang diberikan dapat menambah kepercayaan diri?
- Student 1 (02.51): Sangat kak
- Researcher Mengapa anda mengatakan sangat?

Student 1 (03.03) Karena itu, ketika dosen memberikan semangat saya pribadi sangat percaya diri untuk belajar bahasa inggris seperti dalam hal mengucapkan kata-kata bahasa inggris seperti knife di ucapkan knife

Researcher Bagaimana pendapat anda terkait tugas yang diberikan?

Student 1 (03.37) Eee untuk tugasnya sendiri terkadang beliau eee apa namanya memberikan tugas yang sesuai dengan materinya kemudian sesuai dengan apa yang beliau sampaikan dimana beliau itu sebelum pertemuan selanjutnya eee beliau sudah memberikan poin-poinnya untuk kita pelajari dan kemudian ee beliau jelaskan pada pertemuan selanjutnya dan sesuai apa yang beliau berikan itu juga yang di ajarkan ee pada pertemuan selanjutnya. Dan eee beliau itu di setiap pembelajarannya selalu menyertakan contoh-contoh yang berkaitan dengan eee jurusan kami yaitu seni rupa begitu kak.

Researcher Apakah tugas yang diberikan berbentuk proyek?

Student 1 (04.15) Tugasnya itu eee pada awalnya itu cuman tugas biasa seperti membuat beberapa kalimat atau eee listening juga eee belajar apa namanya oh introduction eee dan

eee terus dari awal sampai akhir beliau itu memberikan satu project di bagian akhir tugas.

Researcher

Tugas projectnya itu seperti apa, apakah anda bisa menjelaskannya?

Student 1 (05.00)

Beliau menyuruh kami untuk ee untuk datang satu apa namanya semacam acara begitu dan kami disuruh menganalisis secara singkat dan eee kami mmembuat video yang dimana videonya eeee berisi tentang analisis kami tentang acara tersebut begitu kak.

Researcher

Apakah ada penugasan yang mengharuskan anda bergabung dengan teman-teman dalam bentuk kelompok?

Student 1 (05.43)

Individu kak, sama tugas sampai akhir itu individu

Researcher

Apakah ada semacam presentasi ?

Student 1 (06.07)

Untuk presentasi itu tidak pernah

Researcher

Bagaimana pendapat anda terkait media yang digunakan?

Student 1 (06.25)

Media yang digunakan bapak itu eeee menggunakan apa namanya eee classroom, jadi bapak itu tidak masuk dalam pertemuan kami disuruh eeeee mengerjakan paling lambat itu diberikan waktu sepekan sampai pertemuan selanjutnya dan kalau selesai kami kirim tugasny ake classroom itu juga kak

Researcher Apakah ada lagi media yang digunakan?

Student 1 (07.06) Tidak ada kak itu saja

Researcher Apakah pada saat offline tidak ada media yang digunakan?

Student 1 (07.16) Kami cuman biasanya di suruh menonton di Youtube saja terkait materi yang di pelajari.

Researcher Apakah dalam pembelajaran menggunakan media yang berbasis teknologi?

Student 1 (07.23) Menggunakan, karena setiap proses pembelajaran selalu menggunakan aplikasi

Researcher Bagaimana pendapat anda terkait materi yang diberikan?

Student 1 (07.40) Cukup baik dan dapat dipahami

Researcher Apakah topic/materi yang diberikan memiliki hubungan dengan jurusan anda?

Student 1 (08.00) Berhubungan eeee kalau tidak salah materi kedua dari terakhir terkait tentang deskripsi gambar

Researcher Bagaimana perasaan anda saat belajar bahasa inggris?

Student 1 (08.18) Senang kak eee senang karena memang suka belajar bahasa inggris cuman tidak suka kalau secara online karena terkadang terkendala di bagian audionya begitu, terkadang ada salah pendengaran atau salah pengucapan. Jadi lebih suka belajar offline begitu kak.

Researcher Apakah kosakata anda saat belajar bahasa inggris bertambah?

Student 1 (09.08). Lumayan bertambah kak eee karena terkadang kita mengucapkan kata seperti knife di baca knife itu artinya ucapannya salah dan di benarkan oleh bapak dan kata tersebut dapat selalu kami ingat.



Transcript 2

Name : Af

- Researcher Apakah sebelum pembelajaran dimulai, dosen memberikan motivasi?
- Student 2 00.55 Iya Sebelum pembelajaran itu diberikan motivasi, ada juga di Tengah pembelajaran
- Researcher Motivasi seperti apa yang diberikan?
- Student 2 01. 21 Eee motivasi seperti di berikan motivasi eeee untuk terus belajar kayak belajar terus membaca biar lancar bahasa inggrisnyaaa
- Researcher Apakah motivasi yang diberikan dapat menambah kepercayaan diri
- Student 2 01.43 Iyyah bisa, eee karena itu sangat membantu dari yang awalnya malu-malu kek grogi dari cara bacanya yang belum lancar sekali jadi lebih lancar
- Researcher Apakah setiap pembelajaran itu dosen memberikan motivasi atau terkadang tidak sama sekali?
- Student 2 02.25 Eeeee kadang juga tidak
- Researcher Bagaimana pendapat anda terkait tugas yang diberikan?
- Student 2 02 49 Heheeh sssusah susah- gampang sih eee tapi bagian yang bikin anunya, karena bapak itu bagus juga setiap tugas yang diberikan itu waktunya acukup Panjang terus itu diberikan kesempatan untuk perbaikan sampai itu tugas benar benar 100 % mencapai nilai yang maksimal baru bapak terima
- Researcher Biasanya jangka yang diberikan itu berapa?

Student 2 03.28 Eeee misalnya tugasnya diberikan minggu ini minggu depan biasanya belum dikumpul, disuruh kayak apa dih eeee kalau di suruh kirim ya dikirim kalau belum ya belum misalnya kalau masih ada yang salah disuruh perbaiki lagi

Researcher Apakah tugas yang diberikan berbentuk proyek?

Student 2 04.26 Eeeeeemmmmm kayak berbentuk soal kayak soal kayak.... Apadih iyyah tanya jawab. Kemudian tugas akhirnya kemarin membuat video dengan bahasa inggris

Researcher Apakah anda yang divideo atau seperti apa penugasannya?

Student 2 04.44 Eeeee misalnya pada pameran terus kita video terus kita mengomentari oh ini pamerannya sangat bagus.

Researcher Apakah ada penugasan yang mengharuskan anda bergabung dengan teman-teman dalam bentuk kelompok?

Student 2 05.05 Kebanyakan individu enggak pernah ada kelompok

Researcher Bagaimana pendapat anda terkait media yang digunakan?

Student 2 05.28 Sangat bagus

Researcher Apakah anda dapat menyebutkan yang bagus tersebut seperti apa?

Student 2 05.42 Eeeeeee seperti menggunakan LCD

Researcher Bagaimana kalau online apakah media yang digunakan/

Student 2 05.54 Eeeee terkadang eee apadih google meet ee kebanyakan google meet biasanya

Researcher Bagaimana dengan kelas offline?

Student 2 06.58 Biasanya di kirim di classroom dulu seperti video dari Youtube terus dinonton dulu terus dipahami baru di jelaskan lagi.

Researcher Jika offline apakah tugasnya langsung diberikan?

Student 2 07.36 Tidak, biasanya di kasi liat dulu tugasnya terus di jelaskan apakah sudah mengerti baru langsung dikasi pada saat itu juga.

Researcher Bagaimana pendapat anda terkait materi yang diberikan?

Student 2 08.13 Eeeee ada sesuainya ada juga tidaknya 50 50 lah seperti jika kita mau pameran di luar negeri ada kegunaannya juga. Terus seperti bagian tubuh kayak atau alam di kenalkan semua

Researcher Bagaimana perasaan anda saat belajar bahasa inggris?

Student 2 09.34 Persaanya eeee baik-baik aja hehehe ada juga deg-degannya hahaha karena takut salah ucap

Researcher Apakah kosakata anda saat belajar bahasa inggris bertambah?

Student 2 10.05 Alhamdulillah ada lumayan hahhhha paling yang gampang-gampang aja. Emmmmm kayak introduction

Transcript 3

Name : Adr

- Researcher Apakah sebelum pembelajaran dimulai, dosen memberikan motivasi?
- Student 3 00.58 Eeeee saat materinya kak, biasa dia memotivasi saat eee pembelajarannya di Tengah-tengah
- Researcher Motivasi seperti apa yang di berikan?
- Student 3 01.14 Eee misalnya seperti eee harus giat lagi aaa atau cara pengucapannya
- Researcher Apakah motivasi yang diberikan dapat menambah kepercayaan diri
- Student 3 01.59 Eeeee ada tapi eeeee dari dirinya sendiri belum uhuk-uhuk, eee ini kurang percaya diri karena ada kesalahan jadi eee tidak percaya diri.
- Researcher Bagaimana pendapat anda terkait tugas yang diberikan?
- Student 3 02.41 Eeeee kalau tugasnya biasa eeeee agak lama di kasi tempo, dia seminggu baru dikirim tugasnya eeee sseminggu diberi waktu kek eee yang kalau itu tugas ada kesalahan a di ulang lagi biar betul di di di perbaiki lagi biasa begitu bapak.
- Researcher Apakah ketika di perbaiki itu langsung di terima?
- Student 3 03.25 Eeee tidak, itu eee di liat dulu dari tugas kalau sudah bagus a baru di terima
- Researcher Apakah tugas yang diberikan berbentuk proyek?
- Student 3 03.55 Eeeeeeee eee tugas kak kayak eeeee berbentuk soal kadang dari materi diberi pertanyaan eee kemudian di jawab

Researcher Apakah ada penugasan yang mengharuskan anda bergabung dengan teman-teman dalam bentuk kelompok?

Student 3 04.41 Individu,karena bapak tidak pernah kasi kelompok juga selama pembelajaran

Researcher Bagaimana pendapat anda terkait media yang digunakan?

Student 3 05.10 Eee biasa meet eee google meet biasa kalau memang ambil dari Youtube baru dijelaskan sama bapak. Ya materinya dari youtube kalau sudah di tonton pke lcd baru di jelaskan sama bapak apa yang di sampaikan dari youtube

Researcher Apakah topic/materi yang diberikan memiliki hubungan dengan jurusan anda?

Student 3 06.11 Eeeeeee kadang ada kadang tidak, biasa bapak mencampurkan dengan gambar- gambar

Researcher Bagaimana dengan yang tidak sesuai

Student 3 06.30 Eeeeeeee seperti eeee apasih eeee iyyah ini apa lagi namanya materi ini seperti part of speech itu tidak ada campuran seni rupanya kurang kalau saya

Researcher Bagaimana perasaan anda saat belajar bahasa inggris?

Student 3 09.34 Eee senang tidak, tidak senang juga tidak jadi di Tengah-tengah, ya netral. Eee karena takut salah juga dengan ucapannya.

Researcher Apakah kosakata anda saat belajar bahasa inggris bertambah?

Student 3 10.17

Ada sedikit kayak eeee seperti eee dari kata yang di
perbaiki lagi sama bapak kalau salah

Researcher

Apakah kata yang sedikit itu?

Student 3 15.48

Eeeeeee misalnya kata February yang baru katanya
yang saya tau maksudnya penyebutannya.



Transcript 4

Name : Als

- Researcher Apakah sebelum pembelajaran dimulai, dosen memberikan motivasi?
- Student 400.32 Eeeee biasanya dii pertengahan pembelajaran biasa juga di akhir pembelajaran
- Researcher Motivasi seperti apa yang diberikan?
- Student 4 00.53 Seperti eee Giat lagi belajar bahasa inggris, membaca, bagaimana caranya haahaha.
- Researcher Apakah motivasi yang diberikan dapat menambah kepercayaan diri
- Student 4 01.12 Kalau bahasa inggris tidak bisa haheheheh tidak bisa tertangkap pelajarannya
- Researcher Bagaimana pendapat anda terkait tugas yang diberikan?
- Student 4 01.41 Kalau tugasnya apa dii susah-susah gampang juga
- Researcher Apakah tugas yang diberikan berbentuk proyek?
- Student 4 02.06 Ada yang berbentuk proyek ada juga yang biasa saja yang diberikan, seperti ini tugas terakhir membuat cerita narasi dalam bentuk ini bahasa inggris
- Researcher Apakah ada penugasan yang mengharuskan anda bergabung dengan teman-teman dalam bentuk kelompok?
- Student 4 02.40 Biasanya selalu individu
- Researcher Bagaimana pendapat anda terkait media yang digunakan?

Student 4 02.59 Kalau seperti online biasanya memakai google classroom sama google meet, kalau biasanya offline pakai ini apa namanya LCD semacam itu. Lalu tetap masuk di ini google classroom tugasnya.

Researcher Apakah hanya tugas yang di classroom?

Student 4 03.40 Semua eeee di classroom baik materi maupun tugas

Researcher Kemudian semua di jelaskan dimana?

Student 4 03.48 Semuanya langsung dijelaskan saat kelas

Researcher Bagaimana pendapat anda terkait materi yang diberikan?

Student 4 04.08 Eeeee menurut saya eeee sesuai ji heheheh

Researcher Mengapa anda mengatakan sesuai?

Student 4 04.32 Seperti kita di suruh hitung karya berapa dalam bahasa inggris atau lukisannya berapa jadi apa dalam bahasa inggris.

Researcher Bagaimana perasaan anda saat belajar bahasa inggris?

Student 4 05.14 Eee deg-degan eeee kah nda di tau bahasa inggris apalagi kalau dipanggil namata jadi takutki jadi biasa senang biasa juga tidak

Researcher Apakah kosakata anda saat belajar bahasa inggris bertambah?

Student 4 05.58 Nda ada kayaknya nda mengertika saya bahasa inggris. heheheheh

Transcript 5

Name : FI

- Researcher Apakah sebelum pembelajaran dimulai, dosen memberikan motivasi?
- Student 5 01.39 Iyyah biasanya awal masuk di akhir juga
- Researcher Motivasi seperti apa yang diberikan?
- Student 5 02.06 Kayak cuman seperti semangat belajar supaya bisa bahasa inggris.
- Researcher Apakah motivasi yang diberikan dapat menambah kepercayaan diri
- Student 5 02.41 Bisa karena itu dapat menambah semangat saya belajar dari yang eeee tidak bisaki bacai jadi bisa
- Researcher Bagaimana pendapat anda terkait tugas yang diberikan?
- Student 5 03.05 Baik karena cukup mudah untuk di mengerti
- Researcher Apakah tugas yang diberikan berbentuk proyek?
- Student 5 03.13 Tugas proyek seperti review video
- Researcher Apakah ada penugasan yang mengharuskan anda bergabung dengan teman-teman dalam bentuk kelompok?
- Student 5 04.09 Selalu individu
- Researcher Apakah anda pernah presentasi sendiri di depan teman-teman
- Student 5 04.26 Sejauh ini eee tidak pernah tapi cuman paling di suruh baca di tempat duduk
- Researcher Bagaimana pendapat anda terkait media yang digunakan?

Student 5 04.58 Sering digunakan itu handphone dan di dalamnya classroom, kalau offline biasa laptop yang digunakan dosen

Researcher Pada saat menggunakan laptop, apa aplikasi yang digunakan?

Student 5 06.12 Di suruh nonton video di Youtube pada saat kelas offline

Researcher Apakah topic/materi yang diberikan memiliki hubungan dengan jurusan anda?

Student 5 06.18 Sesuai karena belajar juga tentang warna eee untuk menggambar gambar juga.

Researcher Bagaimana perasaan anda saat belajar bahasa inggris?

Student 5 07.09 Senang eee karena bisa belajar hal baru.

Researcher Apakah kosakata anda saat belajar bahasa inggris bertambah?

Student 5 07.56 Bertambah yang kayak cardinal number ordinal number

Transcript 6

Name : IM

- Researcher Apakah sebelum pembelajaran dimulai, dosen memberikan motivasi?
- Student 6 Sering dan untuk kapan diberikan terkadang di Tengah atau di akhir juga
- Researcher Seperti apa motivasi yang diberikan?
- Student 6 Sebenarnya motivasi yang di berikan tidak selalu motivasi baik, maksudnya terkadang menggunakan Bahasa daerah atau Bahasa kasar, namun kata-katanya sangat membuat hati tergerak untuk berubah. Seperti we baco anggurui iyyede pa iko liwa ontomu
- Researcher Apakah motivasi yang diberikan dapat menambah kepercayaan diri
- Student 6 Eeeeeee dapat karena motivasi diberikan sangat menasuk hehehe
- Researcher Bagaimana pendapat anda terkait tugas yang diberikan?
- Student 6 Tugasnya gampang karena waktunya juga panjang
- Researcher Apakah tugas yang diberikan berbentuk proyek?
- Student 6 Iyyah karena kita di suruh cari acara terus di video mi baru di analisis
- Researcher Apakah ada penugasan yang mengharuskan anda bergabung dengan teman-teman dalam bentuk kelompok?
- Student 6 Tidak ada

Researcher Bagaimana pendapat anda terkait media yang digunakan?

Student 6 Media yang memang sering digunakan seperti LCD atau proyektor

Researcher Bagaimana dengan penggunaan aplikasi?

Student 6 Terkadang menggunakan aplikasi youtube sering digunakan untuk memperlihatkan video yang berkaitan dengan materi yang di pelajari.

Researcher Bagaimana pendapat anda terkait materi yang diberikan?

Student 6 Baik ji karena bagus-bagusji materinya

Researcher Apakah topic/materi yang diberikan memiliki hubungan dengan jurusan anda?

Student 6 Sebenarnya ada yang berhubungan dan ada juga yang tidak

Researcher Seperti apa yang berhubungan?

Student 6 Karena di seni rupa belajar gambar di bahasa inggris sering di masukkan gambar juga namun bedanya harus berbahasa inggris.

Researcher Seperti apa yang tidak?

Student 6 Seperti pembilangan

Researcher Bagaimana perasaan anda saat belajar bahasa inggris?

Student 6 Bahagia bercampur dengan takut salah, senang rasanya belajar mengenai Bahasa baru namun takut salah jika ucapan tidak sesuai dengan bacaannya

Researcher

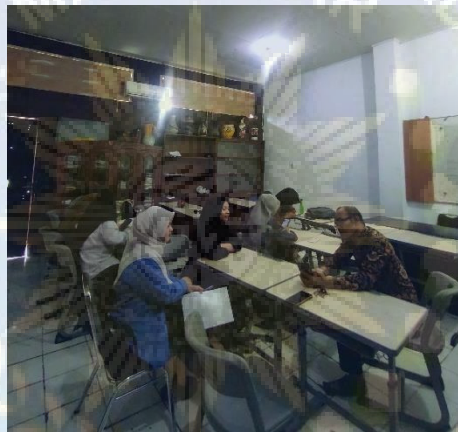
Apakah kosakata anda saat belajar bahasa inggris bertambah?

Student 6

Tidak tau bertambah atau tidak karena terkadang lupa-lupa ingat.



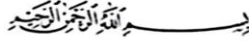
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Web : https://fkip.unismuh.ac.id



Nomor : 16658/FKIP/A.4-II/VII/1446/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Riska Febrianti As
Stambuk : 105351106020
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Bengo / 02-02-2023
Alamat : Jln. Dg.ngadde

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *An Analysis of the English Learning Model in the Fine Art Education Study Program Universitas Muhammadiyah Makassar*

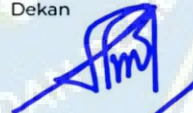
Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
16 Juli 2024 M

Dekan




Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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Nomor : 4641/05/C.4-VIII/VII/1445/2024

17 July 2024 M

Lamp : 1 (satu) Rangkap Proposal

11 Muharram 1446

Hal : Permohonan Izin Penelitian

Kepada Yth,

Ketua Prodi Pendidikan Seni Rupa

Universitas Muhammadiyah Makassar

di -

Makassar

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16658/FKIP/A.4-II/VII/1446/2024 tanggal 16 Juli 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : RISKA FEBRIANTI AS

No. Stambuk : 10535 1106020

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"AN ANALYSIS OF THE ENGLISH LEARNING MODEL IN THE FINE ART EDUCATION STUDY PROGRAM UNIVERSITAS MUHAMMADIYAH MAKASSAR"

Yang akan dilaksanakan dari tanggal 17 Juli 2024 s/d 17 September 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

07-24



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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Riska Febrianti.As
NIM : 105351106020
Judul Penelitian : *An Analysis Of The English Learning Model In The Fine Art Education Study Program Universitas Muhammadiyah Makassar*
Tanggal Ujian Proposal : 14 Juni 2024
Tempat/Lokasi Penelitian : Program Studi Pendidikan Seni Rupa Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Sabtu /21-06-2024	Observation	Muhammad Thahir M.S.Pd	<i>[Signature]</i>
2	Sabtu /29-06-2024	Observation	Muhammad Thahir M.S.Pd	<i>[Signature]</i>
3	Sabtu/06-07-2024	Observation and Interview	Muhammad Thahir M.S.Pd	<i>[Signature]</i>
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5				

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6				
7				
8				
9				
10				

Mengetahui,

Makassar, 25 Agst 2024

Ketua Program Studi,
FKIP Unismuh Makassar
[Signature]
Dr. Umthi Khaerati Syam, S.Pd., M.Pd
NIM. 977 807

Pimpinan/Kepala sekolah/Instansi
[Signature]
Muisat Syhary, S.Pd., M.Sn
0931057501



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Saya yang bertandatangan di bawah ini sebagai Pemimpin Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar, menyatakan dengan sesungguhnya bahwa artikel dengan judul : **AN ANALYSIS OF THE ENGLISH LEARNING MODEL IN THE FINE ART EDUCATION STUDY PROGRAM UNIVERSITAS MUHAMMADIYAH MAKASSAR** dan identitas penulis sebagai berikut.

Nama Penulis : Riska Febrianti, As, Ismail Sangkala, Achmad Basir
Asal Institusi : Universitas Muhammadiyah Makassar
Penerbitan : Volume 09 No. 3, September 2024

Artikel yang bersangkutan akan diterbitkan pada jurnal Pendas: Jurnal Ilmiah Pendidikan Dasar paling lambat **Awal September**.
Demikian agar yang berkepentingan maklum. Terima kasih.

Bandung, 24 Agustus 2024

Ketua Dewan Redaksi Pendas: Jurnal Ilmiah Pendidikan Dasar



Acep Roni Hamdani, M.Pd.
NIDN. 0418048903

INDEXING



ISSN Cetak : 2477-2143 (SK ISSN CETAK PDII LIPI 0005.24772143/JI.3.1/SK.ISSN/2015)
<http://u.lipi.go.id/1446425139>
ISSN Online : 2548-6950 (SK ISSN ONLINE PDII LIPI : 0005.25486950/JI.3.1/SK.ISSN/2016.12)
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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : Riska Febrianti As
NIM : 10535 11060 20
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan Tahun Akademik 2023/2024 terhitung sejak 17 Juli 2024 s.d 22 Agustus 2024, dalam rangka penyusunan Skripsi dengan judul:

"An Analysis of The English Learning Model in The Fine Art Education Study Program Universitas Muhammadiyah Makassar".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

19 Shafar 1446 H
Makassar, -----
24 Agustus 2024 M

Dekan,
FKIP Unismuh Makassar,





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Nama : Riska Febrianti As

Nim : 105351106020

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	6%	10 %
2	Bab 2	6 %	25 %
3	Bab 3	5 %	10 %
4	Bab 4	0 %	10 %
5	Bab 5	0 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 26 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



CURRICULUM VITAE



The researcher, Riska Febrianti.As, was born in Bengo 02 February 2002, the child of Ambo Sakka and Yeni Farida and the last child of three siblings. Started his education at SDN 133 Lamakkaraseng and ended elementary school at SDN 144 Liliriawang in 2014. In the same year, he continued his first secondary school at SMPN 2 Lappariaja and ended in 2017, then continued his high school at SMAN 25 Bone and ended in 2020. In August 2020, he was registered at the University of Muhammadiyah Makassar as a student majoring in United Kingdom.

At the end of the study, the researcher can complete his thesis with the title **An Analysis Of The English Learning Model In The Fine Art Education Study Program Universitas Muhammadiyah Makassar**

