

ABSTRACT

Annisa Amelia Putri, 2023. *Students' Perceptions on the Use of Cold Calling Strategy (CCS) in English Language Learning at the Eleventh Grade of SMA Negeri 8 Makassar.* A thesis of English Education Department the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Nurdevi Bte Abdul and Awalia Azis

This research aimed at finding out (1) the active students' perceptions of cold-calling strategy (CCS) in classroom discussion; (2) The passive students' perceptions of cold-calling strategy (CCS) in classroom discussion. The method of this research was basic qualitative study (descriptive qualitative). Data of the research were collected through observation in order to select the research subject and interview. This research was conducted at SMA Negeri 8 Makassar which running in the eleventh grade with a total of 20 subjects. The subject was divided into two groups; active and passive students. The techniques of data analysis were data reduction, data display, and conclusion drawing/verification.

The findings of this research showed that active and passive students gave various opinions and perceptions. From active students Perceptions, majorities of them perceived a positive thoughts about cold-calling, where cold-calling results in better levels of students comfort. In addition, the active students perceived that cold-calling are helpful to facilitating them to discuss their thoughts in front of the class, strengthening their comprehension of the material, and contributes positive impact on improves the academic performances. However, there were also some negative thoughts about cold-calling; feeling of anxiousness, embarrassed by cold calling, disappointment of not receiving cold call by the teacher while they wanted to contribute their opinion in a discussion. Meanwhile, from the passive students Perceptions, majorities of them gave negative thoughts about cold-calling, namely, feeling of anxiousness, embarrassed by cold calling, enhance communication apprehension, experience varying levels of discomfort. Despite all of the inconvenient feelings the passive students had, they also perceived positive thoughts of cold-calling, that not being afraid to express an inaccurate answer, comfort is not decreased, contributes positive impact on improves the academic performance. In short, active students and passive students were agree if cold-calling use more frequently in the English language learning; especially in terms of classroom discussion.

Keywords: *Cold Calling, Perspective, English Language Learning, Classroom Discussion*