

**STIMULUS RESPONSE APPROACH USED BY THE TEACHERS IN
TEACHING ENGLISH AT SMA NEGERI 5 ENREKANG**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the
Degree of Education in English Department*

YUSMITA
105351115618

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH MAKASSAR

2022



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **Yusmita NIM 105351115618**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 762 Tahun 1444 H/2022 M, tanggal 14 Jumadil Awal 1444 H/08 Desember 2022 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Rabu 21 Desember 2022**.

Makassar, 3 Jumadil Akhir 1444 H
27 Desember 2022 M

Panitia Ujian:

1. Pengawas Umum : Prof. Dr. H. Ambo Asso, M.Ag
2. Ketua Erwin Akib, M.Pd., Ph.D.
3. Sekretaris ☆: Dr. Baharullah, M.Pd.
4. Dosen Penguji
 1. Dr. Timmi Khaerati Syam, S.Pd., M.Pd.
 2. Firman, S.Pd., M.Pd.
 3. Dr. Saiful, M.Pd.
 4. Dr. Siti Maryam Hamid, S.Pd., M.Pd.

(.....)
(.....)
(.....)
(.....)
(.....)
(.....)
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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Aji, Jalan Say 219 Makassar
Telp : (0411) 362101 (Pusat)
E-mail : prodi@ptmu.ac.id
Web : http://www.ptmu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : Stimulus Response Approach Used by the Teachers in
Teaching English at SMA Negeri 5 Enrekang

Name : Yusmita

Reg. Number : 105351115618

Programmer : English Education Department Strata I (S1)

Faculty : Teacher Training and Education

Makassar, 27 Desember 2022

Approved By:

Consultant I: 
Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NIDN. 0923088261

Consultant II: 
Firmah, S.Pd., S.Pd.
NIDN. 0931138806

Dean of FKIP
Universitas Muhammadiyah Makassar


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 869 734

Head of
English Education Department


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

COUNSELING SHEET



MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 40
Makassar
(0411) 1792101 (Secretary)
prodi@umuh.ac.id

Telp
Faks

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Yusmita
NIM : 105351115618
Department : English Education Department
Title : Stimulus Response Approach Used by the Teachers in Teaching English at SMA Negeri 5 Enrekang
Consultant I : Dr. Umni Khaerati Syam, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
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Makassar,2022

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM: 922/807



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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alaududin No. 294
Makassar
Telp. (0411) 4292010 (Secretary)
pusdik@umuhm.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Yusmita
NIM : 105351115618
Department : English Education Department
Title : Stimulus Response Approach Used by the Teachers in Teaching English at SMA Negeri 5 Enrekang
Consultant I : Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

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Makassar, 2022

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977807



Terakreditasi Institut



بسم الله الرحمن الرحيم

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Yusmita
NIM : 105351115618
Department : English Education Department
Title : Stimulus Response Approach Used by the Teachers in Teaching English at SMA Negeri 5 Enrekang
Consultant I : Dr. Umni Khaerati Syam, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
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Makassar,2022

Approved by:
Head of English Education Department



Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Abdullah Saleh 279
Makassar
Telp. 0811 5701118 (Secretary)
pusdik@unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Yusmita
NIM : 105351115618
Department : English Education Department
Title : Stimulus Response Approach Used by the Teachers in Teaching English at SMA Negeri 5 Enrekang
Consultant I : Dr. Ummi Khaerati Syam, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
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Makassar, 2022

Approved by:
Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM-977 807



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PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 294
Makassar

Telp: (0811) 4732100 (secretary)
Email: prodi@uham.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELING SHEET FOR THESIS CONSULTATION

Name : Yusmita
NIM : 105351115618
Department : English Education Department
Title : Stimulus Response Approach Used by the Teachers in
Teaching English at SMA Negeri 5 Enrekang
Consultant II : Firman, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
5/10/2022	1-V	Defend Research methodology analytical framework	f
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Makassar, 2022

Approved by:
Head of English Education Department

Dr. Umni Khaerati Syam, S.Pd., M.Pd.
NBM. 927/807



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Saya yang bertanda tangan di bawah ini:

Nama : Yusmita
Stambuk : 105351115618
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Stimulus Response Approach Used by the Teachers in Teaching English at SMA Negeri 5 Enrekang

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Yusmita



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Stambuk : 105351115618
Jurusan : Pendidikan Bahasa Inggris

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Yusmita

Motto

It doesn't matter if you walk slowly, as long as you never stop trying (Confucius)



I dedicate this thesis to my beloved
parents, prayers that never stop
accompanying my every step, as well as
support in my every struggle to achieve
my dream

ABSTRACT

YUSMITA 2022, Stimulus Response Approach used by the Teachers in Teaching English at SMA Negeri 5 Enrekang under the thesis of English Education Department, the Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar, supervised by Ummi Khaerati Syam and Firman.

This research aimed to find out the stimulus response used by teachers and how do teachers provide stimulus to students in English learning at SMA Negeri 5 Enrekang. The method used in this research was descriptive qualitative. This research used a semi-structured interview as an instrument to collect the data. This research used ten questions as a data collection instrument. The subjects in this research were teachers of SMA Negeri 5 Enrekang. The research subjects consisted of three teachers.

The results of this research show that teachers apply all types of stimulus in the teaching and learning process such as the application of the law of readiness, the law of exercise, and the law of effect in English learning. Teachers apply the law of readiness to ensure the readiness of students in receiving material for example by checking student attendance. As for the application of the law Exercises was used by teachers to ensure students' understanding of the material that has been given, for example, by providing questions to be done individually, and the application of the law of effect itself was used by teachers to reward students for what they achieved during the learning process, for example giving praise and good grades. The stimulus used was very beneficial to increase their learning motivation, especially in English learning process.

Keywords: Stimulus, Response, English Learning.

ABSTRAK

YUSMITA 2022, Pendekatan Stimulus Respon yang digunakan guru dalam pembelajaran Bahasa Inggris di SMA Negeri 5 Enrekang sebuah tesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Ummi Khaerati Syam dan Firman.

Penelitian ini bertujuan untuk mengetahui stimulus respon yang digunakan oleh guru dan cara guru memberikan stimulus kepada siswa dalam pembelajaran Bahasa Inggris di SMA Negeri 5 Enrekang. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini menggunakan wawancara semi-struktur sebagai instrument untuk mengumpulkan data. Penelitian ini menggunakan sepuluh pertanyaan sebagai instrument pengumpulan data. Subjek dalam penelitian ini adalah guru SMA Negeri 5 Enrekang. Subjek penelitian terdiri dari tiga orang guru.

Hasil penelitian ini menunjukkan bahwa guru menerapkan semua jenis stimulus dalam proses belajar mengajar seperti penerapan hukum kesiapan, hukum Latihan, dan hukum efek dalam pembelajaran Bahasa Inggris. Guru menerapkan hukum kesiapan untuk memastikan kesiapan siswa dalam menerima materi contohnya dengan mengecek kehadiran siswa. Sedangkan untuk penerapan hukum Latihan digunakan guru untuk memastikan pemahaman siswa terkait materi yang telah diberikan, contohnya memberikan soal-soal untuk dikerjakan secara individu dan untuk penerapan hukum efek sendiri digunakan oleh guru untuk memberi penghargaan kepada siswa atas apa yang mereka capai selama proses pembelajaran berlangsung, contohnya memberikan pujian dan nilai yang bagus. Stimulus yang digunakan sangat bermanfaat untuk meningkatkan motivasi belajar mereka terutama dalam proses pembelajaran Bahasa Inggris.

Kata kunci: Stimulus, Respon, Pembelajaran Bahasa Inggris.

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In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

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Makassar, Desember 2022

The Researcher

Yusmita

LIST OF CONTENTS

COVER	i
LEMBAR PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELING SHEET	iv
SURAT PENYATAAN	ix
SURAT PERJANJIAN	x
MOTTO	xi
ABSTRAK	xii
ACKNOWLEDGEMENT	xiv
LIST OF CONTENTS	xvi
LIST OF FIGURE	xv
CHAPTER I	xvii
INTRODUCTION	1
A. Background	1
B. Problem Statement	6
C. Research Objectives	6
D. Significance of research	6
E. Scope of Research	7
CHAPTER II	8
REVIEW OF RELATED LITERATURE	8
A. Previous Relate Finding	8
B. Stimulus Response	8
C. Teacher Stimulus and Student Response	163
D. English Learning	16
E. Conceptual Framework	17
CHAPTER III	18
RESEARCH METHODOLOGY	18
A. Research Design.....	18
B. Data and Data Sources	18
C. Subject and Object of the Research	19
D. Procedure of Collecting Data	20

E. Techniques of Data Analysis	22
CHAPTER IV	24
FINDINGS AND DISCUSSION	24
A. Findings.....	24
B. Discussion	27
CHAPTER V	36
CONCLUSIONS AND SUGGESTIONS	36
A. Conclusions.....	36
B. Suggestions	36
BIBLIOGRAPHY	38
APPENDICES	
CURRICULUM VITAE	



LIST OF FIGURE

Figure 2.1 Conceptual Framework.....	17
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LIST OF APPINDICES

Appendicex 1: School' Data

Appendicex 2: Observation Sheet

Appendicex 3: Teacher Interview Sheet

Appendicex 4: Lesson Plan

Appendicex 5: Documentation



CHAPTER I

INTRODUCTION

A. Background

Educators and prospective educators need to know the theory of learning to realize a more advanced learning process to create a pleasant learning atmosphere through the personality of students and their learning environment, this aims to build student understanding to be able to interpret the instructed material. An educator and aspiring educator are categorized as successful in teaching if they can achieve change for better learning which is described as a process of change in which a person seeks to acquire intelligence or knowledge. The change in question is a change in themselves or a change in the current status. (Santoso & Dwi, 2021)

Learning is characterized as a way of changing behavior as a result of the relationship between stimulus and response. So it can be said that this behavioristic theory sees progress as a behavioral adjustment, which can be noticed, estimated, and surveyed in depth due to the presence of communication between stimulus and response. Changes occur through impulses (repairs) that lead to how the sensing apparatus behaves (reactions) given unthinkable regulations. The stimulus in question is the learning environment of the child himself, both externally which is the reason for learning. While the reaction is a consequence of the effect, as an actual response to the stimulus. (Amsari, 2018)

Another factor influencing learning success is interest. With interest, students will be encouraged to study harder because they feel that

something they learn is meaningful to them. The lack of student response and students' interest in English learning lessons will hinder the learning process. The low response of students is not necessarily the source of errors in the teaching materials students. The teacher's ability to deliver the material is inadequate so it can make the classroom atmosphere tend to be boring. In addition, the methods used are less varied and not quite right can bring an unattractive atmosphere that makes students unhappy a result which has an impact on decreasing response. A good learning method is a method that can lead students to achieve the expected educational goals.

In its development, language is a means of communication that is a tool to communicate the longing that exists in one's heart to others. Mustafa Al-Ghulyaini revealed that language is a word or pronunciation used by each individual to convey his meaning or will (Ansar, 2009: 2)

In English learning, it is undeniable that English is an international language used as a correspondence language, not only used by the British population but generally used as a correspondence language in various countries. In addition, English is a compulsory subject in educational institutions, both formal and non-formal, especially in Indonesia. English until now has an image as a compulsory subject for every level of education from junior high school to high school. (Anjarsari, 2021)

In reality, at every level of the school, there are still many students who imagine that English is a difficult subject. There are still many students who feel that English is not important so they don't have to learn

it. One of the reasons is the experience of taking English classes that are uninteresting and tiring. (Cookson & Stirk, 2019)

In research, the psychology of learning is collected into three types, namely research of the psychology of strength, the psychology of association, and the psychology of gestalt. Research on the psychology of the power of the individual emphasizes the strength of the individual self; Learning implies an attempt to limit it to fill as it should be. Association psychology research emphasizes the relationship between stimulus and response. Gestalt psychology research underscores both studies. Therefore, learning is a process of change in a person in the form of behavioral changes that occur due to experience and training.

Experience and training occur through mutual influence between the individual and his environment (Oemar, 1991: 16). In addition, student responses are an important element that determines success in English learning.

The stimulus-response is the standard of direct learning, in which its effect is a reaction to a certain stimulus. As a result, it tends to be perceived that there is a connection between the message and the crowd's response. The main part of the response combines the Stimulus (message), the Recipient, and the Effect (response).

A significant conjecture that must be seen from the response stimulus is that any kind of message conveyed both verbally and nonverbally can cause a reaction. If the stimulus given is very large, it will greatly affect the response given. One of the learning theories that adheres

to a fairly well-known understanding of behavior is the theory known as the Thorndike learning theory which was popularized by the inventor himself, Edward Thorndike. This theory is famous for the theory of stimulus and response, that learning is the process of forming an association between stimulus and response. It is necessary to realize that this theory has an important role for educators, namely to carry out stimulus so that there is a response to students which results in changes in behavior in students. Through this study, we will provide an understanding of how Throndike's learning theory is applied in the process of English learning in schools. (Santoso & Dwi, 2021)

In the realm of education, the relationship between educators and students is inseparable. Without these two relationships, learning is impossible. The relationship between educators and students will focus on the teacher's stimulus and the response of the student. Teacher stimulus is a positive stimulus provided by educators in teaching to make it easier to deliver the material. Meanwhile, the student's response is a sensation of student interest in the learning material provided by the educator in the teaching and learning process.

In any learning at school, especially in the classroom, not all students are interested in all things. This is because they are saturated with the way the teacher delivers the material. Thus, teachers must have a creative and imaginative stimulus in implementing learning strategies by utilizing all student learning styles in the form of visual, listening, and psychomotor skills well. (Zulham, 2021)

Based on observations and interviews with Mrs. Mastura S.Pd., M.Pd., and several other teachers. In the experience of teaching English, one example of giving a stimulus is that when starting a lesson he gives direct directions using English, if the student answers and understands well what is being conveyed, he will continue the learning activity, but when the student does not answer or review the given material, the teacher repeats the direction using the Indonesian.

This cannot be a benchmark for all students regardless of whether all students understand the material being taught, this is because the character of students in the class is different, some are active and some are passive.

In addition, when studying to increase the student's enthusiasm for learning, he usually gives awards such as adding points and gives compliments (such as words; good, fantastic, wonderful, you are right, and everything is fine). (Santoso & Dwi, 2021)

Furthermore, the reason for this study is to describe the types of stimulus-response in English learning, and how stimulus-response is applied in English Learning.

B. Problem Statement

From the background that has been compiled, the researcher provides identification of problems used as research material as follows:

1. What are the dominant stimulus responses that Implement in English Learning at SMA Model Negeri 5 Enrekang?
2. How do stimulus responses implement in English Learning at SMA Model Negeri 5 Enrekang?

C. Research Objectives

The reason for this research was the answer to the formulation of problems with the aim that the research can be more coordinated and there are limitations on the object being studied. The objectives of this research are:

1. To describe the dominant stimulus response implement in English Learning at SMA Model Negeri 5 Enrekang.
2. To describe how the stimulus response was implemented in English Learning at SMA Model Negeri 5 Enrekang.

D. Significance of research

- a. Benefits of hypotheses

This research can be used as reference material for similar research in the future.

- b. Practical benefits

The results of this ordinary research can be useful as input for SMA Model Negeri 5 Enrekang, English teachers themselves, and educational institutions in improving quality, especially those

related to teacher stimulus and student responses in English learning.

E. Scope of Research

The scope of this research was to describe the dominant stimulus-response used in English learning. This research focused on describing the implementation of the law of readiness, the law of exercise, and the law of effect in the learning process. This research was aimed at teachers of SMA Model Negeri 5 Enrekang.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Finding

In this research, the researcher will present some previous related findings by other researchers regarding stimulus response in learning, they are as follow:

The first research was conducted by Meidawati (2021), found that the type of stimulus used by the teacher was giving grades, using a variety of learning methods, giving reinforcement and giving punishment. This research uses a qualitative design. In data collection used structured interviews.

The second research was conducted by Anjarsari (2021) found that the response stimulus used by the teacher was very diverse, such as giving praise, appreciation, reinforcement, and the use of variations in teaching. This research uses a qualitative design. Data collection using interviews.

The conclusion from some of the relevant research above is that there are some similarities and differences with the research that has been done. The general similarity between this research and previous research is to find out the stimulus used by the teacher in learning. However, in this research, researchers will also focus on how the stimulus is implemented to students.

B. Stimulus Response

Stimulus or excitatory is a term used by psychology to describe a thing that stimulates the occurrence of a certain response. Stimulus is

information that can be sensed by the five senses. The theory of behaviorism uses the term stimulus paired with a response in explaining the process of forming behavior. If the stimulus and response are paired or conditioned it will form a new behavior toward the conditioned stimulus.

According to the Great Dictionary Indonesian ", a stimulus is a stimulant of the organism of another part of the body or receptors to become active".

A response is a reaction, meaning acceptance or rejection, as well as an indifferent attitude to what the communicator conveys in his message. Responses can be divided into opinions (opinions) and attitudes, where opinions or opinions are open answers (overt responses) to an issue expressed by spoken or written words. While attitude is a closed reaction (convert response) that is emotional and personal, it is a tendency to give a very positive or negative reaction to certain people, objects, or situations. Harvey and Smith define a response as a form of readiness in determining an attitude either in a positive or negative form towards an object or situation.

This definition indicates the existence of a division of responses that Ahmadi detailed as follows:

a. Positive response

A form of response, action, or attitude that shows or demonstrates, accepts, acknowledges, approves, and carries out the prevailing norms in which the individual is located.

b. Negative response

A form of response, action, or attitude that shows or shows rejection or disapproval of the prevailing norms in which the individual is located.

Several studies have been conducted related to stimulus-response, including:

Theory Edwin Guthrie showed that learning is a helpful relationship between a certain stimulus and a certain reaction. In addition, Edwin Guthrie stated that the stimulus with such reactions is an important calculation in learning. In this way, it is important to provide a progressive increase so that the relationship lasts a long time. In addition, the response will require more (even being habitual) when the reaction is associated with different types of stimulus.

M.Dalyono in his book entitled Educational Psychology, revealed that at the basic level of learning in Behavioristic Psychology said that the development that occurs in humans is limited by appreciation or strengthening of their environment. With this, behavioral learning has a pleasant relationship between behavioral reactions to its stimulus.

According to Thorndike, learning is the process of interaction between stimulus and response. A stimulus is what stimulates the occurrence of learning activities such as thoughts, feelings, or other things that can be captured through the sensory apparatus. While the response is the reaction that the learner raises when learning, which can also be in the form of thoughts, feelings, or movements/actions. So changes in behavior

due to learning activities can be concrete, that is, those that can be observed, or not concrete, that is, those that cannot be observed.

Menurut Thorndike, belajar merupakan peristiwa terbentuknya asosiasi-asosiasi antara peristiwa-peristiwa yang disebut stimulus (S) dengan respon (R). Stimulus adalah suatu perubahan dari lingkungan eksternal yang menjadi tanda untuk mengaktifkan organisme untuk bereaksi atau berbuat, sedangkan respon adalah sembarang tingkah laku yang dimunculkan karena adanya perangsang (Burhanuddin,2008)

Thorndike mengemukakan bahwa terjadinya asosiasi antara stimulus dan respon ini mengikuti hukum-hukum berikut: (Moreno, 2010 hal 163)

- 1) *The Law of Readiness* means that readiness refers to the assumption that the satisfaction of the organism comes from the utilization of the unit of introduction (conduction unit), where these units give rise to a tendency that encourages the organism to do or not do something.
- 2) *The Law of Exercise* means that the relationship of stimulus to response will become closer if it is trained frequently, and will become weaker or forgotten if the exercise or use is stopped.
- 3) *The Law of Effect* means that if a response produces a satisfactory effect, then the Stimulus-Response relationship will be strong. Conversely, the more unsatisfactory the effect that the response achieves, the weaker the relationship that occurs between Stimulus-Response. (Suryabrata,2015)

Based on the experiment, Thorndike concluded that learning is the relationship between stimulus and response, which is why the theory of connectionism is also called "S-R Bond Theory" and "S-R psychology of learning" this term refers to the length of time or a large number of errors in achieving a goal.

This connecting theory if associated with learning is to uses inquiry (finding). is like a teacher giving some pictures and showing them to students. By looking at these images, students will systematically correlate these images. Students will discover new stories resulting from connecting images. It can sharpen students' brains to think about finding something new from an image.

The S-R theory is the basis of psychological studies related to simple action-reaction processes. Stimulation (S) is the capture of an environmental object by a sensory apparatus transformed into a perception that is a certain pattern that has visual, auditory, groping, or taste properties. While the response (R) is an effect that appears or a reaction of a special nature to a certain stimulus. The response in this case can be a change in an individual's attitude, behavior, or perspective on something (Fisher, 1986: 194).

Here is the model of the S-R theory:



The S-R model figure above is the flow from stimulus to response. In response, feedback is generated by the organism, that is, the individual

who receives the message. The stimulus or message conveyed to the communicant may be received or you are not received depending on the background of the individual as described earlier. Effective communication occurs when there is attention, understanding, and acceptance of the stimulus received by the communicant. Differences in attention, understanding, and acceptance will lead to differences in the responses of each individual.

C. Teachers Stimulus and Student Response

Before the learning process, teachers need to plan the learning process to be implemented. This planning carried out an analysis of the forms of behavior that desired to appear in the student.

The main activities of the teacher teaching are to provide stimulus or stimulation, give guidance, give direction, and give encouragement to students to learn. All those efforts were meant to be learning.

- 1) The stimulation of learning from the teacher is related to the creation of a learning environment that can stimulate learning activities. Another learning stimulus is to connect the learning material learned with the environmental situation, both physical, social, and cultural environments.
- 2) The guidance provided in the learning process is an aid to students if they face learning difficulties. It is hoped that students will be able to overcome these learning difficulties. Tutoring in learning should be carried out individually to recognize more deeply the learning difficulties faced by students.

- 3) The direction given by the teacher in the learning process is an effort to guide the direction of student learning toward the goals to be achieved.
- 4) Encourage students to learn to create learning situations that allow students to learn actively. The urge to learn arises if students feel they need learning material that should be studied.

The student's response is a social reaction that the student or learner makes in response to the influence or stimulation in himself from the repetition situation carried out by others, such as the repetition of the teacher in the learning process or from the social phenomena around his school.

In the educational context, communication is the main component of delivering the subject matter of a teacher to students. Therefore, the teacher must have communication skills, in particular oral communication in an instructional context. The teacher's proficiency in oral and instructional communication will determine the success of student learning (Suparno, 1999). However, along with the development of the times with the complexity of educational issues, to become a communicative teacher, you should also know other aspects. Delivery must know the right communication schemes and models to be applied in Teaching and Learning Activities (KBM). That communication scheme explains how communication works. (Kurniawan, 2018)

According to Djalaluddin Rahmat, the response is a creative activity that is not only positive development, all kinds of activities carried

out by the stimulus can also be called a response. Of course, the response can be interpreted as the result or impression obtained from the perception of the subject, event, or relationship obtained by outlining the message (Jalaluddin, 1999: 51).

According to Soenarjo, the term response in communication is a communication activity that is expected to obtain results that can affect the form of response. Communication activities have an impact as a communication response to messages sent by a communicator (Soenarjo et al., 1983: 25).

Ahmad Subandi put forward his response with the term criticism which has a very large role or impact in deciding whether communication is good or bad (Ahmad, 1982:50). The response delivered from the communicant to the communicator will neutralize translation errors in the communication process.

The student response here is the student's interest in the learning material provided by the educators who are constantly evolving. Thus, it can improve the quality of student information on the material taught. At the same time, the student's response is understood as an action as a result of the improvement given by the teacher to him or the response to learning something with a feeling of happiness.

Experts in deciphering the reactions between one and the other have differences. However, although experts differ in characterizing opinions, everyone has something in common.

D. English Learning

The importance of learning here is the relationship between Teacher and Student during the time spent creating outstanding students according to the perspective of understanding, morals, and capacity, to help students from now on. Bahasa England itself has turned into a compulsory subject for the junior high to university levels. Likewise, English is one of the languages that many people know and learn English. The learning model carried out by the instructor should focus on the objectives to be achieved, the capacity and abilities of the student, the capacity and ability of the educator, the conditions of the ever-evolving experience, and the equipment or ideas of an accessible framework (Ulfa et al., 2018). It was added by (Hidayat, 2011) that the best learning model is the one that best suits the quality of the student, the objectives, showing the material, the media, the time is given, and the ongoing circumstances. (Andriani et al., 2021)

The research I researched was a high school teacher, who is an educator who has served as a teacher for many years. In addition, this research took place at SMA Model Negeri 5 Enrekang, Baraka, Baraka District, Enrekang Regency, South Sulawesi. Because I am interested in the learning carried out at SMA Model Negeri 5 Enrekang, especially English itself. Thus, research on stimulus and student responses to English learning in teachers in SMA Model Negeri 5 Enrekang is a study that seeks data findings to create an overall picture of what stimulus teachers

provide to students and how to implement it to students especially in the learning of English in the classroom. Thus, it can increase student interest.

E. Conceptual Framework

The conceptual framework of the scheme can be presented as follows:

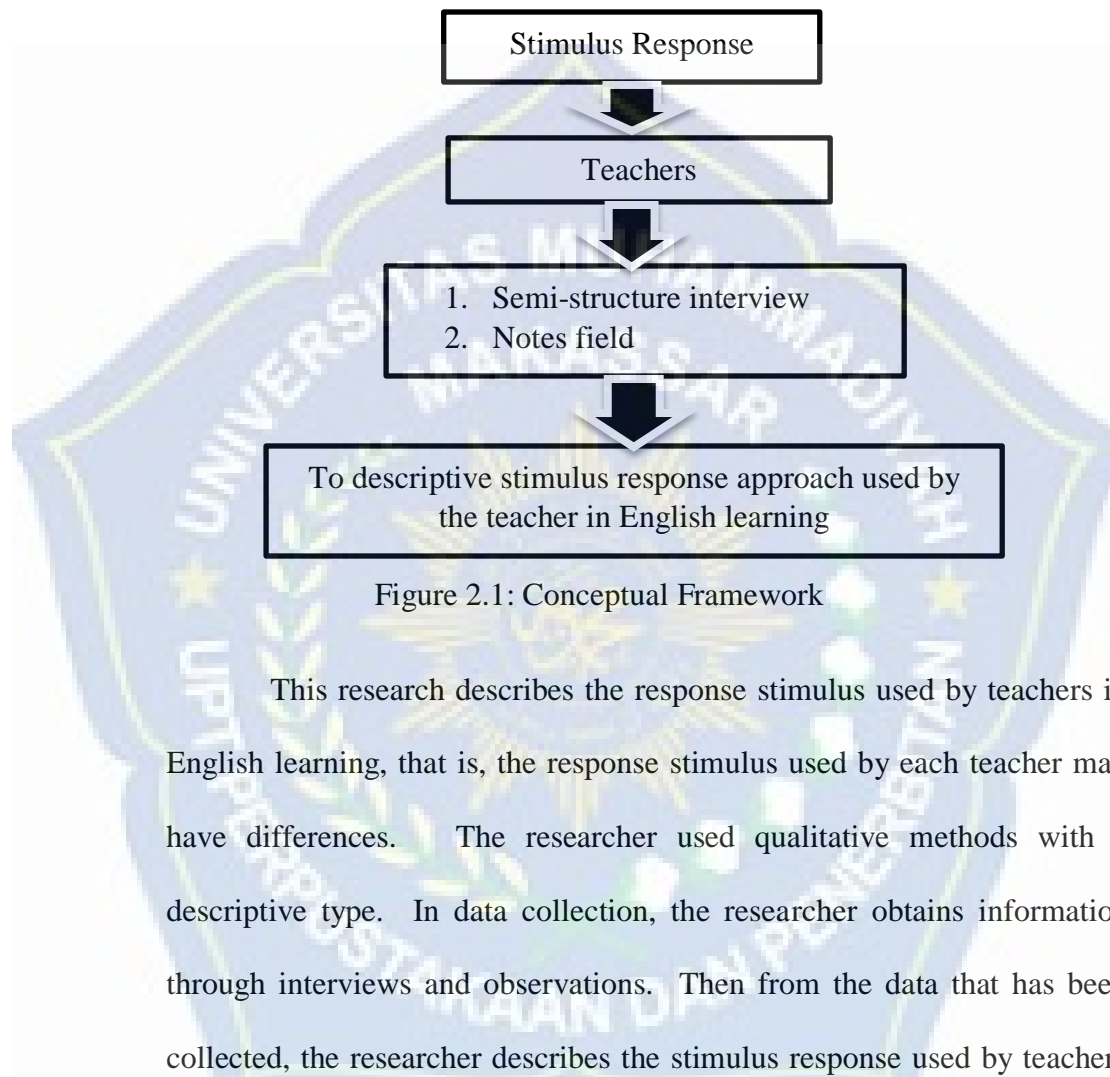


Figure 2.1: Conceptual Framework

This research describes the response stimulus used by teachers in English learning, that is, the response stimulus used by each teacher may have differences. The researcher used qualitative methods with a descriptive type. In data collection, the researcher obtains information through interviews and observations. Then from the data that has been collected, the researcher describes the stimulus response used by teachers in English learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This type of research was descriptive qualitative, with the design of inductive thinking which was a technique of imagination that departs from extraordinary facts or special events drawn by general speculation (Sutrisno,1995:42).

Qualitative descriptive research methods were research techniques based on post-positivism reasoning used for research on ordinary conditions (as opposed to experimental) where the researcher was a key instrument. The data collection procedure was carried out by triangulation (combined), information analysis was inductive/subjective, and the results were more focused on reality.

This research was intended so that the researcher can find out the type of stimulus-response used by the teachers in English learning at SMA Model Negeri 5 Enrekang.

This research was conducted at SMA Model Negeri 5 Enrekang, Baraka, Baraka District, Enrekang Regency, South Sulawesi. Where English learning at SMA Model Negeri 5 Enrekang was a compulsory subject.

B. Data and Data Sources

This qualitative research data was in the form of texts about teacher stimulus in the English learning process at SMA Negeri 5 Enrekang obtained from the formulation of the problem. Information was in the form

of facts that were used to determine the results of the research. The data taken in this study were primary and secondary.

Primary data means that the data was obtained directly from the source without intermediaries. In this study, primary data were obtained from the results of observations and interviews directly. Secondary data was data that was already available and cannot be obtained directly from the source. This study included secondary data in the form of data related to the research and taken from the documentation of SMA Negeri 5 Enrekang.

The source of data in this qualitative research was teachers who provide stimulus in the English learning process.

C. Subject and Object of the Research

The subject of this research was the subject to which the intended or expected information regarding matters related to the problem under study. The subjects of the study among others:

- a. Principal of SMA Model Negeri 5 Enrekang as a subject to get various information needed
- b. English teacher at SMA Model Negeri 5 Enrekang as a teacher to get information about the process of English learning in the classroom.
- c. Students of Class XI SMA Model Negeri 5 Enrekang to find out how much students can answer the stimulus provided by educators, especially in English lessons.

The object of this study was a teacher of three people as respondents.

D. Procedure of Data Collecting

To obtain information or data, the researcher was the following information collection strategies:

a. Observation

This observation was carried out to maintain the authenticity and accuracy of the data found in the field. This activity was carried out during the researcher's research at SMA Negeri 5 Enrekang and this observation was made on English teachers when carrying out learning in the classroom. To obtain maximum results in this research, the researcher also observed student responses during learning.

In researching so that observations become structured, researchers was observation guidelines in the form of a list of information that the researcher want to find. These observation guidelines were intended to assist the researcher in examining circumstances related to the stimulus used by teachers in English learning.

This research was a type of participant observation method where the researcher was directly involved with the object or subject being studied so that the data obtained was more complete, sharp, and to the level of meaning of every visible behavior. As stated by Susan Stainback in Sugiono stated:

"In participant observation, the researcher observes what people do, listens to what they say, and participates in their activities"

(dalam observasi partisipatif, peneliti mengamati apa yang dikerjakan orang, mendengarkan apa yang mereka ucapkan, dan berpartisipasi dalam aktivitas mereka).

The researcher's observation technique was used to observe how the English learning process at SMA Negeri 5 Enrekang. With this observation method, the researcher can see directly the implementation of English learning related to what stimulus was provided by the teacher and also the student response that can be shown by the stimulus in the implementation of English learning that takes place.

In this observation method, the researcher comes to the research site to see the course of the learning process. So that the researcher can get a direct picture of the process of English learning.

b. Interview

In this method of interviewing, in this interview method, researchers obtained data from educators, especially in the process of providing stimulus during the English learning process. An interview was an oral question and answer between two or more people directly.

The researcher was structured interview techniques in this study, where a series of questions had been prepared by the researcher to find out directly the source. Then the resource person or informant was directed to provide answers according to the actual situation so that the interview activities were more conducive and directed.

The interviews obtained were in the form of an overview of the process of English learning, the form of stimulus provided, and the techniques or methodologies used by educators in learning.

c. Documentation

Document technique was data collection using documents in the form of text, images, and other objects to relate the section under study.

This documentation strategy was to obtain information that was expected to support research. Research conducted by researchers provides or presents documentation of research results in the form of photos during learning activities in class and interviews with the teachers of SMA Negeri 5 Enrekang.

E. Techniques of Data Analysis

Data analysis was the movement after information from all respondents or various sources of information was collected. The process of data analysis in qualitative research was carried out before entering the field, during the field, and after completion in the field. Activities in data analysis, in particular:

1) Data Reduction

Data reduction was to conclude, in this process, the researcher focuses attention or focuses on interpretation of the data, and collects all the information that has been obtained. The first thing the researcher did was to analyze the data from the interviews by listening to the recorded

interviews. The data obtained from the interview results were summarized to select the required data .

2) Display Data (Presentation of information)

After the information was reduced, the next effort was to display it information. After the data was collected, the researcher has an idea about the meaning of the data that has been collected. At this stage, the researcher reads and going through the interview transcript repeatedly to highlight important topics relating to the subject under study. Thus researchers can find out the type of stimulus used by the teacher and how it was applied.

3) Conclusion Drawing/Verification

The third or final stage was concluding. At this stage, researchers analyze the data that has been collected. Researchers began to compile data and provide an overview of the resulting data in a brief description. Furthermore, researchers classify in more detail by writing down the results and discussion.

CHAPTER IV

FINDINGS AND DISCUSSION

This part presents the findings and discussion of the research that has been obtained from the interview process as the research instrument. This chapter answered the research problem, which will present a description of the data from the stimulus response approach used by the teacher in teaching English. Data collection through interviews was carried out directly between researchers and teachers to obtain the data.

A. Findings

1. Class conditions and students during the process of learning activities

During the learning process, sometimes various unexpected circumstances arise in the learning process. There may be children who lose concentration so they return to playing alone, there is also a feeling of boredom and boredom with the learning process, students lose their passion for learning and there are many more attitudes of students in following the learning process. This is due to the provision of a stimulus that does not correspond to the state of the pupil. The provision of the right stimulus by the teacher can minimize the occurrence of this so that the learning process can run smoothly and the learning objectives can be achieved. The provision of the stimulus itself can be strengthened by paying attention to the laws of learning including; The law of Readiness, The Law of exercise, and The law of effect.

- a. *The Law of Readiness* means that readiness refers to the assumption that the satisfaction of the organism comes from the utilization of the

unit of introduction (conduction unit), where these units give rise to a tendency that encourages the organism to do or not do something.

In checking the readiness of students, the teacher usually provides a stimulus including saying a greeting to students at the beginning of the meeting, praying before the start of class, and also checking the attendance of students.

- b. *The Law of Exercise* means that the relationship of stimulus to response will become closer if it is trained frequently, and will become weaker or forgotten if the exercise or use is stopped.

In terms of a student exercise, the teacher always gives assignments in the LKS (student worksheet) to determine the level of student understanding. Besides that, the teacher sometimes gives exercises by making sample questions and randomly appointing students to work on the question on the blackboard.

- c. *The Law of Effect* means that if a response produces a satisfactory effect, then the Stimulus-Response relationship will be strong. Conversely, the more unsatisfactory the effect that the response achieves, the weaker the relationship that occurs between Stimulus-Response.

In strengthening the law of effect the teacher usually gives additional points and gives praise to active students in class.

2. *Student responses when the teacher teaches in class*

The results of teacher interviews were presented to show students' responses after giving the stimulus.

The response was the result of giving a stimulus, in the process preceded by a person's attitude, because the attitude was a person's tendency or willingness to behave when faced with a certain stimulus. Changes in student attitudes can describe how they respond to the given stimulus. The responses shown by students in the process of English learning are as follows:

a) Class Conditions

As the statement from the English teacher at SMA Model Negeri 5 Enrekang, Mastura, S.Pd., M.Pd. from the research interview said:

“Kondisinya? Maksudnya kondisi kelas secara umum?, Kondisi umum kelas selama kegiatan pembelajaran yaitu siswanya sangat antusias dalam mengikuti pembelajaran” (Interview on August 4th at SMA Model Negeri 5 Enrekang).

b) Teaching Method

Based on the results of interviews with an English teacher at SMA Model Negeri 5 Enrekang, Mastura, S.Pd., M.Pd. said:

“Untuk metode sendiri saya biasanya menyesuaikan dengan materi yang akan diajarkan, namun lebih sering menggunakan metode comperative learning (metode berkelompok)” (Interview on August 4th at SMA Model Negeri 5 Enrekang).

c) Learning Resources

For their learning resources, teachers usually used textbooks and so on. As stated by the English teacher at SMA Model Negeri 5 Enrekang, Dra. Jeha said:

“Sumber belajar memiliki pengaruh penting dalam proses belajar siswa, begitu pula dengan kelengkapan materi dan buku ajar akan memudahkan siswa dalam mencari informasi yang berkaitan dengan materi yang diajarkan” (Interview on August 9th at SMA Model Negeri 5 Enrekang).

d) Reward

In English learning was very concerned about student responses. Some students enthusiastically compete to get the best grades and compete for attention. In an interview conducted with an English teacher at SMA Model Negeri 5 Enrekang, Mastura, S.Pd., M.Pd. said:

“Dengan memberikan nilai yang baik dan sesuai dengan kemampuan siswa akan mempengaruhi minat belajar siswa, ketika siswa mengetahui nilainya bagus maka motivasi belajar bahasa Inggrisnya semakin tinggi” (Interview on August 4th at SMA Model Negeri 5 Enrekang).

B. Discussion

After describing the data briefly, the researcher needs to analyze the data and explain it to answer the research problem. The explanation will be presented below:

1. The dominant response stimulus used by teachers in English learning at SMA Model 5 Enrekang

The stimulus that can be given by the teachers in class XI SMA Model 5 Enrekang was as follows:

a) Use of a variety of teaching methods, materials, and supporting books

The use of various learning methods and strategies through media play techniques, materials, and supporting books greatly affects the way students of class XI SMA Model 5 Enrekang learn. English learning has four main skills, namely listening, speaking, reading, and writing. English teachers in class XI SMA Model 5 Enrekang use different ways of delivering learning materials for each skill in learning English.

The effect of the teacher's stimulus variation skills on student activity was stated by Sanjaya (2021) that the use of stimulus variation skills can affect student learning activities, because the presence of stimulus variations carried out by the teacher in learning will affect students' enthusiasm and perseverance, and students will participate actively in learning.

Based on the theory above, it shows that there is an influence of the teacher's stimulus variation skills on student activities in learning, so in this case the teacher's stimulus variation factor is something that the teacher must pay attention to while carrying out learning so that learning will be created that is not boring for students and will be a concern for students to always active in learning.

This proves that the teacher's teaching method in class XI of SMA Model Enrekang has a role in increasing students' motivation to learn English. The existence of English textbooks directs students more in critical thinking so that in each lesson students are more courageous to ask questions and respond to each teacher's questions.

b) Giving value

Usman (2006: 81) mentions that there are three reward goals for students, namely providing reinforcement and increasing student attention to the lesson, stimulating student motivation and increasing learning activities, as well as fostering student behavior to be more productive. One way to increase student motivation is to give a high score.

The giving of grades in this case is a symbol of learning activities. Good numbers for the students are a very strong motivation. But teachers should know that the exposure to such numbers is not yet a true learning outcome, a meaningful learning outcome, the step taken by the teacher is to give numbers.

Giving high scores will further increase student learning motivation. This proves that giving grades from student learning outcomes can affect the interest in learning English for class XI students of SMA Model 5 Enrekang. The value given can be related to the value contained in each piece of knowledge taught to students so that it is not just cognitive, but skillful and effective.

c) Punishment

Revealed by Baharuddin (2010: 74), punishment is presenting or giving a situation that you want to avoid to reduce behavior. Punishment is negative reinforcement, but if given appropriately and wisely will be a motivational tool. The punishments of an educational nature that teachers can give are in various forms such as; exile, condemnation, innuendo, or

reprimand of students. The most frequently used form of educational punishment for teachers is a reprimand. A real reprimand is a punishment as well, and will not be perceived by students as punishment if it is delivered in a familial and fairly subtle manner.

This method will be more effective for correcting students' mistakes when compared to innuendo or strong condemnation. Punishment in the form of reproach is avoided by the teacher wherever possible since it can most likely cause a sense of hopelessness in the student so that his learning motivation dies.

The teacher gives a direct reprimand if the student continues to repeat the previous mistakes. This is done to avoid chaos in learning and will affect the learning of their friends. Assignments are sometimes carried out by English teachers in class XI, with an increased number of questions, to reduce the level of laziness of students in learning. The positive impact of giving punishment on students' learning motivation is to have a direct impact on students so that they no longer want to repeat their actions and make them study hard and be more active in learning, feel happy in following the learning process, and the punishment given is also considered attention.

d) Giving praise or appreciation

Praise is part of positive reinforcement that can increase the frequency of student responses in learning activities. Teachers use praise to cultivate students' sense of "self-esteem, autonomy, independence, achievement, and interest in learning". Praise is often given at the end of

the task for work that is considered "well done". Praise is a strategy that aims to encourage students to monitor meaning and correct themselves.

According to purwanto (2011: 182), reward is a tool to educate children so that children feel happy because their actions or work are rewarded. The goal to be achieved in giving appreciation to students is to further increase intrinsic rather than extrinsic motivation. Intrinsic reward is a self-regulated reward. While extrinsic reward is an award that comes from outside the person.

Rewards given to students take various forms, Djamarah (2008: 124-134) said that broadly speaking, rewards can be divided into four types, namely: Praise, honor, gifts, and tokens of appreciation.

Based on the results of observations, students of class XI SMA Model 5 Enrekang are very happy if their learning efforts are appreciated and get recognition from the teacher, although it is very simple. Awarding can be done in various ways and according to existing opportunities. English teachers of class XI SMA Model 5 Enrekang give praise or awards in several kinds, namely in the form of speech, writing, goods /objects, and special awards. It is appropriate that this award can be a student's pride in his existence, which in turn increases self-confidence and self-motivation. Whatever type of reward is given must be adjusted to the stage of development of the student and must be proportional.

2. Implication of stimulus response in English learning at SMA Model 5

Enrekang

Edward Lee Thorndike is a prominent psychologist in the United States who spend most of his career at teacher's college, Columbia University. Thorndike learning theory is also known as connectionism theory (Agus, 2009). Thorndike argues that the basis for learning is the association between the senses (Sense Impresion) and the impulse to act. Students' readiness to learn English was certainly necessary to follow the next learning process, students already have basic concepts to respond to the stimulus provided by the teacher. This stimulus can be a new concept related to the concept that the student has learned before. If students do not have the readiness to learn, then the response given was also not by was expected. This certainly does not cause satisfaction for both the teacher and the students themselves. In other words, the tendency to act arises because of self-adjustment or relationship with the surroundings so that the act of adjustment it gave satisfaction. This is one of the first legal forms of the Thorndike Law of readiness, namely the preparation for action, ready to act.

The second was the law of exercise, the more often a behavior was repeated/trained (used), the stronger the association will be. The interpretation of this law was that the more often knowledge was formed, the stronger the association between stimulus and response will be. So, this law indicates the main principle of learning was repetition. The more often a subject matter was repeated, the stronger the subject matter will be stored in memory (memory). In English learning, this can be done by the teacher providing exercises in the form of questions related to the material given.

The third was the law of effect, the relationship of the stimulus response tends to be strengthened if the result was pleasant and tends to be weakened if the result was unsatisfactory, an action followed by a pleasant effect, then the action was likely to be repeated at another time. Conversely, if an action was followed by an unpleasant result, then the action was likely not to be repeated at another time. In this case, it appears that the law of such consequences has to do with the influence of rewards and punishments. The rewards that teachers give to student work (e.g. teacher praise of students who can solve English questions well) cause students to want to continue doing similar activities. Meanwhile, the punishment given by the teacher for the student's work (for example, the teacher's reproach for the student's English work) prevents the student from repeating his mistakes.

Application of Thorndike's learning theory (Connectionism) in English learning at SMA Negeri 5 Enrekang was done in the following way:

First, before starting the teaching and learning process, educators ensure that their students are ready to participate in the learning, at least some activities can attract students' attention to participate in teaching and learning activities. Soemanto (1998:191) defines readiness as a person's readiness or willingness to do something or readiness as all the traits or forces that make a person able to react in a certain way.

As for the step of providing stimulus, at the beginning of the meeting the teacher first greeted the students, after greeting and ask for news the teacher was then giving directions to pray together. Next, the teacher checks the students' attendance.

Second, the learning provided is in the form of continuous learning, this is intended so that past material can still be remembered by students. In other words, the material provided has a relationship with the previous material. This is by Piaget in Hanafy (2014) who said that learning is a process of occurrence of Associations and Accommodations in the cognitive structure of the child, that is, the process of adjusting or matching the newly obtained information with previously known information and changing it when necessary (associations) while the accommodations process, that is, compiling and rebuilding or changing previously known information so that new information can be better adapted.

As for the implementation stage of the activity, after the teacher check the attendance of the students, then the teacher reviews the material from the previous meeting to evoke students' memories which are then linked to the material to be taught that day.

Third, repetition of material delivery and exercises, to help students remember related material that has been passed. Pavlov in Hanafy (2014) also argues that the same thing known as the Conditioning theory is to view that all human behavior is nothing but the result of conditioning, that is, the result of exercises or habits reacting to certain stimuli experienced in his life.

For the implementation stage of the activities above, after awakening students' memories, the teacher explains the material being taught that day. After the presentation of the material to check students' understanding, the teacher gives questions to be worked on individually then the teacher appoints students randomly to write their answers on the blackboard to be corrected together.

Fourth, students who have studied well are rewarded, and those who have not been well are immediately corrected or guided in learning. This is in line with Wibowo (2015) the form of reinforcement given by the teacher to the positive behavior shown by students can be in the form of giving rewards in the form of objects (gifts), verbal (such as praise), and also in the form of warm, permissive, and acceptance behavior so that the positive reinforcement can change student behavior. In addition, according to Skinner's view in Hanafy (2014), the chance of an event occurring gives rise to a learning response, both its consequences as a reward and a reprimand or punishment. Thus, the descriptive selection of the stimulus and the use of reinforcement can stimulate the individual to study harder, so learning is the relationship between the stimulus and the response (S-R).

For the stage of giving rewards, carried out during the learning process. The teacher conducts an assessment based on student activity in participating in class learning. The reward given is in the form of adding value or giving praise.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the research that has been described in the previous section, related to the answers to the problems raised by the author in this thesis, the following authors propose some conclusions.

1) The dominant response stimulus in English learning at SMA Model 5

Enrekang include:

- a. Use of various teaching methods, materials, and supporting books
- b. Giving Value
- c. Punishment
- d. Giving praise or appreciation

2) The form of implementing stimulus response in English learning at

SMA Model 5 Enrekang includes:

- a) First, the teacher checks the readiness of students with various activities that can attract students' attention
- b) Second, providing interrelated material
- c) Third, the teacher provides repetition or exercises related to the material that has been taught
- d) Fourth, the teacher gives rewards to students who have learned well in the form of grades or praise.

B. Suggestions

After the author draws some conclusions from the descriptions in this thesis, the next researcher will propose suggestions as consideration for

implementing and developing the ideas outlined in the thesis and having a moral contribution to society, nation, and state, including it:

- a) For the school, it is possible to improve facilities and infrastructure to support the implementation of an effective learning process, especially in English Education.
- b) To better understand the quality of students who are active and passive in learning, the teacher can try to provide opportunities for students to learn and understand the next learning material in their respective homes then the teacher tests students to present the material they have learned in class at the next meeting. This aims to force and foster a willingness to learn and a willingness to understand the material so that it will trigger and develop a positive mindset of students in learning, as well as foster a sense of willingness of students to study at home. In addition, it trains students both with passive characters in particular and those with active characters to improve speaking skill and express opinions.

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The logo of Universitas Muhammadiyah Makassar is a blue shield-shaped emblem. It features a central golden sunburst with a crescent and star. The text "UNIVERSITAS MUHAMMADIYAH" is arched across the top, and "MAKASSAR" is arched below it. At the bottom, the text "UPT PERPUSTAKAAN DAN PENERBITAN" is written in a semi-circle. The word "APPENDICES" is overlaid in the center in a large, black, serif font.

APPENDICES

Appendix 1

School Data

a. School Profile

1. School Name	SMA MODEL 5 ENREKANG
2. NPSN	403131853
3. Education Level	SMA
4. School Status	Country
5. School Address	Jl. KEMAKMURAN NO. 1 BARAKA
RT/RW	1 / 1
Postal Code	91753
Neighborhoods	Baraka
District	Kec. Baraka
Districts/Cities	
Province	Enrekang District
Country	Prov. South Sulawesi

	Indonesian
6. Geographical Position	Latitude: -3.4072
	Longitude: 119.8534

b. School History

SMAN 5 Enrekang which was formerly called SMAN 1 Baraka was located in the baraka district, Enrekang regency was established on 30-05-1991 and stands on a land area of 500m² which is one of the public schools that has graduated several alumni to continue to priority universities.

c. School Vision and Mission

The school's vision is "The realization of SMAN Model 5 Enrekang as a dignified model school with smart graduates, a beautiful, safe and comfortable environment, taqwa, innovative, and creative school residents in maintaining local arts and culture, and able to compete in the era of globalization through increased mastery of science and technology."

The mission of the school is as follows;

- a. Empower educators and education staff who meet the standards set.
- b. Instill discipline through a clean culture, an orderly culture, and a work culture.

- c. Fostering a passion for the religion it adheres to, regional culture, and art so that it becomes a source of wisdom in behavior and society.
- d. Foster innovation in everyday life that can support professional development.
- e. Empower all components of the school and optimize resources in developing the potential and interests of learners optimally.
- f. Equip students with science and technology to be able to compete and continue to their favorite higher education level.

d. Learners

Table 1.2

Learners

Class X		Class XI		Class XII		Sum		Total
LK	P	LK	P	LK	P	LK	P	LK+P
177	183	126	166	138	213	441	562	1003

e. Educators and Education Staff

Table 1.3

Educators and education staff

Position	L/P		Education					
	LK	P	Sd	SMP	SMA	D3	S1	S2
Educator/Teacher	22	20			1		34	7

Library Staff	2	3				1	4	
Administrative Personnel	3	1			2		2	
Security	1				1			



Appendix 2

OBSERVATION SHEET

Petunjuk: Pengamat memberi tanda cek (✓) pada kolom yang sesuai, dibagian bawah tabel (ceklis) isikan pula secara jelas hal-hal penting/menarik pada saat guru mengelola pembelajaran.

*instruction: The observer gives a check mark (✓) in the appropriate column at the bottom of the table (check list) also fill in clearly important/interesting things when the teacher manages learning

Teacher : Dra. Rahmatasiah

Day/date : Monday/08th August 2022

No	Syntax		Teacher role	Check List				
				1	2	3	4	5
1.	Menyampaikan tujuan dan mempersiapkan siswa * communicate goals and prepare students	The Law of Readiness	Guru menjelaskan tujuan pembelajaran (the teacher explains the purpose of learning)				✓	
			Guru menginformasikan latar belakang pelajaran (the teacher informs the background of the lesson)				✓	
			Guru menjelaskan pentingnya pelajaran (the teacher explains the importance of the lesson)				✓	

			Guru mempersiapkan siswa untuk belajar (teachers prepare students to learn)					✓
2.	Mempresentasikan Pengetahuan * Represent knowledge	The Law of Readiness	Guru mempresentasikan materi dengan benar dan lancar (the teacher presented the material correctly and smoothly)				✓	
			Guru menyanjikan informasi tahap demi tahap sesuai urutan (the teacher presents information step by step in sequence)				✓	
3.	Memberi pelatihan *Provide Exercise	The Law of Exercise	Guru menyiapkan bahan/materi untuk pelatihan (the teacher prepares materials for exercise)					✓
			Guru memberi bimbingan Pelatihan (the teacher provides training guidance)					✓
4.	Mengecek pemahaman dan memberikan umpan balik	The Law of Effect	Guru mengecek apakah siswa telah berhasil melakukan tugas dengan baik (the teacher checks whether the students have succeeded in doing					✓

	*Check understanding and provide feedback		the task properly)					
			Guru memberikan umpan balik terhadap tugas yang telah dilakukan siswa (the teacher provides feedback on the tasks students have done)					✓
5.	Memberikan kesempatan untuk pelatihan lanjutan *Provide opportunities for further exercise	The Law of Exercise	Guru memberikan tugas rumah sebagai pelatihan lanjutan (the teacher gives homework as further exercise)					✓

Sumber: <http://penelitintindakankelas.blogspot.com/2012/05/cara-membuat-lembar-observasi-contoh-1-html?m=1>

Deskriptor:

Skor 1 : Tidak dilakukan oleh guru

(not done by the teacher)

Skor 2 : Dilakukan oleh guru tetapi masih kurang baik

(done by the teacher but still not good)

Skor 3 : Dilakukan oleh guru dengan cukup baik

(done by the teacher quite well)

Skor 4 : Dilakukan oleh guru dengan baik

(well done by the teacher)

Skor 5 : Dilakukan oleh guru dengan sangat baik

(teacher did very well)

Hal-hal penting lain saat guru mengelola Langkah-langkah pembelajaran

*Other important things when the teacher manages learning

1. Tahap pertama: Menyampaikan tujuan dan mempersiapkan siswa.
 Catatan: Sebelum memulai pembelajaran, guru mempersiapkan siswa terlebih dahulu seperti menyapa, menanyakan kabar, berdoa, dan menyampaikan tujuan dari materi yang akan dipelajari.
(the first stage: communicate goals and prepare students)
Notes: before starting the lesson the teacher prepares students in advance such as greeting, asking news, praying, and conveying the purpose of the material to be studied)
2. Tahap kedua: Mempresentasikan Pengetahuan
 Catatan: Guru menjelaskan materi secara terstruktur
(the second stage: Represent knowledge)
Notes: the teacher explains the material in a structured manner)
3. Tahap ketiga: Memberi Pelatihan
 Catatan: Setelah menjelaskan materi, guru memberikan contoh soal untuk memperjelas materi yang telah dijelaskan sebelumnya
(the third stage: Provide exercise)
Notes: after explaining the material the teacher gives examples of questions to clarify the material previously explained)
4. Tahap keempat: Mengecek pemahaman dan memberikan umpan balik
 Catatan: Setelah menjelaskan materi, guru kemudian menguji pemahaman siswa dengan memberikan pertanyaan untuk mengecek sejauh mana pemahaman siswa terhadap materi yang diajarkan
(the fourth stage: check understanding and provide feedback)
Notes: after explaining the material the teacher then tests student understanding by asking questions to check the extent to which students understand the material being taught)
5. Tahap kelima: Memberikan pelatihan lanjutan
 Catatan: Diakhir pertemuan, guru biasanya memberikan pekerjaan rumah kepada siswa sebagai Latihan dan persiapan untuk pertemuan berikutnya.
(the fifth stage: Provide advanced exercise)
Notes: After the end of the meeting, the teacher usually gives homework to students as practice and preparation for the next meeting)

Appendix 3

TEACHER INTERVIEW SHEET

School : SMA MODEL NEGERI 5 ENREKANG

Teacher : Mastura S.Pd., M.Pd.

Day/Date : 08th August 2022

Isi kolom jawaban sesuai pernyataan guru

** Fill in the answer column according to the teacher's statement*

No	Questions	Answer
1.	<p>Bagaimana kondisi kelas dan siswa selama kegiatan pembelajaran?</p> <p><i>*How the condition of the class and students during learning activities?</i></p>	<p>Kondisi umum kelas selama kegiatan pembelajaran yaitu siswanya sangat antusias dalam mengikuti pembelajaran.</p> <p><i>*The general condition of the class during learning activities is that students are very enthusiastic in participating in learning.</i></p>
2.	<p>Saat melakukan kegiatan pembelajaran di kelas, apakah Anda menerapkan pembelajaran Model instruksi langsung?</p> <p><i>*When carrying out learning activities in class, do you apply direct instruction model learning?</i></p>	<p>Tentunya dalam kegiatan pembelajaran saya selalu menerapkan pembelajaran Model instruksi langsung.</p> <p><i>*Of course in learning activities I always apply direct instruction model learning.</i></p>
3.	<p>Metode apa yang Anda terapkan dalam menyampaikan materi pembelajaran sehingga semua siswa dapat memahami/mengikuti pelajaran dengan baik?</p> <p><i>*What method do you apply in conveying learning material so that all students can understand/follow the lesson well?</i></p>	<p>Untuk metode sendiri saya biasanya menyesuaikan dengan materi yang akan diajarkan, namun lebih sering menggunakan metode comperative learning (metode berkelompok)</p> <p><i>*For my own method I usually adjust to the material to be taught, but more often use the comparative learning</i></p>

		<i>method.</i>
4.	<p>Apakah metode ini efektif? Seberapa besar dampaknya untuk membantu siswa belajar dengan baik?</p> <p><i>*Is this method effective? How big the impact is to help students learn well?</i></p>	<p>Menurut saya metode tersebut efektif karena dengan menggunakan metode tersebut mereka lebih bersemangat untuk belajar.</p> <p><i>*I think this method is effective because by using this method they are more enthusiastic to learn.</i></p>
5.	<p>Bagaimana siswa menanggapi ketika anda mengajar di kelas?</p> <p><i>*How students respond when you teach in class?</i></p>	<p>Jadi tanggapan siswa saat mengikuti kelas Bahasa Inggris yaitu bersemangat apalagi jika menggunakan metode berkelompok.</p> <p><i>*So the students' responses when participating in English classes were enthusiastic especially when using the group method.</i></p>
6.	<p>Berapa kemampuan rata-rata siswa untuk menerima pelajaran bahasa Inggris?</p> <p><i>*What is the average ability of students to accept English lessons?</i></p>	<p>Kemampuan siswa dalam menerima pelajaran Bahasa Inggris biasanya beragam ada siswa yang mudah mengerti dan ada pula siswa yang membutuhkan perhatian khusus untuk mengerti materi yang diajarkan.</p> <p><i>*The ability of students to receive English lessons usually varies, there are students who easily understand and there are also students who need special attention to understand the material being taught.</i></p>
7.	<p>Media apa yang Anda gunakan dalam pelajaran bahasa Inggris? Apakah itu efektif? Dan seberapa penting pemanfaatan media</p>	<p>Dalam pelajaran Bahasa Inggris biasanya saya menggunakan berbagai macam media visual maupun</p>

	<p>dalam proses pembelajaran?</p> <p><i>*What media do you use in English lessons? It is effective? And how important is the use of media in the learning process?</i></p>	<p>visual diam dan menurut saya media tersebut efektif untuk menumbuhkan minat belajar siswa dan juga membuat siswa aktif dalam mengikuti pelajaran.</p> <p><i>*In English lessons I usually use various kinds of visual media and in my opinion these media are effective for growing students' interest in learning and also making students active in participating in lessons.</i></p>
8.	<p>Apakah Anda tahu ada siswa yang mengalami kesulitan dalam pelajaran bahasa Inggris ? Apa saja penyebabnya?</p> <p><i>*Do you know any students who have difficulties in English learning? What are the causes?</i></p>	<p>Sebagai pendidik tentu kita mengetahui kesulitan siswanya salah satu penyebabnya yaitu kebanyakan siswa merasa tidak percaya diri dengan kemampuan yang mereka miliki.</p> <p><i>*As educators, of course we know that one of the reasons for the difficulties of students is that most students feel insecure about their abilities.</i></p>
9.	<p>Bagaimana Anda mengatasi kesulitan siswa dalam pembelajaran bahasa Inggris?</p> <p><i>*How do you overcome students' difficulties in English learning?</i></p>	<p>Untuk mengatasi kesulitan siswa dalam pembelajaran Bahasa Inggris terkadang saya membentuk kelompok belajar yang terdiri dari 3-4 orang dengan menunjuk salah satu siswa yang aktif sebagai tutor/Leader.</p> <p><i>*To overcome students' difficulties in English learning, sometimes I form study groups consisting of 3-4 people by appointing an active student as a leader.</i></p>

10.	<p>Sumber belajar apa yang Anda gunakan?</p> <p><i>*What learning resources do you use?</i></p>	<p>Sumber belajar yang saya gunakan seperti; Bahan (buku paket dan LKS), Teknik (permainan/simulasi,tanya jawab), Alat (Projector, film, dan sebagainya).</p> <p><i>*The learning resources that I use include materials (package books and worksheets), techniques (games/simulations, questions and answers), tools (projectors,films,etc).</i></p>
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Sumber: www.scribd.com, Ariyanti Soleman



Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA Negeri 5 Enrekang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : XI/Ganjil
 Materi Pokok : Teks Interaksi Transaksional, Informasi
 Terkait Saran dan Tawaran Alokasi Waktu : 4 x 45 Menit

A. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

- Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
- Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran
- Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran

B. Media Pembelajaran

- ❖ **Media :** Worksheet atau lembar kerja (siswa), Lembar penilaian
- ❖ **Alat/Bahan :** Spidol, papan tulis, Laptop & infocus
- ❖ **Sumber Belajar :** Buku ajar Bahasa Inggris Kelas XI Kemendikbud, Revisi 2018, Kamus, Pengalaman peserta didik dan guru.

C. Langkah-Langkah Pembelajaran

1 . Pertemuan Pertama (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
Orientasi <ul style="list-style-type: none"> ❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran ❖ Memeriksa kehadiran peserta didik sebagai Tindakan pendisiplinan. Aperpepsi <ul style="list-style-type: none"> ❖ Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya Motivasi <ul style="list-style-type: none"> ❖ Memberikan gambaran tentang manfaat dan tujuan mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 	
Kegiatan Inti (70 Menit)	
Sintak Model Pembelajaran	Kegiatan Pembelajaran
Stimulation (stimulasi/pemberian rangsangan)	<u>KEGIATAN LITERASI</u> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Ungkapan-ungkapan memberi dan meminta informasi terkait sarandan tawaran</i> dengan menayangkan gambar/foto/video/teks yang relevan.
Problem statement (pertanyaan/identifikasi masalah)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar

Data collection (pengumpulan data)	<u>COLLABORATION (KERJASAMA)</u> Peserta didik dibentuk dalam beberapa kelompok untuk secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran.</i>
Data processing (Pengolahan Data)	<u>COLLABORATION (KERJASAMA)</u> Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara dan mengerjakan beberapa soal latihan
Verification (pembuktian)	<u>CRITICAL THINKING (BERPIKIR KRITIK)</u> Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.
Penutup (10 Menit)	
Guru dan peserta didik membuat kesimpulan tentang hal – hal yang telah dipelajari	

D. Penilaian

- a) Sikap : Memperhatikan keaktifan dan cara siswa berinteraksi
b) Pengetahuan : Memahami dialog tentang ungkapan memberi dan meminta informasi terkait saran dan tawaran

Enrekang, 04 Agustus 2022

Mengetahui,
Kepala SMA 5 Enrekang

Guru Mata Pelajaran

Drs. Sukiman
NIP. 196512311998021008

Mastura, S.Pd., M.Pd.
NIP. 19791225 200502 2 007

Appendix 5

Documentation



Picture 1 : SMA Negeri 5 Enrekang



Picture 2 : School environmental conditions



Picture 3: The learning process uses comperative methods



Picture 4: Teacher Interview



Picture 5: The use of media in learning

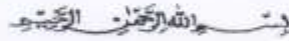


Picture 6: Student evaluation process



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Makassar, 08 November 2022

Mengetahui

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UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp 866072 Fax (0411)865588 Makassar 90221 E-mail: lpjmu@muhammadiyah-plata.com



Nomor : 2521/05/C.4-VIII/VII/1443/2022

27 Dzulhijjah 1443 H

Lamp : 1 (satu) Rangkap Proposal

26 July 2022 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal dan PTSP Prov. Sul-Sel

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 10515/FKIP/A.4-II/VII/1443/2022 tanggal 26 Juli 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : YUSMITA

No. Stambuk : 10535 1115618

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

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

"Stimulus Response Approach Used By The Teachers In Teaching English At SMA Negeri 5 Enrekang"

Yang akan dilaksanakan dari tanggal 2 Agustus 2022 s/d 2 Oktober 2022.

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

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



MAJELIS DIKOTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 230
Makassar
Telp. (0411) 270011 (Pusat)
Fax. (0411) 270011 (Pusat)
Email: pps@umh.ac.id

Nama Mahasiswa : YUSMITA
NIM : 105351115618
Judul Penelitian : *Stimulus response approach used by the teachers in teaching English at SMA Negeri 5 Enrekang*
Tanggal Ujian Proposal : 07 Juli 2022
Tempat/Lokasi Penelitian : UPT SMA Negeri 5 Enrekang

KONTROL PELAKSANAAN PENELITIAN

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa/ 2 Agustus 2022	Melapor ke sekolah untuk izin penelitian	Drs. Sukiman	
2	Rabu/ 3 Agustus 2022	Observasi lingkungan sekolah	Dra. Rahmatasiah	
3	Kamis/ 4 Agustus 2022	Mengikuti PMB di kelas	Mastura, S.Pd., M.Pd	
4	Kamis/ 4 Agustus 2022	Wawancara dengan guru	Mastura, S.Pd., M.Pd	
5	Jum'at/ 5 Agustus 2022	Mengikuti PMB di kelas	Dra. Jella	
6	Senin/ 8 Agustus 2022	Mengikuti PMB di kelas	Dra. Rahmatasiah	
7	Selasa/ 9 Agustus 2022	Wawancara dengan guru	Dra. Rahmatasiah	
8	Selasa/ 9 Agustus 2022	Wawancara dengan guru	Dra. Jella	

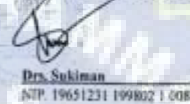
Makassar, 9 Agustus 2022

Mengetahui,

Ketika Program Studi,
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Makassar


Dr. Umar Khazri Syam, S.Pd., M.Pd
NIM 977 807

Kepala UPT SMA Negeri 5 Enrekang


Drs. Sukiman
NIP. 19651231 199802 1 008


UPT Perpustakaan dan Penerbitan



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
CABANG DINAS WILAYAH X
UPT SMA NEGERI 5 ENREKANG**

Alamat : Jl. Kemakmuran No. 1 Baraka, Kec Baraka, Kab. Enrekang Tlp. 0420 2311484
Email : Smanegeri5enrekang@gmail.com, Website : WWW.sman1baraka.sch.id

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 867/490.b -UPT.SMAN.5/EKG/DISDIK

Yang bertanda tangan di bawah ini Kepala Sekolah SMA Negeri 5 Enrekang menerangkan bahwa:

Nama : YUSMITA
Nim : 105351115618
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Pendidikan
Alamat : Jl. Monumen Emisielan Makassar

Benar telah melakukan penelitian dalam rangka penyusunan Skripsi sejak tanggal 2 Agustus 2022 s/d 9 Agustus 2022 dengan judul **"STIMULUS RESPONSE APPROACH USED BY THE TEACHERS IN TEACHING ENGLISH AT SMA NEGERI 5 ENREKAG"**

Demikian surat keterangan ini dibuat dengan sebenar-benarnya untuk dipergunakan sebagaimana mestinya.

Baraka, 15 Agustus 2022

Pt Kepala UPT SMA Negeri 5 Enrekang

Dis. SUKIMAN
 NIP.196512311998021008



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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 239 Makassar
Telp : 0813 1782103 (Secretary)
Email : prodiibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

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LETTER OF ACCEPTANCE

0632/BG-FKIP/LOA/B/XII/1444/2022

Dear YUSMITA

It is our pleasure to inform you that, after reviewing your paper:
**STIMULUS RESPONSE APPROACH USED BY THE TEACHERS IN
TEACHING ENGLISH AT SMA NEGERI 5 ENREKANG**

The manuscript ID: 455

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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Makassar, 6 December 2022/M
12 Jumadil Awal 1444 H

Head of English Education Department
Faculty of Teacher Training and Education



Dr. Umami Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



Terakreditasi Institut

CURRICULUM VITAE



Yusmita was born in Batunoni, Enrekang regency, South Sulawesi, January 25th 2000. She is the first child of Suparman and Erna

She started her education in Elementry School at SD Negeri 59 Garotin in 2007 and graduated in 2012. Then she continued her study in Junior High School at SMP Negeri 1 Anggeraja in 2012 and graduated in 2015. After that, she continued her study in Senior High School at SMA Negeri 1 Enrekang and graduated in 2018. Further, she continued her study at Universitas Muhammadiyah Makassar, major English Education Department in 2018.

At the end of her study, she was able to finish her thesis entitled **“Stimulus Response Approach Used by the Teachers in Teaching English at SMA Negeri 5 Enrekang”**.