

**STUDENTS' PERCEPTION OF THE METHODS USED BY
THE TEACHER IN TEACHING ENGLISH
AT SMA NEGERI 13 PANGKEP**
(A Descriptive Research)



A Thesis

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the requirement for the
Degree of Education in English Department*

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Motto:

Follow your heart and just do it

The hard effort will be produce the big something

DEDICATION

From the deepest of my heart, this final project is dedication to :

Allah Subhanahu Wata'ala

My most beloved Mom and Dad. . .
Mrs. Naharia and Mr. Thahir Mabe
Thanks for your great love.

My beloved sisters and brother. . .
Suginai, Netty and Hapid

My lovely friends. . .

May ALLAH SWT bless all of you

With love

Nurjannah Thahir

ABSTRACT

Nurjannah Thahir, 2018. *Students' Perception of the Methods Used by the Teacher in Teaching English at SMA Negeri 13 Pangkep (A Descriptive Research).* A Graduating Paper. Teacher Training and Education Faculty. English Education Department. Counselor: Hj. Andi Tenri Ampa and Hj. Ilmiah.

This research aimed to find out: (1) the methods used by the teacher in teaching English. (2) the students' perception of the methods used by teacher in teaching English. The data were conducted from August to September 2017 from 30 students of the second class at SMA Negeri 13 Pangkep from 5 classes.

This research used a descriptive qualitative research, the instruments used were observation checklist, questionnaire and interview. The observation checklist was distributed to the teacher of the second grade at SMA Negeri 13 Pangkep, then questionnaire was distributed to 25 students and interview was distributed to 5 students of the second grade at SMA Negeri 13 Pangkep.

The findings of this research showed that the teacher used two methods in teaching English. Those were Persentation Practice Production (PPP) and Cooperative Learning. The students' perception towards the methods were they are happy and enthusiastic in teaching English, they are easier to understand the materials, can repair their pronunciation and increase their vocabulary through PPP whereas through Cooperative leaning they can shares or change the opinions or ideas with friends, got the new knowledge but less to understand the materials. And the end of students' perception, it states that the students more liked Persentation Practice Production (PPP) with the used of media because PPP method more helped the students in the process of comprehend the material.

Keywords: Perception, Methods, Students' Perception, Teachers' Methods, Teaching English.

ABSTRAK

Nurjannah Thahir, 2018. *Students' Perception of the Methods Used by the Teacher in Teaching English at SMA Negeri 13 Pangkep.* Skripsi. Fakultas Keguruan dan Ilmu Pendidikan. Jurusan Pendidikan Bahasa Inggris. Pembimbing: Hj. Andi Tenri Ampa dan Hj. Imliah.

Penelitian ini bertujuan untuk mengetahui (1) Metode-metode yang digunakan oleh guru dalam mengajar Bahasa Inggris. (2) Persepsi siswa terhadap metode-metode yang digunakan oleh guru dalam mengajar Bahasa Inggris. Pengumpulan data dilakukan mulai Agustus sampai dengan September 2017 dari 30 siswa pada kelas dua di SMA Negeri 13 Pangkep dari 5 kelas.

Penelitian ini menggunakan penelitian deskriptif kualitatif, instrumen yang digunakan yaitu observation checklist, questionnaire and interview. Observation checklist dibagi kepada guru tingkatan kedua di SMA Negeri 13 Pangkep, kemudian questionnaire dibagi kepada 25 siswa dan interview dibagi kepada 5 siswa tingkatan kedua di SMA Negeri 13 Pangkep.

Penemuan dari penelitian ini telah menunjukkan bahwa guru menggunakan dua metode dalam mengajar Bahasa Inggris. Kedua metode guru adalah *Presentation Practice and Production (PPP)* dan *Cooperative Learning*. Persepsi siswa terhadap metode-metode tersebut adalah mereka senang dan antusias dalam pengajaran Bahasa Inggris, mereka lebih mudah mengerti materi, bisa memperbaiki *Pronunciation* mereka dan meningkatkan *Vocabulary* mereka melalui *PPP method* sedangkan melalui *Cooperative Learning* mereka bisa berbagi atau bertukar pendapat atau ide-ide dengan teman, mendapatkan pengetahuan baru tapi mereka kurang memahami materi. Dan diakhir dari persepsi siswa, menyatakan bahwa siswa lebih menyukai *Presentation Practice and Production (PPP)* dengan penggunaan media karena *PPP method* lebih membantu siswa dalam proses pemahaman materi.

Keywords: Persepsi, Metode, Persepsi siswa, Metode Guru, Pengajaran Bahasa Inggris.

ACKNOWLEDGMENTS

Alhamdulillah, the deepest thanks into Allah SWT, the most gracious and merciful, so that the researcher could finish this graduating paper. Secondly, peace and salutation always be given to our Prophet Muhammad SAW, the last messenger of Allah who has guided us from the darkness into the lightness.

This thesis entitled “Students’ Perception of the Methods Used by the Teacher in Teaching English at SMA Negeri 13 Pangkep (A Descriptive Research)” is presented to Faculty of Teacher Training and Education as one of the requirement for graduate at English Department.

However, this success would not be achieved without those support, guidance, advice, help, and encouragement from individual and institution. So, it is an appropriate moment for the researcher to deepest gratitude for:

1. The researcher’s beloved parents, for their love, support and prayers to the researcher. *“Ibu and Ayah, thank you for loving me and always pray for my success.”*
2. The researcher also wants to express her gratitude and appreciation for her beloved brothers and sisters, and big family for their help and support.
3. Dr. H. Abd. Rahman Rahim, S.E., M.M, the Rector of Muhammadiyah University of Makassar for his academic advisor to the researcher during the researcher’s study.
4. Erwin Akib, M.Pd., Ph.D, the Dean of Teacher Training and Education Faculty, University of Muhammadiyah Makassar for his motivation and academic advisor to the researcher during the researcher’s study.

5. My high appreciation and great thankful are due to consultants Dr. Hj. Andi Tenri Ampa, M.Hum. and Hj. Ilmiah, S.Pd., M.Pd, for their guidance, encouragement, motivation and their patience from the beginning until the end of writing this thesis.
6. The researcher also thanks to the head of English Education Department, Umami Khaerati Syam, S.Pd., M.Pd, for her academic advisor, also for all lecturers and staffs of English Education Department for giving the knowledge and guidance and help during the researcher's study.
7. SMA Negeri 13 Pangkep for the permission and cooperation during the research.
8. Muh. Arif Yusuf, S.Pd., M.Pd and Sumarni, S.Pd as the teachers who always guide the researcher when do the research at SMA Negeri 13 Pangkep and sincerely help the researcher to fulfill the data collection
9. The second grade students at SMA Negeri 13 Pangkep who ready help the researcher to finish the research.
10. My lovely friends: Dwi Rizky Amalya, NurArfianti, Mutmainnah, and Sarmila for being such lovely sisters by their presence, love, care and support. Thank you for the sweet escape during the thesis writing and studying.
11. My beloved friends of JETS class and all friends in English Department. Thanks for your friendship, kindness and togetherness.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The researcher is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Makassar, Januari 2018

The researcher

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CHAPTER I

INTRODUCTION

A. Background

Method is the important thing in teaching and learning process. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many method (Rodgers, 2001). So, Method is a way in teaching and learning process. Each teacher hoped able to create a condition of learning that challenge the creativities and the activities of students, motivation of students, use multimedia, multimethod, and multiresource so that achieve the objectives of learning that is hoped (Rusman, 2012). The using method is very needed to help the learning understanding of students. Teaching method is assumed as the way of achieving something in teaching process. It is appropriated with the method that teacher used, teacher are able to achieve the objective of the teaching plan.

There are many teaching methods that have been introduced to the teachers of English in Indonesia. These methods can help the teacher in teaching and learning process. With many method are exist, a teacher also must learn to know that methods. Because, those method will be applied in the classroom. Then, before use it a teacher must to know what method that appropriate with the material who is a teacher will be taught.

Many teachers used the methods in the classroom. So, there are many perception and opinion about teaching method of EFL in the classroom. In a classroom setting a teacher should be well equipped with different methods of

teaching English. Ahmad and Aziz concurs that students generally have a poor grasp of a language and part of the problem lies with the conventional teaching method employed (Ahmad, F. dan Aziz, J., 2009). Determining teaching method applied in English classroom has a brief relation to the teachers's perception. It is very important for teacher aware of their thought before teaching in the classroom, because all the needs, the condition, and the culture of the classroom are in the teacher's control. By recognizing thoughts, teacher can examine what should be done in the classroom.

Perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the past. Teacher have many perception of themselves in practicing English language teaching in the classroom. As Robert and Wally (1997) noted that most teachers conduct social studies lessons in a similiar way and that little has changed over decades, that is, they continue to use teacher-centered delivery rather than student-centered inquiry strategies. Some experienced teachers believe that teaching English language in the classroom should be teacher centred because teacher as the expert who has authority to present the material or the information in the classroom. But, another teachers also belief that student centered is an appropriate method to apply because it can promote students more active and enthusiastic in participating classroom activities when presenting material. And some teacher still kept on their belief to apply a traditional way to teach, some other teachers who have changed into new belief affecting of changing into new method in their way of teaching.

Besides, the students' perception can bring much more benefit for teachers' future improvement, because it can evaluate teachers' teaching in the classroom through analyzing students' perception. Students' perception also becomes such a tool to measure the successful teaching and learning process in the classroom. It is proved that when students perceived well they also will act well performance to achieve teachers' objectives in the classroom.

Based on the background explained above, this research examined what are the methods used by teacher and how the students' perception of their EFL teachers' teaching method in the classroom experienced by the students entitled "Students' Perception of the Methods Used by the Teacher in Teaching English at SMA Negeri 13 Pangkep."

B. Problem Statement

Based on the background of study above, there are two problems of this research, they are:

1. What methods are used by the teacher in teaching English?
2. What is the students' perception towards the method used by teacher in teaching English?

C. Objective of the Research

Based on the statements problem, this particular study aimed to finding out:

1. The methods that used by the teacher in teaching English.
2. The students' perception towards the method that used by teacher in teaching English.

D. Significance of the Research

The result of this study is expected to be used theoretically and practically:

1. Theoretically

This research is expected to enrich the knowledge of English teachers with the methods that used by teacher and also the students' perception on teaching methods in the classroom. The researcher was hoped that teachers can choose the appropriate of teaching method in teaching and learning process in the classroom.

2. Practically

This research is expected to give more information for the teachers about methods in teaching English and students' perception on the teaching method performed in teaching and learning process. In addition, for government this research was useful to know the importance of teaching method with the appropriate on the students' need in EFL teaching and learning process, especially for the second grade in SMA Negeri 13 Pangkep.

E. Scope of Research

The scope of this research are focus on describing the methods that used by the teacher in teaching English and the students perception towards the methods that used by the teacher experienced in teaching and learning process at second grade students in senior high school.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching Method

1. Teaching Method

In general, methods mean the manner or way to go through to achieve a certain goal. Teaching, according to Sri Handayani Taufik (2015) is an all-purpose profession engaged in human resource development for individual and economic growth. Teaching has been defined as an attempt to help someone acquire or change, some skill, attitude, knowledge, idea or appreciation. In other words, the teacher's task is to create or influence desirable changes in behaviour, or in tendencies towards behaviour in his students.

Specially, teaching method can be defined as a special manner or system in which many of the basic principles of education are benefited. Besides that, a method is some technique and other resources that are concerned to make the educational process in the student. (Aqib, 2013)

The traditional passive view of learning involves situations where material is delivered to students using a lecture-based format. In contrast, a more modern view of learning is constructivism, where students are expected to be active in the learning process by participating in discussion and other collaborative activities. (Carpenter, 2006)

Teachers are expected to select and to use teaching methods appropriately to the material that will be taught. Since students have interest in different learning processes then the teacher should use a multi-method, by

varying the use of methods such as classroom learning by speech can be combined with questions and answers, discussion methods and assignment, and so on. It is intended to bridge the needs of students and to avoid saturation of the student in learning. (Sri Handayani Taufik, 2015)

2. Principle in Choosing Teaching Method

Some criteria or principles are necessary for the selection of instructional method or methods a teacher can use in the teaching and learning process. These are necessary if the teacher's aim is imparting knowledge of his students.

The teacher includes the following principles in choosing methods (Freeman and Larsen, 2000):

- a. The type of subject: for example, in History, story telling method can be used in junior high school while experiments may be performed in science lessons.
- b. Type of lesson: the lesson pattern will dictate the type of method. For example, information lesson (discussion or lecture methods), practice (demonstration methods), practical lessons (practical approach/experiments), appreciation lesson, etc.

According to Freeman and Larsen (2000) in *Teaching Principles in Language Teaching*. There are some indicators or principles to determine teaching method:

- a. The goals of teacher.
- b. The role of teacher and students.
- c. Characteristic of teaching process.

- d. Teacher and students interaction, students and students interaction.
- e. The feeling of the students.
- f. The view of language and culture.
- g. The area of language emphasized.
- h. The role of native languages.
- i. Evaluation.
- j. Feedback.

3. Method of Teaching English

Teaching English as a Foreign Language (TEFL) refers to teaching the English language to students with different first languages. TEFL can occur either within the state school system or more privately, at a language school or with a tutor. English as a Foreign Language is part of the educational curriculum, particularly in state schools. In Indonesia, English is a compulsory subject in senior and junior high schools. In the lower levels, such as in elementary schools and in kindergarten, English is not a compulsory subject; it can be taught to the students as the local content subject.

Teaching and learning has a very close relationship and one into another cannot be defined apart. Brown (2001) identifies the components of definition of learning as follow:

- a. learning is acquisition or getting.
- b. learning is retention of information or skill.
- c. retention implies storage systems, memory, cognitive organization

- d. learning involves active, conscious focus on and acting upon even outside or inside the organism.
- e. learning is relatively permanent, but subject to forgetting.
- f. learning involves some forms of practice, perhaps reinforced practice.
- g. learning is part of changes in behavior.

Furthermore, Brown defines teaching as “guiding and facilitating learning, enabling learner to learn, and setting the condition for learning”. In learning process teachers need methods to help the teacher achieve the objectives of learning, and some methods below is created and introduced for the teacher of EFL in teaching and learning process, they are:

a. Direct Method

1) The understanding of direct method

The direct method, which arrived at the end of the nineteenth century, was the product of reform movement which was reacting to the restrictions of grammar translation. Translation was abandoned in favor of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures, etc. in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important.

The direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students “native language”. The direct method, in rejecting the use of translation

developed as a reaction to such highly intellectual approaches to language learning. As Schmitt state, direct method emphasized exposure to oral language, with listening as the primary skill. Meaning was related directly to the target language without the step of translation, and explicit grammar teaching was done played. Direct method had its problem . It required teacher to be proficient in the target language.

2) Function of Direct Method

Teachers who use the Direct Method believe that students need to associate meaning and the target language directly. In order to do this, when the teacher introduce a new target language word or phrase, the teacher demonstrates its meaning through the use of realia, pictures, or pantomime. The teacher never translates it into the students "native language". Students speak in the target language a great deal and communicate as if they were in real situation.

3) The Steps of Using Direct Method

There are some techniques that can be used in teaching English by using the direct method, they are:

- a) Reading Aloud
- b) Question and answer exercise
- c) Getting students to Self-correct
- d) Conversation Practice

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer

correctly. In the class, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

e) Fill-in-the-Blank Exercise

All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

4) The Advantages and Disadvantages of Direct Method

a) Advantages

According to Ahmad (2014), the advantages of direct method, there are:

- (1) This method lays more emphasis on oral work. That ensures good pronunciation to the learners.
- (2) For teaching the idioms of English, this method is more suitable.
- (3) There is direct bond between thought and expression. so it helps the learner to have fluency in speech. It helps the students to have good command over the language.
- (4) Psychologically, this method is very sound because the teacher proceeds from particular to general and from concrete to abstract.
- (5) It makes the teaching of English easy and pleasant.

(6) It helps the teacher and the learner to cover up more syllabuses in less time.

b) Disadvantages

According to Ahmad (2014), the advantages of direct method, there are:

- (1) There is need of really competent teachers for teaching English by using this method. But we have dearth of such teachers. Sometimes the teacher fails to make the students understanding the meaning of particular word because the use of mother tongue is not allowed.
- (2) In this method, there is over emphasis on oral work. Reading and writing process of the language get less attention.
- (3) This method, cannot be used successfully for the average and the below average students.
- (4) It is an expensive method because the teacher has to use some aids for teaching.
- (5) This method does not lay emphasis on the selection and graduation of language material which is very important.
- (6) At the early stages, sometimes this method may fail miserably.

b. Problem Based Learning (PBL)

1) The understanding of PBL

Problem Based Learning is designed in the late 1970s. It is kind of approach that challenges students to learn through engagement in a real problem. Problem Based Learning is students-centered that refers to give

relevant focus on teaching to a focus on learning. The process in Problem Based Learning is aimed at using the power of authentic problem solving to engage students and enhance their learning and motivation.

In Problem Based Learning, the teacher present to students as a problem solver to work and decide their goal. This does not means that the teacher give the authority for making judgments regarding what might be important for students to learn but it will practice students responsibility and motivate them in learning. The teacher acts as a facilitator and mentor rather than a source of solution.

To do the implementation of the Problem Based Learning, the teacher needs to choose the topics or the materials of the subject which they have a problem and it can be solve. The problem can be taken from the text book or from the other aspect, such as the incident around the environment, the incident in a family or in the social life.

The strategy of Problem Based Learning can be done in the following situation:

- a) If the teacher wants students not only memorize their lesson, but also master and understand it well.
- b) If the teacher intends in increase the skill of the students' rational thinking, such as the ability in analyzing a situation, to apply their knowledge in a new.
- c) If the teacher wants the students to be able to solve a problem and make a challenge of the students intelligence.

d) If the teacher wants to motivate the students to understand the relationship between that they have studied and the reality in their life.

2) The procedure of Problem based learning

Steps	Indicators	The Teacher's Activities
1.	Orienting learners on learning problems	Explaining the purposes of learning, explaining the equipment, and motivating students into problem solving activity.
2.	Organizing learning to learn	Helping students to interpret and organize the task that connected to the Problem.
3.	Leading the students to solve the problem	Motivating the students to find suitable information, and doing experiment in order to get the problem solving.
4.	Developing the result of discussion	Helping student to plan and prepare the result of discussion in form of report.
5.	Analyzing and evaluating the process of problem solving	Helping student to do a reflection or evaluation to their investigation and their process of problem solving.

Table 2.1 The procedure of Problem Based Learning

Phase 1: Orienting learners on learning problems

The process of teaching and learning started with explaining the learning objectives and activities that will be carried out. In the usage of problem based learning, this stage is very important stages in which the teacher must explain in detail what must be done by learners and also by the teacher as well as explained how the teacher will evaluate the learning process. It is very important to provide the motivation so that learners can understand the learning that will be done.

Phase 2: Organizing the learners to learn

In addition to develop problem-solving, learning with problem based learning also encourages learners learn to collaborate. Solving a problem urgently needs cooperation and sharing among its members. Thus, the teacher can start learning activities by forming groups of learners where each group will select and solve different problems. The principles of grouping students in cooperative learning can be used in this context as: group must be heterogeneous, the importance of interactions between members, effective communication, the existence of peer tutors, and so on. The teacher is very important to monitor and evaluate the work each group to maintain performance and group dynamics during learning. After learners, oriented on an issue and have formed study groups then teachers and learners set sub-topic into specific investigation tasks, and schedule. The main challenge for teachers at this stage is to intervene so that all learners actively.

Phase 3: Leading the students to solve the problem

Help the investigation independently and investigation group is the essence of problem based learning. Although the each situation problems require different investigation techniques, but in general it certainly involves the characters are identical, data collection and experimentation, hypothesize, and give explanations and solutions. Data collection and experimentation is very important aspect. At this stage, the teacher should encourage students to collect data and carry out experiments (mental or actual) until they really understand the dimensions of the problem situation.

The goal is to make learners put together enough information to create and build their own ideas. The teacher helps the students to collect information as much as possible from variety of sources, and he should have asked a question on learners to think about the problems and the kinds of information needed to arrive at a resolution that can be sustained. After collecting enough data of learners and provide problem about phenomena that they investigate, they began to offer an explanation in the form of a hypothesis, rather simplistic explanation and solution. During this phase, the teaching, the teacher encourages the learner to present all his ideas and accept fully the ideas. Teacher should also ask questions that make students think about the feasibility of hypothesis and the solution they create as well as about the quality of the information collected.

Phase 4: Developing the result of discussion

Investigation followed by creating artifact (masterpiece) and exhibition. Artifact problems and structural proposed, a model computer program, cereal and multimedia. Of course sophistication artifact strongly influenced level think learned.

Phase 5; Analyzing and evaluating the process of problem based learning

This phase is the final stage in the problem based learning. This phase is intended to help students analyze and evaluate their own processes and skills and intellectual inquiry that they use. During this phase, the teacher asked the students to reconstruct the thinking and activities that have been carried out during process of their learning activities.

3) The Advantages of problem based learning

- a) Teaching and learning using problem based learning will be a meaningful learning. Learner/students who study to solve a problem will apply its own knowledge or trying to figure out the necessary knowledge. Learning can be more meaningful and can be expanded when the learners/students dealing with a situation in which the concept is applied;
- b) In a situation problem based learning, learner/students integrate knowledge and skills simultaneously and applying it in a relevant context.
- c) Problem based learning enhances critical thinking ability, cultivate learners initiative educates motivation to work, to learn, and to develop interpersonal relationships in working groups.

This method has a match with the concept of innovation, environmental field education, especially in terms of the following:

- a) Learners acquire basic knowledge (basic sciences) that are useful for solving problems, environmental field whom they met.
- b) Learners learn actively and independently with an integrated material and relevant to the actual reality, which is often called a student-centered.
- c) Learners are capable in critical thinking, and develop the initiative.

c. Contextual Teaching Learning (CTL)

- 1) The understanding of CTL

The philosophy of CTL was rooted from progressivisms of John Dewey. John Dewey, an expert of classical education proposed the theory of curriculum and teaching methodology related to the student's experience and interest. Principally, the students will learn effectively if they can make a connection between what they are learning with the experience they had, and also they actively involved in learning process in the classroom. John Dewey, as quoted by Donald Freeman, said that what an individual has learned in the way of knowledge and skills in one situation becomes an instrument of understanding and dealing effectively with the situation which follows. The process goes on as long as life and learning continue.

The word 'contextual' naturally replaced 'applied' academics because the word 'applied' was simply too small to encompass the startling innovations achieved by this grassroots reform movement. The more comprehensive contextual in context implies the interrelatedness of all things. Everything is connected including ideas and actions. Contextual also directs our thinking toward experience. When ideas are experienced, in context, they have meaning.

The theory of Cognitivism also influenced the philosophy of CTL. The students will learn so well if they actively involved in the classroom activities and have a chance to inquiry it by themselves. Students will show their learning achievement through the real things that they can do. Learning is regarded as an effort or intellectual activity for developing their idea through introspection activity.

Based on two theories above, the CTL philosophy was developed. CTL is a proven concept that incorporates much of the most recent research in cognitive science. It is also a reaction to the essentially behaviorist theory that have dominated American education for many decades. CTL is promoted as the alternative for the new learning strategy. CTL emphasizes the learning process through constructing not memorizing and teaching is interpreted as an activity of inquiring process not only transferring knowledge to the students. In CTL, students are expected to develop their own understanding from their past experience or knowledge (assimilation). It is important because our brain or human mind functioned as the instrument for interpreting knowledge so that it will have a unique sense.

Meanwhile, several attempts have been made to define the meaning of CTL method. In the process of searching the meaning of CTL, the writer has found several definitions about it from different resources.

Johnson defines CTL as an educational process that aims to help student see meaning in the academic subject with the context of their daily lives, that is, with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self-regulated learning, and collaborating, critical and creative thinking, nurturing the individual, reaching high standards, and using authentic assessments.

In addition, Berns and Errickson stated that, Contextual teaching

and learning is a conception of teaching and learning that helps teachers relate subject matter content to real world situation and motivates students to make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

2) The Characteristics of CTL

Johnson, as quoted by Wina, characterizes CTL into eight important elements as follows:

a) Making Meaningful Connections

Students can organize themselves as learners, who learn actively in improving their interest individually, person who can work individually or collectively in a group, and a person who can do learning by doing.

b) Doing Significant Work

Student can make relationship among schools and the various existing contexts in the real world as business maker and as a citizen.

c) Self-Regulated Learning

Students do the significant work; it has purpose, it has connection with others, it has connection with decision making and it has the concrete results or products.

d) Collaborating

Students are able to work together. The teacher helps students in order to work effectively in a group and teacher helps them to understand the way how to persuade and communicate each others.

e) Critical and Creative Thinking

Students are able to apply higher level thinking critically and effectively. They are able to analyze, to synthesize, to tackle the problem, to make a decision and to think logically.

f) Nurturing the Individual

Students carry on themselves, understand, give attention, possess high wishes, motivate and empower themselves. Students can't get the success without the support from adult people. Students should respect their companion and adult person.

g) Reaching High Standards

Students know and reach the high standard. It identifies their purposes and motivates them to reach it. Teacher shows to students how to reach what called 'excellent'.

h) Using Authentic Assessments

Students use academic knowledge in the real world context to the meaningful purposes. For example, students may describe the academic information that have learnt in subject of science, health, education, math, and English subject by designing a car, planning the school menu, or making the serving of human emotion or telling their.

i) Experience

These eight characteristics make CTL different from other methods. These characteristics became the main components in applying CTL method. It is also clearly seen that these eight characteristics

asks the students for actively involving in classroom activity. Collaborating, nurturing the individual, creative and critical thinking ask the students to responsible for their own learning. The role of teacher in CTL is to facilitate student to find the fact or the meaning, concept, or principles for themselves. Once these eight characteristics applied in classroom, it will help both student and teachers in creating a good atmosphere where the learners have a great responsibility in achieving their success in learning activity.

3) Principles of CTL

a) Constructivism

Constructivism is the foundation of CTL. The basic premise is that an individual learner must actively “build” knowledge and skills. However, all advocates of constructivism agree that it is the individual’s processing of stimuli from the environment and the resulting cognitive structure that produce adaptive behavior rather than the stimuli themselves. In the classroom teaching learning process, the application of constructivism are applied in five step of learning that are activating knowledge, acquiring knowledge, understanding knowledge, applying knowledge and reflecting on knowledge. The constructivism paradigm has led us to understand how learning can be facilitated through certain types of engaging, constructive activities. This model of learning emphasizes meaning making through active participation in situated context socially, culturally, historically, and politically.

b) Inquiry

Basically, inquiry is a complex idea that means many things to many people in any contexts. Inquiry is asking, asking something valuable that related to the topic discussed. Inquiry is defined as a seeking for truth, information or knowledge-seeking information by questioning. In applying inquiry activity in the classroom teaching, there are several steps that should be followed that are formulating problem, collecting data through observation, analyzing and presenting. data (through written form, picture, report and table) and finally, communicating and presenting the result of data to the readers, classmates, and the other audiences.

c) Questioning

Questioning is the mother of contextual teaching and learning, the beginning of knowledge, the heart of knowledge and the important aspect of learning. Sometimes, the teacher asks to the students before, during and after the lesson. At other times, they are posed effectively by the students to focus their own lesson, keep them engaged and help them monitor their understanding of what was learned. In a productive teaching learning, questioning activity are useful for checking students comprehension, solving problem faced by students, stimulating responses to the students, measuring student's curiosity, focusing student attention, and refreshing students prior knowledge.

d) Learning Community

In learning community, the result of learning can be gotten from gathering

others and also can be taken from sharing with friends, other groups, and between make out person and not. Actually, learning community has the meaning as follows: 1). Group of learning which communicate to share the idea and experience, 2). Working together to solve the problem and 3) The responsibility of each member of learning group. It is sometimes forgotten that language classes operate as communities, each within its own collection of shared understandings that have been build up over time. The overall character or each language class is created, developed, and maintained by everyone in room. Each class member has a specific role to play, even those with ostensibly low profile such as 'onlooker' or 'observer' (noticing what is going on). 'knower' (being privy to shared class undertsanding), and follower (reacting in the same way as everyone else to certain teacher or student initiatives).

e) Modeling

Basically, modeling is verbalization of ideas, teacher demonstrates to students to study and acting what the teacher need to be implemented by students. Modeling activity can be summarized into demonstrates the teacher's opinion and demonstrates how does the teacher want the student to learn.

f) Reflection

Reflection is the ways of thinking about what the students have learned and thinking about what the students have done in the past. Reflection is figuration of activity and knowledge that just have received. Teacher needs

to do the reflections in the end of teaching learning process. In the end of teaching learning process, teacher spends a little time and ask student to do the reflection. The realization of reflection can be done by giving direct statement about the information that acquired in the lesson, some notes or journal on student book, some impression and suggestion from students about the learning process and discussion.

g) Authentic Assessment

Authentic assessment is a procedure of achievement in the CTL. Assessments of students' performance can come from the teacher and the students. Authentic assessment is the process of collecting the data that can give the description of student learning development. In the process of learning, not only the teacher that can be placed to provide accurate assessments of students' performance, but also students can be extremely effective at monitoring and judging their own language production. They frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we can greatly enhance learning. Meanwhile, authentic assessment has some characteristics that are: (a) Involves real world experience, (b) Allows access to information, (c) Encourages the use of computer, dictionary and human resources, (d) Engages the students by relevance, (e) Uses open-ended format, (f) Includes self-assessment and reflection, (g) Warrant effort and practice, (h) Identifies strength to enable students to show what they can do and (i) Make assessment criteria clearer to students.

d. Cooperative Learning.

1) The understanding of Cooperative Learning

Cooperative learning method is a method that divides the class member to several groups and arranges the students to work in a group. This method is useful to encourage the students' activeness and responsibility to their own self and their team members. Moreover Slavin (2000) states that all cooperative learning methods share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, student team learning methods emphasize the use of team goal and team success, which can be achieved only if all members of the team learn the objectives being taught. That is, in student team learning the students' tasks are not to do something as a team but to learn something as team.

Cooperative learning method can judge as construct learning situation because in its learning process the students are stimulated to make discussion in a team in order to solve the problem given by their own knowledge. Isjoni (2011) states that learning in constructivism or cooperative learning method able to arouse the students' conviction to their self and courage to face the problem and solve it in a new learning situation; in addition, students who learn in constructivism are given chances to build their own understanding. Moreover, Resmek explains there are three aspects in relation to build rationale in learning theory which known by constructivism. First, learning is a process to build knowledge;

not knowledge reserve process. Second, students use their knowledge to build the new knowledge and the third, learning process is depended of environment situation. The statement above can describe that constructivism or cooperative learning method can be used to build the understanding about concept or idea more clearly when students directly involved in knowledge development itself. Remembering process will be easier after understanding a concept; students can remember the concept longer because students actively involved in constructing the reserve knowledge with their own knowledge in addition to find their own knowledge concept.

In relation with speaking skill, cooperative learning method is an appropriate method to arouse the students' activeness to construct their own concept to express their idea or even their knowledge in verbal communication. Moreover, Gruyter (2006) state that speaking in a second language has been considered the most challenging of four skills are given the fact that it involves a complex process of constructing meaning.

2) Techniques in cooperative learning

Cooperative learning method has some techniques that able to be applied in the teaching learning process. All of the techniques are appropriate to improve the students' ability, as follows:

a) Three Steps Interview

Three steps interview is an appropriate technique to stimulate students' interaction with the other class' member (Isjoni, 2011). Three step interview can be used to get the concept in depth or can be used an ice

breaker for team members to know one another. Each member of a team chooses another member to be a partner. During the first step students interview their partners by asking clarify questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team. This technique can help the students to improve their speaking skill by paraphrasing their pair's opinion when they are sharing it with the team's member. In addition, three steps interview appropriate students to practice their speaking skill in order to reinforce it.

b) Think Pair Share

Think pair share is useful to encourage the students' time on task and listening to each other. After rehearsing in pairs, more students are expected to respond. The first step is teacher provokes student's thinking with a question or prompt or observation. The students should take a few moments to think about the question. The next step is students think about the answer by making a discussion with their partner. They are able to compare their opinion and make the best answer. The last step is the students can share their opinion with the whole class. Isjoni (2011) states think pair share is very useful to create the optimal participation between all class' member and give the same chance to each student to explain their opinion.

c) Talking Chips

Talking chips support democratic and accountable participation in small group interaction. Each student is given a certain number of chips. Each

time they talk, they must submit a chip, but once their chips are gone they may no longer talk. Students must use all their chips. This helps the teacher to monitor the students' interaction and ensure all groups' members have equal opportunity to share their thinking while enhancing communication skill (Isjoni, 2011)

d) Round Robin

Round robin is a technique that gives each member get equal chance to contribute their idea or opinion (Isjoni, 2011). Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers; after the thinking time members of the team share responses with one another round robin group. The recorder writes down the answer of the group members. The person next to the recorder starts and each person in the group give an answer until time is called.

e) Inside or Out Circle

Divide class into two groups. One group forms a circle facing outward, the others find one person in the circle to stand opposite; there are two circles of people facing each other. Information can be shared and reviewed, and outer circle can move easily to generate more responses or discuss new information. This technique can help the whole students to share information together in the same time (Isjoni, 2011).

f) Numbered Heads Together

This strategy is useful to check the understanding, to review, as an antidote

to the whole-class question – answer format. A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked to the group. Group works together to answer the question, so that all can verbally answer the question. Teacher calls out a number example 2 and each two from all groups is asked to give the answer.

g) Jigsaw

Jigsaw can be used to develop a concept, master content, for discussion and group projects. Groups with four students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. The group discuss about the material to decide what is important and how to teach it. After practicing in these expert groups the original group reform and student teach each other. Jigsaw technique can encourage the students to be more active and work together to understand the material (Isjoni, 2011).

h) Student Team Learning (STL)

Cooperative learning model type student learning team was developed at John Hopkins University-United States. More than half of research on cooperative learning there uses students team learning. Basically, this cooperative learning model is the same as another cooperative learning model that is the basic idea that students should cooperate and take responsibility for the other students' learning which is the member of their group. in the STL type, this emphasis is that each group must learn as a team. There are three central concepts in this STL type cooperative

learning model, namely (1) respect for the group, (2) individual accountability, (3) equal opportunity to gain success. In a class that applies this learning model, each group can be rewarded if they succeed beyond the predefined criteria. Individual accountability means the success of a group depends on the learning done by each individual member. In the STL type learning model, any student from either the upper, middle or lower student groups can contribute equally to the success of the group, as their scores are calculated based on the increased score of their previous learning (Fanani, 2013)

3) The advantages of Cooperative Learning

Some advantages of cooperative learning are:

- a) Students are encouraged to put in greater effort to attain higher achievements and greater productivity which result in long-time retention, intrinsic motivation, achievement motivation, time on task, higher-level reasoning, and critical thinking.
- b) More positive relationship among students are observed. These include increase in esprit the corps, caring and committed relationship, personal and academic support, writing of diversity, and cohesion.
- c) This is improved psychological health observed among students. This includes improvement in their general psychological adjustment, ego strength, social competencies, self-esteem, self-identify, and ability to cope with adversary and stress.

e. Discovery Learning

1) The understanding of Discovery Learning

Discovery Learning method is a learning theory that is defined as a learning process that occurs when the learner is not presented with the lesson in its final form, but is expected to organize itself. As Brown (1987) that: "Discovery Learning can be defined as the learning that takes place when the Student is not presented with subject matter in the final form, but rather is required to organize it him self. The basic idea of Brown is the opinion of Piaget that states that children must play an active role in learning in the classroom.

Brown uses a method he calls Discovery Learning, where students organize the material learned in a final. Discovery Learning method is to understand concepts, meanings, and relationships, through an intuitive process to finally come to a conclusion. Discovery occurs when individuals are involved, especially in the use of their mental processes to discover some concepts and principles. Discovery is done through observation, classification, measurement, prediction, determination and inferi. The process is called cognitive process whereas discovery itself is the mental process of assimilation in conceps and principles in the mind (Robert B. Sund in Malik, 2005).

As a learning strategy, Discovery Learning has the same principles as inquiry and Problem Solving. There is no principal difference in these three terms, the Discovery Learning emphasizes on the discovery of previously

unknown concepts or principles. The difference with discovery is that on the discovery of problems faced by students such a problem is engineered by the teacher, whereas inquiry itself the problem is not the result of engineering, so the student must exert all his thoughts and skills to find the findings in the problem through the research process.

Problem Solving puts more emphasis on solving problems. However, the principle of learning that is apparent in Discovery Learning is the material or lesson material that will be submitted is not delivered in final form but the students as learners are encouraged to identify what they want to know followed by finding their own information then organizing or forming (constructive) what They know and they understand in a final form.

By applying the Discovery Learning method repeatedly can improve the ability of individual self-discovery concerned. The use of Discovery Learning method, want to change the passive learning conditions become active and creative. Change learning that is teacher oriented to student oriented. Changing the Expository mode students only receive the overall information from teacher to Discovery mode students find their own information.

2) Procedure of Discovery Learning

According Syah (2004) in applying the Discovery Learning method in the classroom, there are several procedures that must be implemented in general teaching and learning activities as follows:

a) Stimulation (Stimulation / Giving Stimulation)

First of all at this stage the learner is confronted with something that causes his confusion, then proceeded to not give generalization, in order to arise desire to self-investigate. In addition, teachers can start PBM activities by asking questions, reading suggestions, and other learning activities that lead to the preparation of problem solving.

Stimulation at this stage serves to provide a learning interaction condition that can develop and assist students in exploring materials. In this case Bruner provides stimulation by using the questioning technique by asking questions that can expose students to internal conditions that encourage exploration. Thus a teacher must master the techniques in giving stimulus to the students for the purpose of enabling students to explore can be achieved.

b) Problem Statement (Statement / Problem Identification)

After the stimulation, the next step is to give the teacher a chance to identify as many possible issues as relevant to the subject matter, then one of them is selected and formulated in the form of a hypothesis (temporary answer to the problem question) (Shah 2004) The chosen problem must then be formulated in the form of questions, or hypotheses, ie statements (statements) as temporary answers to the questions asked. Giving students opportunities to identify and analyze the problems they face, is a useful technique in building students to get them accustomed to finding a problem.

c) Data Collection (Data Collection)

As the exploration takes place the teacher also gives the students the opportunity to Collect as much relevant information as possible to prove true or at least the hypothesis (Shah, 2004). At this stage serves to answer questions or proves whether or not the hypothesis is correct. Thus, students are given the opportunity to collect (collect) relevant information, reading literature, observing objects, interviewing with resource persons, doing their own tests and so on. The consequence of this stage is that students learn actively to find something related to the problems encountered, thus inadvertently the students connect the problem with the knowledge already possessed.

d) Data Processing (Data Processing)

According Syah (2004) data processing is an activity to process data and information which students have gained through interviews, observations, and so on, then interpreted. All information readings, interviews, observations, and so forth, everything processed, randomized, classified, tabulated, even if necessary calculated in a particular way as well interpreted at a certain level of confidence (Djamarah, 2002).

Data processing is also called coding / categorization coding which functions as concept formation and generalization. From these generalizations students will gain new knowledge about alternative answers / solutions that need to get a logical proof.

e) Verification

At this stage students do a careful examination to prove true or

whether or not the hypothesis was set with alternative findings, linked to the results data processing (Shah, 2004). Verification by Bruner, aims to make the learning process will work well and creatively if the teacher gives students the opportunity to discover a concept, theory, rule or understanding through the examples he encounters in his life.

Based on the results of processing and interpretation, or existing information, statements or hypotheses that have been formulated earlier then checked, whether answered or not, whether proven or not.

f) Generalization (Interesting Conclusions / Generalization)

The stage of generalization / drawing conclusions is the process of drawing a conclusion that can serve as a general principle and applies to all occurrences or similar issues, with pay attention to the verification result (Shah, 2004). Based on the verification results then formulated the underlying principles of generalization. After drawing the conclusion students should pay attention to the generalization process that emphasizes the importance of mastery of the upper lesson meaning and rules or broad principles that underlie one's experience, as well as the importance of the regulatory process and the generalization of those experiences.

3) Advantages and Disadvantages of Discovery Learning

a) Advantages

- (1) Helps students to improve and improve cognitive skills and processes. Discovery effort is key in this process, a person depends on how to learn.

- (2) The knowledge gained through this method is very personal and powerful because Strengthen understanding, memory and transfer.
- (3) Gives pleasure to students, because of the growing sense of investigating and Successful.
- (4) This method allows students to develop quickly and in accordance with Its own speed.
- (5) Causing students to direct their own learning activities by involving his reason and his own motivation.
- (6) This method can help students strengthen their self-concept, because gain trust in working with others.
- (7) Student-centered and teacher-idea. Even the teacher can act as a student, and as a researcher in a discussion situation.
- (8) Helping students eliminate skepticism because it leads to a final and definite truth.
- (9) Students will understand basic concepts and ideas better.
- (10) Helps and develops memories and transfers to new learning situation.
- (11) Encourage students to think and work on their own initiative.
- (12) Encourage students to think intuition and formulate their own hypotheses.
- (13) Giving a decision that is intrinsic.
- (14) The learning process becomes more aroused.
- (15) The learning process encompasses the same aspect of the student

towards the whole human formation.

- (16) Increase the level of appreciation in students.
- (17) The likelihood of students learning by utilizing various types of learning resources. R. Can develop individual talents and abilities.

b) Disadvantages

- (1) This method raises the assumption that there is readiness of the mind to learn. For students who are less intelligent, will have abstract difficulty or think or express the relationship between concepts, written or oral, so that in turn will lead to frustration.
- (2) This method is not efficient to teach a large number of students, because takes a long time to help them find other theories or problem solving.
- (3) The hopes embodied in this method can be dispersed with students and teachers who have become accustomed to the old ways of learning.
- (4) Teaching discovery is better suited for developing understanding, whereas developing aspects of concepts, skills and emotions as a whole less attention.
- (5) In some disciplines, for example, IPA lacks the facility to measure ideas expressed by students not providing opportunities for thinking to be found by students because it has been chosen first by the teacher.

f. Presentation Practice and Production

1) The understanding of PPP

Presentation Practice Production (PPP) is a method for teaching structures (e.g. grammar or vocabulary) in a foreign language. As its name suggests, PPP is divided into three phases, moving from tight teacher control towards greater learner freedom. Note that some writers use the name to refer to a specific method that focuses on oral skills, but it can also be applied more broadly to a family of related methods which rely on the progression from presentation, through controlled practice, to free production. A presentation phase is controlled by the teacher. The teacher might use a text, an audio tape or visual aids to demonstrate a situation. Practice phase is learners practice saying or writing the language structure correctly. Typical practice activities include drills, multiple choice exercises, gap and cue exercises, transformations etc. Then, when the learners have completely mastered the form and have learnt how to produce it without mistakes in controlled exercises, they can move on to the (free) production phase. In this phase, they use the newly learnt language structure to produce oral or written texts. Typical production activities include dialogues, oral presentations, and the production of sentences, paragraphs or longer texts. The teacher does not generally intervene or correct in this phase: after all, the students should not make mistakes by now. If mistakes are made, they are pointed out after the exercise has finished (Harmer 2009).

2) Procedure of Presentation Practice and Production

To explain the process in brief, the beginning of a lesson involves the introduction of the new language in a conceptual way in combination with some kind of real (or at least "realistic feeling") situation. When this is understood, the students are provided with a linguistic "model" to apply to the concept they have recognized. With this "model" in mind, the students practice the new language by means of various "controlled" activities. After sufficient practice, the students move into some kind of "productive" activity, where a situation calls for the language to be used naturally without correction or control. In general, for communicative language learning to be most effective, according to Mangudyn (2011) the three stages need to occur and they must flow easily from one stage to the next.

a) Presentation

This is the first (and perhaps most crucial) stage to the language learning process, as it usually has a profound influence on the stages that follow and governs whether those stages are effective or not. Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized and understood by the students, they will then start instinctively building a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic "model". It is this model that the students will go on to practice and hopefully achieve

naturally without help during a productive activity.

For obvious reasons, it is naturally easier to "present" new language to ESL students (who are learning English as a Second Language in an English speaking environment) than it is to EFL (English as a Foreign Language) students, who hear little or no English outside of the classroom. EFL teachers in particular need to work hard to build "realistic" feeling situations requiring the new language. If the "situation" appears totally unreal or even farcical to the students, so too will the language they are learning. An important aspect of introducing the situation requiring and concept underlying new language is to build them up using whatever English the students have already learned or have some access to. At lower levels, pictures and body language are typical ways of presenting new language. As students progress, dialogues and text can also be used. There are a variety of ways in which new language items may be presented but most Presentations should have at least some of the following features: meaningful, memorable and realistic examples; logical connection; context; clear models; sufficient meaningful repetition; "staging" and "fixing"; briefness and recycling.

b) Practice

The Practice stage is the best known to teachers irrespective of their training or teaching objectives. However, it is a stage that is often "overdone" or used ineffectively, either because Presentation was poor (or lacking altogether) or it is not seen and used as a natural step toward

Production. It is the important middle stage to communicative language teaching, but exactly that - the "middle" stage. It is important that practice activities are appropriate to the language being learned and the level and competence of the students. Essentially Practice is the testing procedure for accuracy, and the frequency procedure for familiarity with the language. It is also a remedial stage. A good way to summarize effective Practice is to see it as repetition leading to competence and accuracy in terms of Phonology and Syntax. Practice activities need to be clear and understandable then they should also be directed toward promoting a considerable degree of confidence in the students.

In general, a carefully laid out practice activity that looks "attractive" to the eye will generate the students' motivation. They need to be challenged, but they should also feel that the activity is "within their reach". Making a smooth transition from Presentation to Practice usually involves moving the students from the Individual Drill stage into Pair Work (chain pair-work, closed pair-work and open pair-work). Communicative practice then leads the way toward Production.

c) Production

The Production Stage is the most important stage of communicative language teaching. Successful Production is a clear indication that the language learners have made the transition from "students" of the key language to "users" of the language. Generally Production involves creating a situation requiring the language that was introduced in the

Presentation Stage. That situation should result in the students "producing" more personalized language. Production is highly dependent on the Practice Stage, because if students do not have confidence in the language then they will naturally be hesitant to independently "use" it.

One of the most important things to remember is that Production activities should not "tell" students what to say. Whereas in Practice the students had most or all of the information required, during Production they don't have the information and must think. Ideally it is challenging in that it is representative of "real life" situations.

Creating and engaging in "Productive" classroom activities can require a certain level of cognitive ability. Production activities for Young Learners in particular need to be carefully thought out and prepared (click here for more information relevant to Production in Young Learners). Some good examples of effective Production activities include situational role-plays, debates, discussions, problem-solving, narratives, descriptions, quizzes and games.

B. The Concept of Perception

1. Perception

There are some definitions that are given by several experts as follows:

According to Robbin (1995) perception is the process taken by individuals to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as people recognition and interpretation of sensory information. Perception also includes how how people

respond the information. People can think of perception as a process where they take in sensory information from environment and use the information in order to interact with environment. perception allows people to take the sensory information in and make it into something meaningful.

According to Barry (1998) found that perception is the set of process by which we recognize, organize, and make stimuly in our environment the key distinction between the two main theories of perceptions the emphasize each gives to the role of sensation and higher cognitive process in perception.

Perception is defined variously by different scholars as Chee (2002) has stated, “The reception of stimuli that can be influenced by an individual’s mental awareness, past experience, knowledge, motivation and social interactions. The perceptions of an individual eventually give rise to an individual’s attitudes.” Millikan (2004) also states that: “Perception is a way of understanding natural signs or, better of translating natural signs into intentional signs.”

According to Leavitt (2002) found that the definition of perception in the narrow sense is right, how to see something. While generally perception is opinion, how to define something.

Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sesation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.

Ross & Calhoun (1995) said that in the science of psychology, there are terms of processing the information received from the observations, one of term is perception. Perception is a psychological function that starts from the sensation, continued multiple stimuli at once. Stimuli that have received and are grouped in such a way is then interpreted into an individual subjective meaning.

Santrock (2005) sensation happens before brain interprets the received information from the sensory organs. All creatures have sensory organs, for instance, human. They have eyes, ears, skin, nose, and tongue to receive stimuli to feel the sensation. If one of the sensory organs has limited function or even worse, cannot work at all, the other sensory organs' ability will increase.

Slameto in (2003) found that perception is the process to input message or information to human brain by the human perception that continuously make relation with the environment. This relation is done by the five of senses those are sense of sight, sense of feeling, sense of smell, and sense of touch.

According to Wang Perception is a set of internal sensational cognitive process of the brain at the subconscious cognitive function layer that detects, relates, interprets, and searches internal cognitive information in the main.

In the dictionary, following definitions of 'perception' are found: "Perception/ Perceptions. 1) Someone who has perception has the ability to realize or notice things that are not obvious to other people (...). 2) A perception is a belief or an opinion that you have as a result of realising or

noticing something, especially something which is perhaps not obvious to other people (...). 3) Perception is the awareness of things that you have by means of your senses, especially the sense of sight.” (Collins Cobuild, English Language Dictionary, 1987, p. 1064). Perception for Students are: 1) a judgment resulting from awareness or understanding. 2) the ability to understand (as meanings and ideas). 3) understanding or awareness gained through the use of the senses. (Merriam webster Dictionary, 1928).

Jerri Anak Ahen (2009), mentioned that perception is a process where one will form an impression about someone or something. Perception is constructed as a result of individual observation towards certain things or events occur around them which will produce certain perception. Perception involved more process of thinking as a result of the information received from the sensory systems regards certain things or events. It is an output process where the judgements or beliefs were produced by an individual and it influenced the way they think and feel.

Rachmania Bachtiar Kassing (2011) in her thesis “Perceptions of Motivational Teaching Strategies in an EFL Classroom” said that “The findings showed that student-teachers in this study preferred foreign language learning experiences that are satisfying, pleasant, non face-threatening and rewarding for them and disliked those that brought them embarrassment or discomfort. Through lecturers’ strategies such as giving encouragement and advice, showing approachable behaviors, showing appreciation/valuing student-teachers’ effort and praising, it is possible to establish a positive

student-teachers' and lecturers' relationship that influence the student-teachers' sense of engagement in class, and their motivation to learn English. While opinions of the student-teachers about a number of general teaching strategies aligned with their EFL lecturers' opinions, they also shared different opinions about some other teaching strategies.”

Based on some definitions of perception above, perception is a process of interpretation of a present stimulus, where are people express their sense and their interpretation of the past experience. To know the success of teachers' teaching, we need to know the students' perception. And important to improving teaching, student learning, and student achievement is a firm understanding of students' beliefs and perceptions.

2. Indicators of perception

According to Robbins (2003) there are two indicators of perception:

a) Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage, it is about the function of the five sense in grasping external stimulus.

b) Evaluation

The external stimulus that have been grasped will evaluate. It is a subjective evaluation. It will be different perception of each person in environment.

Although the stimuli received from each individual's senses are the same, each individual has different ways of evaluating. In line with the above

opinion is also expressed by other experts as well as according to Hamka (2002), indicators of perception there are two kinds, namely.

a) Absorbs

The stimulus that is outside the individual is absorbed through the senses, enters the brain, gets place. There is an analytical process, classified and organized with individual experiences that have been previously owned. Hence the absorption is individually different from each other even if the same absorbed stimulus is the same.

b) Understand

Understand namely indicators of perception as a result of classification process and organization. This stage occurs in a psychic process. The results of analysis in the form of understanding. Understanding is also subjective, different for each individual.

Meanwhile, according to Walgito (1990) perceptual indicators there are three kinds:

a) Absorption of stimuli or objects from outside the individual.

Stimulate or object is absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together. From the results of absorption or acceptance by the sensory devices will get a picture, response, or impression in the brain. The description may be singular or plural, depending on the object of perception observed. Inside the brain are collected images or impressions, both old and newly formed. Obviously

whether the picture depends on whether or not the excitement, the sensitivity of the sense apparatus and the time, has just or has been a long time.

b) Understanding

After there are images or impressions in the brain, then the picture is organized, classified (classified), compared, interpreted, so that the form of understanding. The process of understanding is very unique and fast. The notion that is formed depends also on the old images that have been owned by the previous individual (called apperception).

c) Assessment or evaluation

After the form of understanding or understanding, there was an assessment of the individual. The individual compares the newly acquired understanding to the subjective criteria or norms of the individual. Individual assessment is different even though the object is the same. Therefore perception is individual.

The comparison of the three indicator perception above are the first opinion the perception is exist when there are the acceptance and evaluation of students, meanwhile from the second opinion it is different that are the perception can exist when there are the absorbs and understand of the students. Then, the third opinion consolidate the two indicator perception before they are absorption or acceptance, understanding and assesment or evaluation.

3. Types of Perception

Based on explanation from perception, according to Robin (2003) there are three types of perception as follows:

a) Person Perception

Person perception refers to those processes by which we come to know and think about others, their characteristics, qualities, and inner state. We construct images of others in ways that serve to stabilize, make predictable, and render our manageable view of the social world to the extent to which we attribute stable traits and enduring disposition to the other people. We feel that we are better able to understand their behavior and predict their future actions and we use these notions to guide our interaction with them.

b) Social perception

Social perception means that trying to understand people whether they are professional athletes, politicians, leaders, criminal defendants, entertainers, or loved and closer to home is not an easy task.

Perception does not occur in a vacuum; instead, we bring to bear prior knowledge that we have structured and stored in our heads for the processing of new information about individuals. Social life dictates that we do something more than react to creatures of the moment. Sustained patterns of interaction in social relationships require us to retain information, as the situation requires. Without memory, we should react to every event as if it were unique, and if we did not remember the facts, we should be incapable of thinking or reasoning.

c) Perception of situation

Social psycholinguistics views a situation as all the social factors that influence a person's experience or behavior at a given time, and given a place. It is an interaction of time and space within which we act in specific ways.

The situational context in which stimuli occur has consequences for their interpretation. Any one of multiple words may emerge. Depending on which stimuli we register. The linkage we make among these stimuli in our interpretation of the stimuli.

C. Teaching Method in Teaching English Commonly

In teaching and learning process in the classroom, the students are the important part to be considered carefully. The entire indicator shown teaching successfulness can be seen through the students' achievement. All the objectives are going to be achieved by teachers in teaching and learning process in the classroom are served to the students. Hence, all teachers must choose appropriate methods applied to appropriate students in order to teach in teaching and learning process can achieve objective planned before.

In teaching learning process, teaching methodology plays a key role. There are different teaching methods for teaching different subjects. According to the nature of a language different teaching methods and approaches are used to teach about language and to clarify the concept. In the words, the important methods as well as the approaches of teaching English.

Many studies were conducted to improve the students' English proficiency, whether it was focused on language skills or language elements. Teachers need to read or learn the researchers to improve their teaching process in the classroom. As Ahmad and Aziz (2009) in *International Journal of English Language and Linguistic Research* concurred that students generally have a poor grasp of a language and part of the problem lies with the conventional teaching method employed. Unfortunately, Siddiqui & Umer stated that in most of school, especially in low-privileged area, the students are still intended by traditional methods that are impeding their intellectual growth. On the other hand, innovative teaching method facilitate the intellectual growth by developing critical and creativity. It is suitable with a result found by Khursyid and Ansari said that students who are given instruction in modern teaching methods significantly secured higher mark in their subject test as compare to those who were taught their lesson in conventional way. It is also proved that students' achievement in academics largely depends on how teachers behave in the classroom. Well-planned teaching activities have been proved as an effective way in teaching students in the classroom. Hence, EFL teachers should master many teaching methods with the intention of meeting students' needs. In addition, they can renew their teaching methods by reading related research article with purpose of improving their teaching. The students as people whom mostly interact with teachers in the classroom will have their own perception about how their teachers perform in the classroom. Whereas there are many studies conducted to describe the students' perception as one way to evaluate teacher performance in the

classroom. It can not be avoided that students' perception of teachers' performance in the classroom will effect more in achieving teachers' objective in every teaching and learning process in the classroom.

Collecting data from the students can be an affactive feedback for teacher in improving their performance in the classroom. As argued by Ahmad and Aziz (2009) that the collecting data from the students regarding their teachers' perception of their teachers' teaching contribute very much in improving the teaching and learning because it provide valuable seggestion and direction for teacher's future improvement.

Mgeni in his research (2012) "Teacher Perception on Effectively Teaching Methods for Large Classes" He investigated teachers perception on effectively teaching methods for large classesat the University of Arusha. The findings of this research provided a valuable direction for teachers who teach in large class. There were four methods can be used in large class percieved by teachers. They were lecture or discussion as the most effective method used because it can involve the students in active learning rather than passive listening. The second was team project because it can help the students to develop some other skill. The two last were the problem solving and case studey methods. Overall, the fonding indicated that teachers percieved methods that involed active learning as the most effective methods while at the same time,they found it difficult toimplement such methods. The study also revealed that the major challanges found by teachers in the large class are getting the students to participate, getting the students to pay attention, assessment challanges, and identifying weak students.

A research, Yulianti in her research (2013) also conducted a study entitled "A Descriptive Analysis of Students' Perceptions Towards teacher's talk in English Classroom" said that "The students' perceptions toward English teacher's talk are very various. They have their own opinion with its strong reasons. For some students, referential question is more challenging than display question. Referential question not only help them to increase their English speaking ability but also can express their mind, ideas, and opinion. Although display question are considered easy question but does not sufficient for increasing their English since they just recall or read the answer from text or previous material."

The students' ways in practicing activities in the classroom are also much more influenced by the students' perception. When the students percieves their teachers' teaching in the classroom positively, they will also perform positively in teaching and learning process in the classroom. The students' negative perception will also affect the students' negative performance in the classroom. Abraham and Van investigated it. He proposed a model in which learners' beliefs affect how they approach learning. While Rely also argued that beliefs will directly shape learners strategy use as well as their attituded and motivation. Siddiqui and Umer stated that statisfaction of the students gain from their teachers during class enhances their interst in the classroom. Using appropriate method that meets students' need also can be an effective way to provide an effective teaching in the classroom. It has been suggested by Sajjad said that teaching method need tobe improved by considering the students' perception regarding that. By looking at all the evidence proved by some researchers before, it can be said that

students' perception become an important part to evaluate teachers and students performance in the classroom.

D. Framework of the Study

This sub chapter present the conceptual framework of this research. This research based on the teaching methods used by the teachers of EFL at second grade school experienced by students. Based on teaching methods experienced by students in EFL classroom, the researcher was collected the students' perception towards the methdos used by the teacher of English experienced by them.

The conceptual framework of this research can be seen as follows:

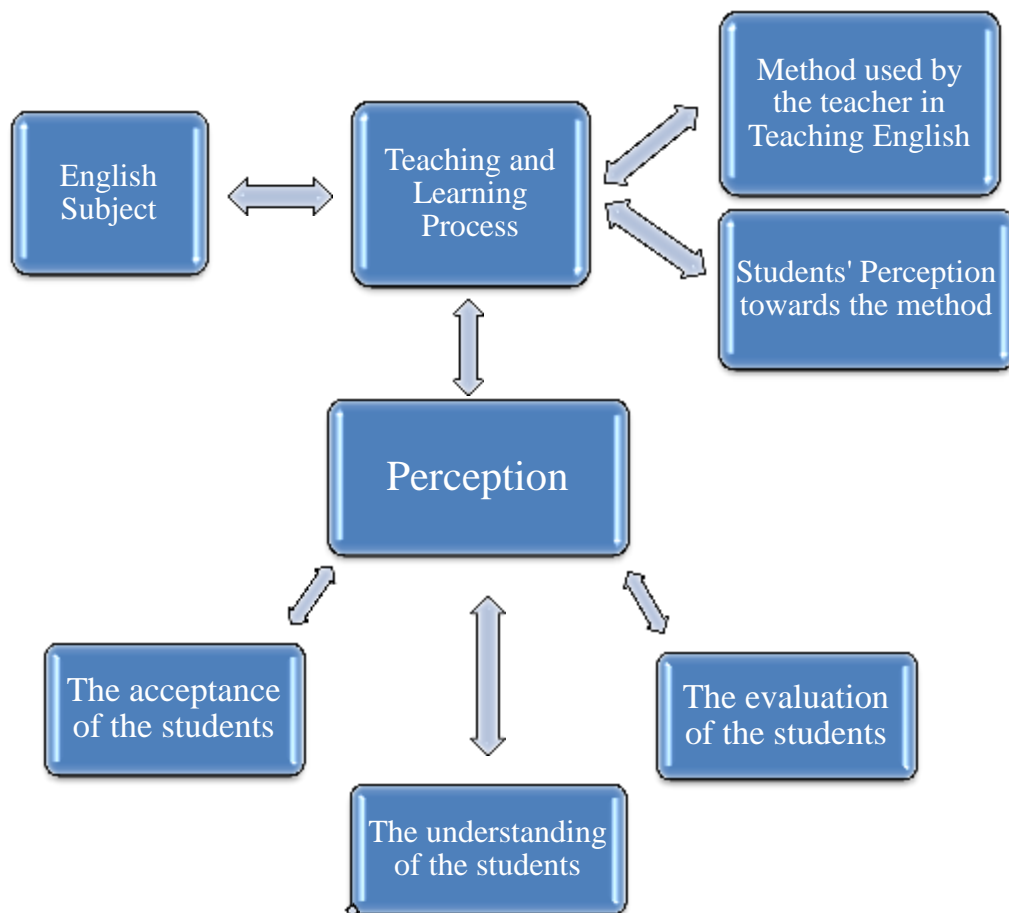


Figure 2.1 Conceptual framework of the research

CHAPTER III

RESEARCH METHOD

This chapter outlines the methodology of this research. The researcher began by outlining the method that researcher was used for this study. And followed by sample and population, instrument data and data collection. Then, the researcher explain method of analyzing the data.

A. Research Design

This research was related to teaching methods and the students' perception towards the method in teaching English. Thus, the researcher needed to do descriptive research namely, the research created the descriptive data such written words or oral from people and the behavior that observed. So that, the research design in this research was descriptive qualitative method.

B. Sample and Population

1. Population

The population of this research was the second grade students of SMA Negeri 13 Pangkep in the academy year at 2017/2018. There were five classes namely Al-Batani, Al-Farisi, Al-Gazali, Al-Jahiz and Al-Nafiz, with consisted of 22, 21, 20, 20, 21 students each class. Therefore, the total population of this research 105 students.

2. Sample

The researcher took 30 students as the sample of the second class at SMA Negeri 13 Pangkep. Where the researcher took 6 from each class. Then, took 5 students for interviewed and 5 students from each class to given the

questionnaire that number 25 students.

C. Research Instruments

From some research, instrument was very important for collecting data. The accuracy result of the research was the important part that depended how carefulness in use the instrument. Before the research was conducted, the instrument must be prepared well.

Relates with the problem of research, there were three instruments that researcher used, namely:

1. Observation

Observation is design to general data on activities, behaviors, and generally focus on setting. Observation was aimed to finding out the methods that used by teacher in teaching and learning process.

2. Questionnaire

Questionnaire is a tool of gatherer data writtenly. Questionnaire was used to get the students' perception towards the methods that used by teacher in teaching English in the classroom.

3. Interview

Interview is a process of gatherer data orally. Interview was used to get the students' perception deeply. And interview aimed to more convinced the researcher to the students' perception towards the methods that used by teacher in teaching English.

D. Data Collection

Data collection technique is the way who was used by the researcher for collecting data. The data collection of this research was observation, questionnaire, and interview.

1. Observation

The researcher observed the subject of the reserach. And the most important that was observed is the teacher. The researcher observed the teacher to know what methods was used by teacher in teaching English in the classroom.

2. Questionnaire

The questionnaire was made after the researcher observed the teacher of the sample. Then, the researcher shared the questionnaire for the students that contained some questions in order to get the perception about the method that used by the teacher in teaching English. Questionnaire was given for the students in the classroom with required the teaching time of the teacher.

3. Interview

After given the questionnaire to the students, the researcher interviewed the five students. Where was the five students chosen from each class. This interview was aimed to get the students' perception deeply that reinforced and clarified the reason of the questionnaire answer.

E. Data Analysis

This research had 4 steps of analysis, namely: data collection, data reduction, data presentation, and conclusion. And the steps of data analysis for this research, are as follows:

1. Data collection, was collecting data in the research location by observation, interview, and questionnaire by determining data collection strategy that was considered appropriate and to determining the focus and deepening of data in the next data collection process.
2. Data reduction, was as the selection, focusing, abstraction, transformation of the data in the direct field, and was forwarded at the time of data collection, thus data reduction was began since the researcher focused the research area.
3. Presentation of data, namely a series of information organization that the research allowed to was conducted. Presentation of data was obtained by various types, networks, activities as the result of the research.
4. Withdrawal of conclusions, the researcher must understood and responded to something that was observed directly in the field by arranging the pattern of direction, cause and effect.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted the two section, they are research findings and discussion. Where the finding outline the result of the data analysis was taken by observation checklist and interview. While discussion presented the result of the research findings.

A. Research Findings

1. Method used by the teacher in teaching English

Based on the observation checklist, the researcher has been found the method that used by the teacher in teaching English in the classroom. And there are two method that teacher used in teaching English namely Persentation Practice Production (PPP) and Cooperative Learning.

a. Persentation Practice and Production (PPP)

Persentation Practice and Production (PPP) is a teaching method that collaborate the three steps in teaching and learning process. First, persentation where the explanation or introduction of the subject or materials that was given to the students. And there are some media that helped the explanation of the persentation in teaching and learning English in the classroom. Second, practice where the the students do something that related with the materials. Dialoque become the one of practice or drills that students do in the classroom. And third, production where the students understand the materials in the persentation or explanation and practice that students do in the steps

before. The students discuss and then make the dialogue as the result of the understanding of the materials.

b. Cooperative Learning

Cooperative learning is a strategy of teaching learning that emphasize to the attitude or behavior together in work or help between others in group consist between two or more people. Cooperative learning has some classroom activities such as group work activities. The students work together with their friends, so that occur the interaction between students. And each members have the role in group. Each members of group are responsible with the learning of their friends in group. The type that used in Cooperative Learning is Student Team Learning (STL). The students work together as a team to do the task and all the members of group have the responsible towards the success of learning and the finishing of the task in group.

2. Students Perception of Cooperative Learning and Persentation practice production

a. Students perception of the materials through Persentation practice and production

1) The students are happy in teaching and learning English

Presentation Practice and production by using media in the classroom make the students happy in teaching and learning English. The students from elementary school until senior high school are very like something that visual, so that the visual aids is very important for the students in teaching and learning process. Because, it can increase the motivate to learn of the

students and their happiness in learning process. The audio visual like video is very have the important role in teaching and learning process especially when the teacher adjust the media with the materials that is taught. Because when the students happy in the learning process means that the students liked the using media in teaching and learning process. And it suitable with the questionnaire number 7 that also many students said “Yes” than “No” with the statement “*I am more like to learn with use media*”. It indicated the students accept the materials through PPP method by using media because the students like of the media that is used by the teacher. When the students are like and happy of the using media, they are also pay attention to the media. When the teacher play the video in front of the class, then all of the students focus to watch, listen and after that try to speak while repair the pronunciation of the students. It seem the answer of the questionnaire number 6 that more of students said “yes” than “No” where the statement is “*the media makes the students more pay attention the materials and more focus in learn English*”. It means that through the media that teacher uses in the classroom, the students accept the materials with focus and very pay the attention of the materials. And then, the media is very help the students to accept the materials.

2) The students are easier to understand the materials

The understanding of the students are the process of organising, considering, interpreting after the acceptance of the students to the materials and the students can interpretation the illustration and impression of the

brain then formed the understanding or comprehending. The understanding of the students towards the materials through the presentation practice and production after the acceptance make the students more easy to understand the materials. Especially for the using of media in teaching and learning process in the classroom makes the students happy, enjoy the English learning and when the students already enjoy and happy in the teaching and learning process, it already helps the students to all at once understand the materials. It suitable with the questionnaire number 5 that more students said “Yes” than “No” in this statement *“I am more easy to understand the English lesson or more easy to comprehend the English lesson with use media.* And support of the statement by MDA said that *“I can enjoy the English learning all at once understand, because if use media is enjoy, right”*. It indicated that the understanding by using media in teaching and learning process is very help for the students to understand the materials, because the media makes the students enjoy and happy in learning process. And when the students happy and enjoy, they are easy to understand the materials.

The other understanding of materials through presentation practice and production is the listening of the students. The students can understand well by using media than the teacher itself. It appropriate with the questionnaire number 4 states that *“The uses of media helps me to train the listening in English”*. And just a little of the students said “No” for this statement. It indicated media such as video makes the students more understand the materials with watch and listen the video. While the students

can listen the pronunciation, the students also can understand the meaning by see the sentences that native speaker said in the dialogue.

3) The students can increase their vocabulary

The using media with dialogue in teaching English can increase the vocabulary of the students. It seems the questionnaire number 2 with the statement "*The uses of media in English help me to increase the English vocabulary*". And all of the students said "Yes" for this statement. It because when the students see the video then there are vocabulary that students do not know, the students can ask to the teacher and search in the dictionary. Then, the the students can save it in their memories. Then, when the teacher requires them to make the dialogue, they can use the vocabulary that they got before.

4) The students can repair their pronunciation

The teacher can also repair their pronunciation by dialogue. The students watch and listen the video, and when the students listen the pronunciation that unsuitable with their pronunciation, they repair it. It happend when the teacher play some time the video and then the teacher requires to the students to practice it in front of the class with their friends, the pronunciation that they saw before, they can pronounce it. The questionnaire of number 3 that states "*The uses of media in English learning can help me to repair the pronunciation in English*". And just a little students that said "No"for this statement. The teacher correct the pronunciation after watch the video before some time, the students can a little fluently in speak

English. The difficult words that students do not know it is a little less. And it indicated that the students do not only can increase the vocabulary, but the students can also remedied the pronunciation.

b. Students' perception of Cooperative learning

1) The students are fun in teaching and learning English

The using of Cooperative Learning makes them feel more fun by group working in teaching and learning English in the classroom. It suitable with the questionnaire number 14 that states "*In group working, English in teaching and learning process in the class feel more fun*". It is because will be fun if the students learn together with their friends. NM as the one of students at the second grade states that "*Not bad. It is fun, because the one example is when our friends also group, it is certainly eh... no eh.. because learn together is fun*". It means that group working is fun because the students can work together and learn together. Beside that, the students are also very enthusiastic in English teaching. In group working, all the students are very enthusiastic to looking for their friends to become the partner. It appropriate with the questionnaire number 15 that states "*I am very enthusiastic when teacher demand to group working*". But from the all questionnaire, many students that said "No" for this statement. It because a part of students only make the group working as the place to gather talk random and uncared the task and also there are students that only want to work alone because want not to disturb with their friends that just talk random and disturb the other member. And It is appropriate by the MDA

statement said that *“I like learn alone, because if I work group usually there are friends that disturb me”*. It means that are also some students that do not like group working eventhough they are enthusiastic in group learning.

2) The students are less understanding the materials

The understanding of the students depend on the members of their groups or their friends itself. The students can easy to understanding sometimes based on the friends in the group. When the members of group is smart, they can teach their friends in own group. And it is different with the group that have not the smart students, they will difficult to understand the materials. Eventhough still can ask to the teacher. It seems with the questionnaire number 11 that states *“In group working, my friend help me to easy comprehend the lesson”*. And for this statement, there are many students that said “No”. It indicated the understand of the students is depend of their friends and are less. It because seems the statements before, many students that uncare about the material and task, then they are just like group working because can talk random in group, talk with their friends outside of the mterials. This is similiar with the statements of AHA that states *“Many students that not aware about ee... the main purpose of group working. Many students that abuse only to gather talk outside of the lesson”*. This, that make the students are less understand the materials.

3) The students can shares their ideas and opinions with their friends

The using of cooperative learning is also make the students can shares their ideas and opinions, so it makes them to help each other. This

appropriate with the statement from questionnaire number 12 that states “*Group working make me more thinking to do and finish the task*”. And more of students said “Yes” than “No” for this statement eventhough not to much. It indicated that they can do the task and help each other to finish the task.

When the students do the task that teacher given, the students need think, so that in cooperative learning is very help the students to more think to do and finish the task. When the students start to think, then they change the opinion or ideas with their friends. It appropriate with the questionnaire number 13 that states “*I can share the opinions or ideas in group working in the class*”. And just a little of the students that said “No” for this statement. It indicate that the process thinking of the students when do and finish the task make them will change the opinions and ideas so that the task that teacher gives can finished.

4) The students got the new knowledge of their friends

In the cooperative learning, the teacher gives the question for the students or ask to the students and the students can aswer the question of the teacher. The students can know the answer of the teacher because of the students are able to get the new knowledge from their friends. Materials that students do not know before become know after change the opinion, ideas and help each other. The one statement by NR said that “*The advantages is ee... we can give the new knowledge of our friends, ee... and help them to fo the English task*”. Statement of AHA also said that “*the advantages for ee..*

learn from the group is ee... that the opinions of the group is different, surely the knowledge of students also increase". And the other statement by NM that said "*certainly there are the new knowledgesthat our friends know and we do not know, surely*". On the statements above indicate that when the students do group working, they are not only know the materials by the expalanation of their friends in group working but the friends of them usually give the new knowledge that they do not know before. It means that the new knowledge of the students can help the students to answer the question of the teacher. Eventhough just a little students who are able to answer the teacher question, and just the special students those are the students that focus to dolk and finish the task that teacher give before, but for te students who are just talk randon in the group and even uncare the materials or task can not answer the question of the teacher. It indicate that the students are not too like the coopeartive learning in teaching and learning process in the classroom.

B. Discussion

1. Methods Used by the Teacher in Teaching English

a. Persentation practice and production

Persentation practice and production is a method that use three step in teaching and learning process those are explain the materials, practice the example of materials and get the result of the understanding materials. And the teacher uses media to help her in persentate the materials those are real object of invitation cards, powerpoint and audio visual such as video in the

classroom. It is because the students is very like something such as visual that they can see. So that when the students see the media and the real object of invitation cards, the students can focus to the materials directly. It proofs when the teacher shows the real invitation card, the students directly know it. And also, when the teacher plays the video then all of the students sees the video directly.

The invitation card is given by the teacher to gives the real example of kinds of invitation and how to invite someone by use the invitation. Then, media is given by the teacher so that the students can directly see the native speaker. So, while the students listen the materials from the video, the students can also repeat the materials after saw the video. The materials that teacher gives to the students is conversation (dialogue). The students analyzing the conversation that teacher gives through video which is include drill their listening and then their speaking by practice dialogue. First, the teacher gives the example of kinds of invitation. Then, the teacher plays the video conversation to the students. While listen the conversation, the students can practice to speak follow the native speaker. Then, the teacher requires the students to analyzing the conversation based on the materials that is taught. After that, the students try to practice speak again like the example of conversation before. And next, the teacher requires the students to make the dialogue suitable with the materials with their own partners. Then, the students perform in front of the class with their own partners.

The learning by using presentation practice and production is not monotonous because use media such as video, powerpoint and real object of invitation card to the students than just a book in teaching and learning process. This appropriate with the statement of NM that states *“Yes, the reason example if the learning is only use book, it is too monotonous. If use video, powerpoint, certainly easier because will be easier”*. Then, this is globalisation era, so that now the teacher more uses media in teaching and learning English in the classroom. This based on the students’ perception that the teacher must have many learning source so that the knowledge of the students can increase. The one perception of AHA that states *“My opinion about the use media in English learning of course will very help because if ee... the learning is only source from the teacher, surely it is not enough. So, the teacher needs the help various of media so that the learning process get many source, and the knowledge of the students can increase”*. The one proof when the students in the learning process are the teacher gives the book to the students, they are just see the book and sometimes there are students that sleepy and then not pay the attention to the materials. But when the students looked the real object of invitation card and video, almost all of the students directly pay attention to the teacher and the materials.

The students when see the media like video in learning process are very help to repair the pronunciation. It is different with the pronunciation of the teacher, the students can listen the fluency and accuracy of the western people pronunciation. And it repairs the fluency and accuracy pronunciation of the

students than the teacher itself. It suitable with the statement of AHA states that *“And video also more sharpen the listening of me in learning English because ee.. sometimes video to test the listening skill of the students it’s better of the teacher who is test directly sist, orally”*. Then, when the students watch and listen the video, it repairs the pronunciation of them because they can rehearsed speaking with imitate the native speaker of the video. But the one difficulties of students is, when the speaker of conversation by the video is too fast. Because based on the students’ listen, the speaker of conversation by the video is too fast so that the students can not too catch the meaning of the conversation. This appropriate with the statement of NR that states *“The advantages are more get new words, and the pronunciation can repaired again. The disadvantages are usually in learning use media that the pronunciation of them is too fast”*. Because of that, the teacher replay the video until 3 times to give the time for the students catch the meaning and do the task that teacher gives.

Based on the perception of NR, the students can also increase the new vocabulary by using video through persentation practice and production. The students usually get the difficult words when see the video and it complicates them to know the meaning of the materials because they can not to translate the words. The statement of NM suitable with that, she states *“The use video in English certainly there are translation that we do not know like the difficult words that difficult to understand and certainly like too fast but because of that media also increase the vocabulary and it can be the advantage also”*.

Based on the statement, the students can get the new words by the words that they do not know and it certainly increase the list of their vocabulary in English. The students can ask to the teacher for the difficult words or the students can see in the dictionary for the translation of the words. Then, when the teacher demand the students to practice the dialogue and recount the dialogue, they can do well. This appropriate with the statement of Freeman (1990) states that “The students will learn all of the new vocabulary items and be able to use them when reciting the dialogue and doing the grammar drills”.

The using media in Persentation Practice and Production also make the students quick not bored. This appropriate with the statement of NH that states “*I think the use of media in English learning is important and useful. Beside we are not bored in learning English sist because of the difficult word, perhaps we also can consoled and we can also more understand*”. This perception means that media can increase the enjoying of students in English learning and it means that the students do not bored in learning process. While the students do not bored, they can enjoy and also understand the materials. It is looked of the learning process, when the teacher shows the media then the students happy and enjoy it until the end of the learning process.

Thus, Persentation practice and production is really liked by the students in teaching and learning English through the use of media in the classroom. Because the students can get the new knowledge and beside that the students get the new situation. And the students are given the real object

of invitation card, powerpoint, and video that make them more enjoy the teaching and learning English process in the classroom.

b. Cooperative Learning

Cooperative learning is the learning group with the number of students 2-5 who motivate each other between member group to help each other. The aim of this method are to develop the skill of collaborate in group and improve the complicity intellectual and interaction of the students in teaching and learning process. The students can repair their speaking and pronunciation in English teaching and learning process through using Cooperative Learning. The teacher gives a little explanation to the students based on the materials that is taught and then the teacher devides the students into some group that make them work the task together as team. The teacher gives the topic for the students appropriate with the materials that is taught and the students choose their own partners. Then, the students work the task together with their partners to make the dialogue based on the materials. They share their ideas with the experience of the students to finish their tasks together. They work together as a team with unite their experiences. Then, each members of the group have the role in the dialogue and automatic happened the direct interaction between the students. And when there are students or members of group do not know or understand the materials, it is be the responsibility of all members group to teach her/his. But when the students or all of members still not understand the materials, sometimes the teacher helps the students to explain again the materials and it just happened

when the students ask to the teacher to explain again the materials. Then, after finish the task, the students perform in front of the class with their group.

Cooperative learning is enough to accepted by the students in learning process. The statement of MDA states that *“The group working in English good enough because if we are not understand the materials usually there are friends that help to finish the materials or try to explain the materials”*. The statement by NM also said *“Mm...I am. Eem... about group working in English learning also is the one of way that must did because is good”*. And the other one statement by NH states that *“Very useful also. Because we can group and perhaps in group there are friends that more smart English, it can teach the other friends”*. Based on that, the students percieve group working in teaching and learning English in the classroom. Because, work with their friends help enough to understand the materials when their friends is smart. This is proof when they make a group and work together there, the smart students tell the other friends in their own group about the materials so that they can understand the materials together and they already also easy to understand the materials without the explanation of the teacher. It is different with the group that have not a smart friends, they difficult to understand and confuse to do the task. So that to understand the materials, they must ask to the teacher some time. This suitable with the statement of NM states that *“I think not too, because example if our friends also do not too understand about the English learning, mm like that”*. The students worry towards their

friends that do not understand the materials and themselves also do not understand the materials. So the students can not do the task well.

The using of Cooperative learning in teaching and learning English in the classroom can also share the ideas or opinions by the students with their friends. Then, the students can help each other to do and finish the task so that the task can finish fastly. So, the students can also more think with their friends that can motivate them in learning process. The statement of NM states *“If the advantage itself, eh... we can change the think with our members group “*. And the same statement by MDA that states *“Easier to understand the materials because change the think, help each other sist. If we are wrong, the friends can repair it “*. Based on the statement, it means that when the students do group working, they share/change the think to the friends of them, and it make them more thinking to get the new ideas of their friends. But, the other statement of MDA also said *“No. I like learning alone because group working usually there are friends that disturb”*. It indicated that the students indeed can share/change the think with the use of cooperative learning, but usually there are friends of the that not do the task of the teacher. Then, there are naughty in learning process. They are just make the group working as a place for talk random without care the materials and also the students just play in group working then disturb the friends that seriously to do the task. This suitable with the statement of AHA that states *“No, because sometimes if group working ee.. a fellow friends gather not to finish the task but only to talk about something that not about the lesson “*. So

that, it makes some students just like work alone because want not to disturb with their friends. And the students that usually diligent to work the task become think alone, does not make her/his more think. Whereas actually, the group working is work the task together as team so that they can achieve the success of learning by group working. It seems with the statement of Slavin (2000) states that “the idea of cooperative work, student team learning methods emphasize the use of team goal and team success, which can be achieved only if all members of the team learn the objectives being taught”. Then, the next it is being the task of teacher to gives the students reprimand for the students that just play and talk random in group working, so that the aim of Cooperative learning can achieve. And also the using of group working that help the students to understand the materials is suspended by the friends who they accompany. It seems with the statement of AHA that siad *“Depend on the friends of the group. If the friends of group more pay attention ee.. more purpose to finish the task I am also like that. But if the friends of my group ee... purpose is only to talk in group sometimes me too”*. Thus, it indicated the successful of the learning in group working is suspended by the friend who accompanied.

While the students can share the ideas, the students also get the new knowledge from their friends. Because sometimes there are something that their friends know and others friends do not known and likewise instead. With the ideas, thinks, or explanation of the friends, the students certainly easy to undertsand the materials. The one statement by NR states that *“The*

advantage, we can give our friends new knowledge, and help during do the tasks of English learning". Statement of Aha also said "*The advantage to ee.. learning from group it is ee... the opinions of the members is different, certainly also knowledge of the students will increase*". And the other statement by NM also said "*Certainly there are new knowledges that not known but our friends know, surely*". On these statement indicated that when the students do group working, they are not only know the materials by the explanation of their friends, but the friends of them usually give a new knowlegde that they do not know before.

The using of cooperative learning in the teaching and learning English in the classroom can also make the students to share the task, so that if there are many task that teacher gives to them, they can feel light and nad not burdensome and complicate the students. The statement of NR support it, her states "*Easier, because in group task usually we are shared, eh... many task that given then the task can shared and we all can help each others*". Outside of the students that usually do not work the task that teacher gives and just talk random in group. There are some students that think group working can lighten the burden of them with share the task to the other people. It indicated that there are a part of students that serious to do the task that teacher gives.

Then, cooperative learning liked by the students because they can work together with their friends. It seems the statement of NM that states "*Yeah not too bad, because if the group certainly not ehh... because learning together is*

fun". Eventhough, there are friends that do not work the task and just play. The students are still like working group.

2. Students' Perception towards the Materials through PPP and CL

The students perception towards the two methods are different. It because the applying of the two methods are different and supported by the percieve by the students. Based on that, the students give their own perception. The students perception about Persentation Practice and Production such as they are happy in English learning, more easier to understand, can increase their vocabulary, and repair their pronunciation. Whereas the students perception about Cooperative Learning such as the students are fun in in teaching and learning process but they are less to understand, they can share/change their ideas or opinions with their friends and got the new knowledge of their friends.

The using of media in Persentation Practice Production help the students accepting the material. Then, the students like the using media in teaching and learning process in the classroom because can get the new situation than just a book. The students more like the situation that make them happy in teaching and learning process. Cooperative Learning also make them happy in teaching English, but friends in their members group make them annoyed because sometimes just play, talk random and uncare about the task.

Based on some perception above, it indicated that the students are easier to understand the material through Persentation Practice and Production by using media in the classroom than Cooperative learning. It because the using media through Persentation Practice and Production make the students are

focus in the materials, pay attention the materials, happy and then they are like learn English by using media. Eventhough sometimes the using media makes some students just focus on the media but also many students that give their focusing on the materials in the media. Whereas Cooperative Learning, many students are unliked it, because their friends in the group make them lazy to do the task. Their friends in group are just play with the other members, sometimes are also just talk random outside of the materials and uncare about the finishing of the matreial so that make the other friends lazy to do the task and just want to do the task alone because can not be disturbed by their friends.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research, the researcher would to make a conclusion by showing the result of the observation checklist, questionnaire and interview towards the students.

1. There are two method that used by the teacher in teaching English, they are Persentation Practice Production and Cooperative Learning which are the some perception of the students about the materials through Persentation Practice Production by using media such as the real object of invitation card, powerpoint and video are more easy to understand, do not quick bored, repair the pronunciation of the students and increase the vocabulary eventhough sometimes there are also the students that just regard the media as a consolation and the video that the teacher plays was too fast also. Then, the some statements of the students about Cooperative learning is only more easy to understand, get a new knowledge, and sometimes there are members of group working does not participate, talk random, just play and uncare the materials.
2. The students like Persentation Practice and Production by using media, because the media gives the new situation more than just a book to the students in learning English so that the students are more enjoy the learning process, then the students can easy to understand while enjoy and focus see the media where as Cooperative learning can make the students share their

opinions or ideas in do and finish the task but there are always the members of one group do not participate to do the task and make the other students have a bad mood and finally do not like the group working.

B. Suggestion

From the findings presented earlier in the chapter four, there are some suggestions that can be taken as a consideration for English teacher towards the use of method in teaching English:

1. The teacher must can be choose the method that appropriate with the materials that is taught.
2. Persentation Practice Production by using media was sometimes made the students just focus to the media and the media was too fast. Because of that, the teacher must plays again the media to makes the students more understand and can catch the meaning of media. Then also, the teacher must monitor directly the students so that the students do not only focus to the media but must know the meaning appropriate the task by the teacher. Cooperative learning makes the students work together to finish the task but sometimes there are students not work the task together and just play. Because of that, in group working the teacher can shares the one smart students for each group. So that, the smart students can help their friends to do the task that is can explain again to their friends about the materials and about the task that will did, then the smart students also can motivate them to work together. Besides, the teacher also must monitor the students that just play and can reprimand the students to do the task with their friends.

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Appendix 1

OBSERVATION CHECKLIST

No	Metode	Ciri-ciri	Ya	Tidak
1.	Contextual Teaching Learning (CTL)	1. Pembelajaran yang diarahkan pada ketercapaian keterampilan dalam konteks kehidupan nyata atau pembelajaran yang dilaksanakan dalam lingkungan yang alamiah (<i>learning in real life setting</i>).		
		2. Pembelajaran memberikan kesempatan kepada siswa untuk mengerjakan tugas-tugas yang bermakna (<i>meaningful learning</i>).		
		3. Pembelajaran dilaksanakan dengan memberikan pengalaman bermakna kepada siswa (<i>learning by doing</i>).		
		4. Pembelajaran dilaksanakan melalui kerja kelompok, berdiskusi, saling mengoreksi antarteman (<i>learning in a group</i>).		
		5. Pembelajaran memberikan kesempatan untuk menciptakan rasa kebersamaan, bekerja sama, dan saling memahami antara satu dengan yang lain secara mendalam (<i>learning to know each other deeply</i>).		
		6. Pembelajaran dilaksanakan secara aktif, kreatif, produktif, dan mementingkan kerja sama (<i>learning to ask, to inquiry, to work together</i>).		
		7. Pembelajaran dilaksanakan dalam situasi yang menyenangkan (<i>learning as an enjoy activity</i>).		
2.	Problem Based Learning (PBL)	1. Menjelaskan tujuan pembelajaran, menjelaskan peralatan, dan memotivasi Siswa didalam aktivitas pemecahan masalah.		
		2. Membantu siswa untuk menafsirkan dan mengatur tugas yang terhubung dengan Masalah.		

		3. Memotivasi siswa untuk menemukan informasi yang sesuai, dan melakukan eksperimen di Untuk mendapatkan pemecahan masalah.		
		4. Membantu siswa merencanakan dan menyiapkan hasil diskusi dalam bentuk laporan.		
		5. Membantu siswa melakukan refleksi atau evaluasi terhadap investigasi dan proses pemecahan masalah mereka.		
3.	Direct Method	1. Materi pelajaran pertama-tama diberikan kata demi kata, kemudian struktur kalimat.		
		2. Gramatika diajarkan hanya bersifat sambil lalu, dan siswa tidak dituntut menghafal rumus-rumus gramatika, tapi yang utam adalah siswa mampu mengucapkan bahasa secara baik.		
		3. Dalam proses pengajaran senantiasa menggunakan alat bantu (alat peraga) baik berupa alat peraga langsung, tidak langsung (bnda tiruan) maupun peragaan melalui simbol-simbol atau gerakan-gerakan tertentu.		
		4. Setelah masuk kelas, siswa atau anak didik benar-benar dikondisikan untuk menerima dan bercakap-cakap dalam bahasa asing, dan dilarang menggunakan bahasa lain.		
4.	Cooperative Learning	1. Setiap anggota memiliki peran.		
		2. Terjadi hubungan interaksi langsung di antara siswa.		
		3. Setiap anggota kelompok bertanggung jawab atas belajarnya dan juga teman-teman sekelompoknya.		
		4. Guru membantu mengembangkan keterampilan-keterampilan interpersonal kelompok.		

		5. Guru hanya berinteraksi dengan kelompok saat diperlukan.		
5.	Discovery Learning	1. Mengeksplorasi dan memecahkan masalah untuk menciptakan, menggabungkan dan menggeneralisasi pengetahuan.		
		2. Berpusat pada peserta didik.		
		3. Kegiatan untuk menggabungkan pengetahuan baru dan pengetahuan yang sudah ada.		
		4. Peran guru sebagai pembimbing.		
		5. Peserta didik belajar secara aktif sebagai seorang ilmuwan.		
		6. Bahan ajar disajikan dalam bentuk informasi dan peserta didik melakukan kegiatan menghimpun, membandingkan, mengkategorikan, menganalisis, serta membuat kesimpulan.		
6.	Presentation Practice Production (PPP)	1. Membangun konteks kebahasaan dan situasi yang sesuai.		
		2. Menyimak pengulangan awal kalimat model.		
		3. Drills (choral or individual)		
		4. Consist 2, 3. 4 line dialogues.		
		5. Information and opinion gap etc.		
		6. Games, roleplay, discourse, chains, discussion, information and opinion gaps etc.		

Others:

Appendix 2

QUESTIONNAIRE

Nama :

Kelas :

No. Urut :

Angket ini di buat untuk mengetahui seberapa jauh persepsi siswa terhadap metode yang guru gunakan dalam proses belajar mengajar Bahasa Inggris dikelas. Berilah tanda ceklis (√) jika menurut kamu pernyataan tersebut benar.

No	Pertanyaan (Question)	Ya (yes)	Tidak (No)
1.	Guru saya menggunakan media dalam pembelajaran Bahasa Inggris. <i>(My teacher used media in English learning)</i>		
2.	Penggunaan media dalam pembelajaran Bahasa Inggris membantu saya menambah kosa kata Bahasa Inggris. <i>(The uses of media in English help me to increase the English vocabulary)</i>		
3.	Penggunaan media dalam pembelajaran Bahasa Inggris dapat membantu saya memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris. <i>(The uses of media in English learning can help me to improve the pronunciation in English)</i>		
4.	Penggunaan media membantu saya dalam melatih listening saya dalam belajar Bahasa Inggris. <i>(The uses of media helps me to train the listening in English)</i>		
5.	Saya lebih mudah mengerti pelajaran Bahasa Inggris atau lebih mudah memahami pelajaran Bahasa Inggris dengan menggunakan media. <i>(I am more easy to understand the English lesson or more easy to comprehend the English lesson with use media)</i>		

6.	<p>Penggunaan media membuat saya lebih memperhatikan pelajaran atau membuat saya lebih fokus dalam belajar Bahasa Inggris.</p> <p><i>(The uses of media makes me more pay attention learning or makes me more focus in learn English)</i></p>		
7.	<p>Saya lebih suka belajar Bahasa Inggris dengan menggunakan media.</p> <p><i>(I am more like to learn English with use media)</i></p>		
8.	<p>Saya pernah kerja berkelompok dalam pembelajaran Bahasa Inggris.</p> <p><i>(I ever group working in English learning)</i></p>		
9.	<p>Kerja berkelompok membantu saya lebih memahami pelajaran bahasa Inggris dikelas.</p> <p><i>(Group working help me to more comprehend the English lesson)</i></p>		
10.	<p>Kerja berkelompok membantu saya meningkatkan kemampuan speaking saya dalam belajar Bahasa Inggris.</p> <p><i>(Group working help me to improve my speaking skill in learn English)</i></p>		
11.	<p>Dalam kerja berkelompok, teman saya membantu saya dalam meningkatkan pemahaman saya terhadap pelajaran.</p> <p><i>(In group working, my friend help me to improve my comprehend the lesson)</i></p>		
12.	<p>Kerja berkelompok membuat saya lebih berfikir dalam mengerjakan dan menyelesaikan tugas.</p> <p><i>(Group working make me more thinking to do and finish the task)</i></p>		

13.	<p>Saya dapat berbagi pemikiran-pemikiran atau ide-ide dalam kerja berkelompok dikelas.</p> <p><i>(I can share the opinions or ideas in group working in the class)</i></p>		
14.	<p>Dalam kerja berkelompok, proses belajar mengajar Bahasa Inggris dikelas terasa lebih menyenangkan.</p> <p><i>(In group working, English in teaching and learning process in the class feel more fun)</i></p>		
15.	<p>Saya sangat antusias dan senang ketika guru menyuruh kerja berkelompok.</p> <p><i>(I am very enthusiastic when teacher demand to group working)</i></p>		

THE RESULT PERCENTAGE OF QUESTIONNAIRE

The percentage result of student's answer in questionnaire:

No	Pertanyaan (Question)	Ya (yes)	Tidak (No)
1.	Guru saya menggunakan media dalam pembelajaran Bahasa Inggris. <i>(My teacher used media in English learning)</i>	0	100%
2.	Penggunaan media dalam pembelajaran Bahasa Inggris membantu saya menambah kosa kata Bahasa Inggris. <i>(The uses of media in English help me to increase the English vocabulary)</i>	0	100%
3.	Penggunaan media dalam pembelajaran Bahasa Inggris dapat membantu saya memperbaiki pronunciation (pengucapan) dalam Bahasa Inggris. <i>(The uses of media in English learning can help me to improve the pronunciation in English)</i>	8%	92%
4.	Penggunaan media membantu saya dalam melatih listening saya dalam belajar Bahasa Inggris. <i>(The uses of media helps me to train the listening in English)</i>	4%	96%
5.	Saya lebih mudah mengerti pelajaran Bahasa Inggris atau lebih mudah memahami pelajaran Bahasa Inggris dengan menggunakan media. <i>(I am more easy to understand the English lesson or more easy to comprehend the English lesson with use media)</i>	12%	88%
6.	Penggunaan media membuat saya lebih memperhatikan pelajaran atau membuat saya lebih fokus dalam belajar Bahasa Inggris. <i>(The uses of media makes me more pay attention learning or makes me more focus in learn English)</i>	20%	80%
7.	Saya lebih suka belajar Bahasa Inggris dengan menggunakan media. <i>(I am more like to learn English with use media)</i>	16%	84%

8.	Saya pernah kerja berkelompok dalam pembelajaran Bahasa Inggris. <i>(I ever group working in English learning)</i>	0	100%
9.	Kerja berkelompok membantu saya lebih memahami pelajaran bahasa Inggris dikelas. <i>(Group working help me to more comprehend the English lesson)</i>	24%	76%
10.	Kerja berkelompok membantu saya meningkatkan kemampuan speaking saya dalam belajar Bahasa Inggris. <i>(Group working help me to improve my speaking skill in learn English)</i>	28%	72%
11.	Dalam kerja berkelompok, teman saya membantu saya dalam meningkatkan pemahaman saya terhadap pelajaran. <i>(In group working, my friend help me to improve my comprehend the lesson)</i>	24%	76%
12.	Kerja berkelompok membuat saya lebih berfikir dalam mengerjakan dan menyelesaikan tugas. <i>(Group working make me more thinking to do and finish the task)</i>	20%	80%
13.	Saya dapat berbagi pemikiran-pemikiran atau ide-ide dalam kerja berkelompok dikelas. <i>(I can share the opinions or ideas in group working in the class)</i>	8%	92%
14.	Dalam kerja berkelompok, proses belajar mengajar Bahasa Inggris dikelas terasa lebih menyenangkan. <i>(In group working, English in teaching and learning process in the class feel more fun)</i>	4%	96%

15.	<p>Saya sangat antusias dan senang ketika guru menyuruh kerja berkelompok.</p> <p><i>(I am very enthusiastic when teacher demand to group working)</i></p>	20%	80%
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Rumus : $\frac{\text{Total skor jawaban benar}}{\text{jumlah sample}} \times 100\%$

Appendix 3

INTERVIEW TRANSCRIPT

Nama :

Kelas :

1. Bagaimana pendapat kamu tentang penggunaan media dalam pembelajaran Bahasa Inggris?
(what is your opinions about the use media in English learning?)
2. Apakah media membantu kamu memahami pelajaran atau cuma sekedar membuat kamu menikmati pembelajaran Bahasa Inggris? Alasannya?
(Does the media help you understand the lesson or just make you enjoy learning English? Why?)
3. Apakah kamu senang belajar Bahasa Inggris dengan menggunakan media? Alasannya?
(Are you happy leaning English by use media? Why?)
4. Apa keuntungan dan kekurangan yang kamu dapatkan dari penggunaan media dalam pembelajaran Bahasa Inggris?
(What is the advantages and disadvantages that you get of the use media in English learning?)
5. Bagaimana pendapat kamu tentang kerja berkelompok dalam pembelajaran Bahasa Inggris?
(What is your opinions about group working in English learning?)
6. Apakah kerja kelompok dengan temanmu lebih mempermudah kamu dalam menyelesaikan tugas yang diberikan guru? Alasannya?
(Does group working with your friends easier to finish the task that teacher gives? Why?)
7. Apakah kerja berkelompok membantu kamu lebih mudah memahami dan mengerti pelajaran? Alasannya?
(Does group working helps you easier to comprehend and understand the lesson? Why?)

8. Apakah menurut kamu kerja berkelompok dalam pembelajaran Bahasa Inggris itu menyenangkan? Alasannya?
(Do you think group working in English learning is fun? Why?)
9. Apakah keuntungan dan kekurangan yang kamu dapatkan dari kerja berkelompok dalam pembelajaran Bahasa Inggris?
(What is the advantages and disadvantages that you get of the group working in English learning?)
10. Jika kamu disuruh memilih, manakah dari dua metode yang digunakan guru diatas yang lebih kamu senangi? Kerja berkelompok atau menggunakan media dalam pembelajaran. Alasannya?
(If you were told to choose, which one of the two methods used by the teacher above that you prefer? Group working or use media in English learning. Why?)

INTERVIEW TRANSCRIPT

Nama : AHA

Kelas : Al-Jahiz

Researcher : Bagaimana pendapat kamu tentang penggunaan media dalam pembelajaran Bahasa Inggris? (*what is your opinions about the use media in English learning?*)

AHA : Pendapat saya tentang penggunaan media dalam pembelajaran Bahasa Inggris tentu saja akan sangat membantu karena kalau ee.. pembelajaran hanya bersumber dari guru saja, tentu saja itu tidak cukup. Makanya guru memerlukan bantuan dari berbagai media agar proses pembelajaran dapat memiliki banyak sumber, agar pengetahuan dari siswa tersebut bertambah. (*My opinion about the use media in English learning of course will very help because if ee... the learning is only source from the teacher, surely it is not enough. So, the teacher needs the help various of media so that the learning process get many source, and the knowledge of the students can increase.*)

Researcher : Apakah media membantu kamu memahami pelajaran atau cuma sekedar membuat kamu menikmati pembelajaran Bahasa Inggris? Alasannya? (*Does the media help you understand the lesson or just make you enjoy learning English? Why?*)

AHA : Terkadang membantu, terkadang juga ti' eh.. kayak ee.. sekedar hiburan saja. kalau memang kayak menunjang pelajaran kak eeh... itu media pembelajaran memang sangat membantu apabila diperlukan, tapi kalau hanya ee... seperti hanya memutar film dengan tujuan, dengan maksud tidak untuk membantu proses pembelajaran tentu saja tidak membantu proses pembelajaran. Karena kadang guru menggunakan media tidak sesuai materi pembelajarannya. (*Sometimes help, sometimes also not ehh... just consolation. If indeed support the lesson sist eehh... the learning media indeed is very help if needed, but if just ee... like only play the movie with the aim, with a view is not to help the learning process surely not help the learning process. Because sometimes the teacher use media is not appropriate with the learning material.*)

Researcher : Apakah kamu senang belajar Bahasa Inggris dengan menggunakan media? Alasannya? (*Are you happy leaning English by use media? Why?*)

AHA : Senang, karena dari media kak banyak, banyak ee... pengetahuan-pengetahuan baru yang tidak dimiliki oleh guru itu sendiri baik itu

kayak vocabulary atau sebagainya. *(Happy, because of the media sist many ee... the new knowlegdes that have not by the teacher itself neither vocabulary or others.)*

Researcher : Apa keuntungan dan kekurangan yang kamu dapatkan dari penggunaan media dalam pembelajaran Bahasa Inggris? *(What is the advantages and disadvantages that you get of the use media in English learning?)*

AHA : Kalau keuntungannya, itu tadi kak, ee... banyak, lebih banyak ee...siswa dapat, mendapatkan lebih banyak informasi dibandingkan dari guru itu sendiri. Tapi kekurangannya itu terkadang siswa menyalahgunakannya, terkadang siswa hanya menganggapnya sebagai hiburan saja bukan sebagai media pembelajaran. Dan media juga lebih mengasah listening saya dalam belajar Bahasa Inggris karena ee... terkadang video untuk mengetes kemampuan listening dari siswa-siswa itu lebih baik dari pada guru yang mengetesnya secara langsung kak, secara lisan. *(if the advantages, ee... many, more many ee.. students can, get more many information than the teacher itself. But the disadvantages sometimes the students abuse, sometimes the students are only deem as consolation not as media learning. And video also more sharpen the listening of me in learning English because ee.. sometimes video to test the listening skill of the students it's better of the teacher that test directly sist, orally.)*

Researcher : Bagaimana pendapat kamu tentang kerja berkelompok dalam pembelajaran Bahasa Inggris? *(What is your opinions about group working in English learning?)*

AHA : Eee... kerja berkelompok dalam Bahasa Inggris itu menurut saya cukup bagus tapi juga ada kekurangannya. *(eee... group working in English I think good enough but also there is the disadvantages.)*

Researcher : Apakah kerja kelompok dengan temanmu lebih mempermudah kamu dalam menyelesaikan tugas yang diberikan guru? Alasannya? *(Does group working with your friends easier to finish the task that teacher gives? Why?)*

AHA : Tidak, karena terkadang kalau kerja berkelompok ee... sesama siswa itu berkumpul bukan untuk menger- menyelesaikan tugasnya tetapi hanya untuk menceritakan tentang sesuatu yang bukan tentang pelajaran. *(No, because sometimes if group working ee.. a fellow friends gather not to finish the task but only to talk about something that not about the lesson.)*

Researcher : Apakah kerja berkelompok membantu kamu lebih mudah memahami dan mengerti pelajaran? Alasannya? *(Does group*

working helps you easier to comprehend and understand the lesson? Why?)

AHA : Tergantung dari teman kelompoknya. Kalau teman kelompoknya lebih memperhatikan ee... lebih bertujuan untuk menyelesaikan tugasnya saya juga begitu. Tapi kalau teman kelompok saya ee.. tujuannya hanya untuk bercerita dalam kelompok tersebut terkadang saya juga. *(Depend on the friends of the group. If the friends of group more pay attention ee.. more purpose to finish the task I am also like that. But if the friends of my group ee... purpose is only to talk in group sometimes me too.)*

Researcher : Apakah menurut kamu kerja berkelompok dalam pembelajaran Bahasa Inggris itu menyenangkan? Alasannya? *(Do you think group working in English learning is fun? Why?)*

AHA : Menyenangkan, ee tentu saja. Karena ee... bukan hanya satu kepala yang berfikir tapi ee... banyak pendapat-pendapat atau pemikiran yang berasal dari siswa yang berbeda-beda, jadi ee... adanya persepsi yang berbeda juga akan membantu siswa dalam menambah pengetahuannya. *(Fun, ee... of course. Because ee... not only one head that think but ee... many opinions or thinks that from the different students, so ee... exist the different perception also will help the students to increase the knowledge.)*

Researcher : Apakah keuntungan dan kekurangan yang kamu dapatkan dari kerja berkelompok dalam pembelajaran Bahasa Inggris? *(What is the advantages and disadvantages that you get of the group working in English learning?)*

AHA : Keuntungannya untuk ee... belajar dari kelompok itu ee... kan pendapat-pendapat dari anggota kelompok itu berbeda, pasrti juga pengetahuan siswa akan bertambah. Tapi kekurangannya yaitu tadi kak, banyak siswa yang tidak sadar mengenai ee... tujuan utama dari kerja berkelompok tersebut. Banyak siswa yang menyalahgunakannya hanya untuk berkumpul untuk kayak bercerita diluar pelajaran. *(The advantage to ee.. learning from group it is ee... the opinions of the members is different, certainly also knowledge of the students will increase. But the disadvantage is, many students that not aware about ee... the main purpose of group working. Many students that abuse only to gather talk outside of the lesson.)*

Researcher : Jika kamu disturuh memilih, manakah dari dua metode yang digunakan guru diatas yang lebih kamu senangi? Kerja berkelompok atau menggunakan media dalam pembelajaran. Alasannya? *(If you were told to choose, which one of the two methods used by the teacher above that you prefer? Group working or use media in English learning. Why?)*

AHA : Penggunaan media. Ee... karena penggunaan media lebih efisien, ee... dan secara umum memang lebih bermanfaat dari kerja berkelompok. Karena kalau misalkan kerja berkelompok terkadang hanya satu siswa yang mengerjakan tugas dan yang lainnya hanya menyontek. Kalau penggunaan media secara menyeluruh kak, ee... siswa langsung menerima materi ee... dari guru ee... berdasarkan apa yang ditayangkan dari media itu. (*The use media. Ee... because the use media is more efficient, ee.... and commonly indeed more useful from group working. Because if example group working sometimes is only one student do the task and the others only copy. If the use media thoroughly sist, ee... students direct accept the material ee.. from the teacher ee... based on what that played on the media.*)

INTERVIEW TRANSCRIPT

Nama : MDA

Kelas : Al-Batani

Researcher : Bagaimana pendapat kamu tentang penggunaan media dalam pembelajaran Bahasa Inggris? (*what is your opinions about the use media in English learning?*)

MDA : Pendapat saya tentang penggunaan media dalam pembelajaran Bahasa Inggris itu sangat membantu untuk memahami materi tentang apa yang akan dipelajari dalam Bahasa Inggris. (*My opinion about the use media in English learning it's very help to understand the material bout what will learned in English.*)

Researcher : Apakah media membantu kamu memahami pelajaran atau cuma sekedar membuat kamu menikmati pembelajaran Bahasa Inggris? Alasannya? (*Does the media help you understand the lesson or just make you enjoy learning English? Why?*)

MDA : Untuk menikmati pembelajaran Bahasa Inggris sekaligus memahami, alasannya kalau pake media kan enjoy kak. (*For enjoy the English learning all at once understand, the reason if use media enjoy sist, right.*)

Researcher : Apakah kamu senang belajar Bahasa Inggris dengan menggunakan media? Alasannya? (*Are you happy leaning English by use media? Why?*)

MDA : Senang, alasannya kalau menggunakan audio visual seperti media, yang kan biasa banyak media kak. Kalau lihat banyak video apalagi video yang funny-funny, lucu, ee... biasa seneng kak. (*Happy, the reason if use audio visual like media, usually there are many video sist. If we see many video that funnies, ee... usually happy sist.*)

Researcher : Apa keuntungan dan kekurangan yang kamu dapatkan dari penggunaan media dalam pembelajaran Bahasa Inggris? (*What is the advantages and disadvantages that you get of the use media in English learning?*)

MDA : Kalau keuntungannya, mudah memahami materi. Kalau kekurangannya biasa kurang fokus sama materi kalau terlalu fokus sama videonya. (*If the advantage, easy to understand the material. If the disadvantage, usually less focus to the material if too focus to the video.*)

- Researcher : Bagaimana pendapat kamu tentang kerja berkelompok dalam pembelajaran Bahasa Inggris? (*What is your opinions about group working in English learning?*)
- MDA : Kerja berkelompok itu dalam Bahasa Inggris cukup baik karena kalau kita sedang tidak, kita tidak mengerti materi biasanya ada teman yang, yang membantu untuk menyelesaikan materi atau menerangkan materi. (*The group working in English good enough because if we are not understand the material usually there are friends that help to finish the material or try to explain the material.*)
- Researcher : Apakah kerja kelompok dengan temanmu lebih mempermudah kamu dalam menyelesaikan tugas yang diberikan guru? Alasannya? (*Does group working with your friends easier to finish the task that teacher gives? Why?*)
- MDA : Tidak. Saya suka belajar sendiri karna kalau berkelompok biasa ada teman yang mengganggu. (*No. I like learning alone because group working usually there are friends that disturb.*)
- Researcher : Apakah kerja berkelompok membantu kamu lebih mudah memahami dan mengerti pelajaran? Alasannya? (*Does group working helps you easier to comprehend and understand the lesson? Why?*)
- MDA : Lebih mudah memahami materi karena saling bertukar pikiran, saling membantu kak. Kalau salahki na perbaiki lagi bilang begini begini. (*Easier to understand the material because change the think, help each other sist. If we are wrong, the friends can improve it.*)
- Researcher : Apakah menurut kamu kerja berkelompok dalam pembelajaran Bahasa Inggris itu menyenangkan? Alasannya? (*Do you think group working in English learning is fun? Why?*)
- MDA : Menyenangkan. Karena asyik bisa bicara dengan teman, bertukar pikiran. (*Fun. Because infatuate can talk with friends, change the think.*)
- Researcher : Apakah keuntungan dan kekurangan yang kamu dapatkan dari kerja berkelompok dalam pembelajaran Bahasa Inggris? (*What is the advantages and disadvantages that you get of the group working in English learning?*)
- MDA : Kalau keuntungannya kerja berkelompok, kalau keuntungannya itumi mudah mengerti. Ee... sama kalau kekurangannya kak biasa sedeng ada teman yang tidak ikut berpartisipasi jadi disituki fokus kak bilang langsungki apaa jellek, bad mood kak liatki. (*If the advantage of group working is easier to understand. And if the disadvantage sist usually there are friends that not follow to participant so the focus of me drectly bad mood.*)

Researcher : Jika kamu disturuh memilih, manakah dari dua metode yang digunakan guru diatas yang lebih kamu senangi? Kerja berkelompok atau menggunakan media dalam pembelajaran. Alasannya? *(If you were told to choose, which one of the two methods used by the teacher above that you prefer? Group working or use media in English learning. Why?)*

MDA : Menggunakan media. Alasannya kan saya suka bekerja sendiri kak, Jadi menggunakan media itu biasanya ee... tidak ada teman yang gangguka. *(Use media. The reason, I like work alone sist. So the use of media usually there are not friends that disturb me.)*

INTERVIEW TRANSCRIPT

Nama : NH

Kelas : Al-Farizi

Researcher : Bagaimana pendapat kamu tentang penggunaan media dalam pembelajaran Bahasa Inggris? (*what is your opinions about the use media in English learning?*)

NH : Menurut saya penggunaan media dalam pembelajaran Bahasa Inggris itu penting dan berguna. Selain kita tidak bosan dalam belajar Bahasa Inggris kak karena kata-kata yang sulit, mungkin kita juga bisa terhibur ee... dan kita bisa, dan kita juga bisa lebih mengerti. (*I think the use of media in English learning is important and useful. Beside we are not bored in learning English sist because of the difficult word, perhaps we also can consoled and we can also more understand.*)

Researcher : Apakah media membantu kamu memahami pelajaran atau cuma sekedar membuat kamu menikmati pembelajaran Bahasa Inggris? Alasannya? (*Does the media help you understand the lesson or just make you enjoy learning English? Why?*)

NH : Menurut saya dua-duanya. Selain membantu juga bisa menikmati karena misalnya dengan video, kita selain juga bisa menikmati karena banyak gambar tentu juga kita bisa dapat memahami pelajaran. (*I think both. Beside help also can enjoy because example with video, we also can enjoybecause many pccertain picture also we can get understand the lesson.*)

Researcher : Apakah kamu senang belajar Bahasa Inggris dengan menggunakan media? Alasannya? (*Are you happy leaning English by use media? Why?*)

NH : Eem... tidak terlalu. Karena mungkin biasanya kita hanya berfokus pada videonya saja, cuma menikmati. (*Emm... not too. Because perhaps usually we are only focus on the media, only enjoy.*)

Researcher : Apa keuntungan dan kekurangan yang kamu dapatkan dari penggunaan media dalam pembelajaran Bahasa Inggris? (*What is the advantages and disadvantages that you get of the use media in English learning?*)

NH : Kalau keuntungannya, tidak cepat bosan. Kalau kekurangannya eem... mungkin kita, mungkin ada orang yang hanya menikmati video tersebut tanpa memperdulikan Bahasa Inggrisnya. (*If the*

advantage, not too fast to bored. If the disadvantage eem.... perhaps there are people that only enjoy the video without care of English..)

Researcher : Bagaimana pendapat kamu tentang kerja berkelompok dalam pembelajaran Bahasa Inggris? (*What is your opinions about group working in English learning?*)

NH : Sangat berguna juga. Karena kita bisa berkelompok dan mungkin saja didalam kelompok itu ada yang lebih pintar Bahasa Inggris, bisa mengajari teman yang lain. (*Very useful also. Because we can group and perhaps in group there are friends that more smart English, it can teach the other friends.*)

Researcher : Apakah kerja kelompok dengan temanmu lebih mempermudah kamu dalam menyelesaikan tugas yang diberikan guru? Alasannya? (*Does group working with your friends easier to finish the task that teacher gives? Why?*)

NH : Iya, lebih mempermudah. Kalau itu tadi kak teman kelompoknya pintar. (*Yes, Easier. If the members of group is smart.*)

Researcher : Apakah kerja berkelompok membantu kamu lebih mudah memahami dan mengerti pelajaran? Alasannya? (*Does group working helps you easier to comprehend and understand the lesson? Why?*)

NH : Ya, tentu saja. Karena dalam kerja berkelompok kita bisa melakukan sharing dengan teman mungkin ada pendapat yang lebih bagus dan juga misalnya ada yang kita tidak tahu, teman kita tahu, kita bisa saling berbagi. (*Yes, of course. Because in group working we can do sharing with friends that perhaps there are opinion that better and also example there are that we do not know, and my friends know, we can share each other.*)

Researcher : Apakah menurut kamu kerja berkelompok dalam pembelajaran Bahasa Inggris itu menyenangkan? Alasannya? (*Do you think group working in English learning is fun? Why?*)

NH : Iya menyenangkan. Karena selain kita bisa berbagi pendapat kita juga bisa saling berkomunikasi dengan baik dari pada hanya menonton media atau apa. (*Yes fun. Because besaide we can share the opinion, we also can good communicate with other than just watch the media or others.*)

Researcher : Apakah keuntungan dan kekurangan yang kamu dapatkan dari kerja berkelompok dalam pembelajaran Bahasa Inggris? (*What is the advantages and disadvantages that you get of the group working in English learning?*)

NH : Keuntungannya yaitu kita bisa lebih memahami Bahasa Inggris dan kita bisa mengetahui apa yang sebelumnya kita tidak tahu dari teman kita. Terus kekurangannya yaitu mungkin ada saja teman yang hanya main-main, hanya datang eh... melihat-lihat tanpa membantu. *(The advantages are we can more understand English and we can know what we do not know before from our friends. then the disadvantage is perhaps there are friends that only play, only come to see without help.)*

Researcher : Jika kamu disturuh memilih, manakah dari dua metode yang digunakan guru diatas yang lebih kamu senangi? Kerja berkelompok atau menggunakan media dalam pembelajaran. Alasannya? *(If you were told to choose, which one of the two methods used by the teacher above that you prefer? Group working or use media in English learning. Why?)*

NH : Menurut saya kerja kelompok. Karena kerja kelompok itu kita bisa lebih aktif bicara, eh... kita bisa saling bertukar pendapat, kita bisa bertanya pada yang lebih pintar. Kalo media saja kita hanya bisa menonton tanpa berbicara. *(I think group working. Because of group working, we can more active to speak, we can change the opinion with others, we can ask to the smart students. If media is only can watch without speak.)*

INTERVIEW TRANSCRIPT

Nama : NM

Kelas : Al-Ghazali

Researcher : Bagaimana pendapat kamu tentang penggunaan media dalam pembelajaran Bahasa Inggris? (*what is your opinions about the use media in English learning?*)

NM : Pendapat saya tentang menggunakan media dalam pembelajaran Bahasa Inggris itu sangat menarik menurut saya dan sangat efisien, karena sekarang juga kan era globalisasi jadi sekarang orang lebih menggunakan media begitu. (*My opinion about the use media in Ennglish learning is very interesting and very efficient. Because now also era globalisation so now people more use media.*)

Researcher : Apakah media membantu kamu memahami pelajaran atau cuma sekedar membuat kamu menikmati pembelajaran Bahasa Inggris? Alasannya? (*Does the media help you understand the lesson or just make you enjoy learning English? Why?*)

NM : Menurut saya media itu sangat membantu juga dalam pembelajaran sekaligus dapat membuat kita menikmati pembelajaran tersebut. Alasannya jikalau menurut saya, jikalau kita sudah menikmati pembelajaran yang ada pasti akan lebih mudah memahami pembelajarannya karena itu tadi kak , pembelajaran juga tidak telalu monoton karena menggunakan media. (*I think media is veryhelp also in learning all at once can make us enjoy the learning. The reason, if we already enjoy the learning exist certainly will easier to understand the learning process because of it, the learning also not too monotonous because use media.*)

Researcher : Apakah kamu senang belajar Bahasa Inggris dengan menggunakan media? Alasannya? (*Are you happy leaning English by use media? Why?*)

NM : Ya, alasannya contohnya saja kalau isalkan pembelajarannya hanya kayak menggunakan buku saja itu terlalu monoton, kalau misalkan menggunakan videoa, powerpoint, pasti akan lebih mudah karena dan akan lebih mudah. (*Yes, the reason example if the learning is only use book, it is too monotonous. If use video, powerpoint, certainly easier because will easier.*)

Researcher : Apa keuntungan dan kekurangan yang kamu dapatkan dari penggunaan media dalam pembelajaran Bahasa Inggris? (*What is the advantages and disadvantages that you get of the use media in English learning?*)

- NM : Keuntungannya itu yah.. kalau menggunakan media kita itu lebih paham gitu. Kalau kekurangannya kan misalkan video, video dalam Bahasa Inggris kan ada juga pasti translation yang kita tidak ketahui, yang kayak kata-kata yang sulit yang susah dipahami dan pasti kayak terlalu cepatkan. Tapi karena media itu juga menambah kosa kata dan itu bisa menjadi keuntungannya juga. *(The advantages is, if use media we more understand and the disadvantages are such as the use video in English certainly there are translation that we are not know like the difficult words that difficult to understand and certainly like too fast but because of that media also increase the vocabulary and it can be the advantage also.)*
- Researcher : Bagaimana pendapat kamu tentang kerja berkelompok dalam pembelajaran Bahasa Inggris? *(What is your opinions about group working in English learning?)*
- NM : Mm... saya.. eem... tentang kerja berkelompok dalam pembelajaran Bahasa Inggris itu juga adalah salah satu cara yang harus dilakukan karena yah..bagus. *(Mm...I am. Eem... about group working in English learning also is the one of way that must do because is good.)*
- Researcher : Apakah kerja kelompok dengan temanmu lebih mempermudah kamu dalam menyelesaikan tugas yang diberikan guru? Alasannya? *(Does group working with your friends easier to finish the task that teacher gives? Why?)*
- NM : Yah lebih mudah. Karena yah contohnya saja jikalau kita tidak mengetahui apa yang tugas tersebut pasti mungkin kita bisa berbagi pendapat dengan teman kita. *(Yeah easier. Because the example if we do not know what the task certainly perhaps we can share the opinions with our friends.)*
- Researcher : Apakah kerja berkelompok membantu kamu lebih mudah memahami dan mengerti pelajaran? Alasannya? *(Does group working helps you easier to comprehend and understand the lesson? Why?)*
- NM : Menurut saya sih tidak terlalu, karena contohnya saja kalau misalkan teman kita juga tidak terlalu mengerti tentang pembelajaran Bahasa Inggris, yahh gitu. *(I think not too, because example if our friends also do not too understand about the English learning, mm like that.)*
- Researcher : Apakah menurut kamu kerja berkelompok dalam pembelajaran Bahasa Inggris itu menyenangkan? Alasannya? *(Do you think group working in English learning is fun? Why?)*
- NM : Yah lumayan, iya menyenangkan. Karena contohnya saja kali eh.. jikalau berkelompok itu pasti ehh... tidak ehh... karena belajar rame-

rame itu seru. *(Yeah not too bad, because if the group certainly not eh... because learning together is fun.)*

Researcher : Apakah keuntungan dan kekurangan yang kamu dapatkan dari kerja berkelompok dalam pembelajaran Bahasa Inggris? *(What is the advantages and disadvantages that you get of the group working in English learning?)*

NM : Kalau keuntungannya itu sendiri, eh.. apa yah? Itu.. kita dapat bertukar pikiran dengan teman kelompok kita, pasti ada pengetahuan-pengetahuan baru yang belum kita ketahui tapi teman kita ketahui, pasti. *(If the davantage itself, eh... we can change the think with our members group, certainly there are new knowledges that not known but our friends know, surely.)*

Researcher : Jika kamu disturuh memilih, manakah dari dua metode yang digunakan guru diatas yang lebih kamu senangi? Kerja berkelompok atau menggunakan media dalam pembelajaran. Alasannya? *(If you were told to choose, which one of the two methods used by the teacher above that you prefer? Group working or use media in English learning. Why?)*

NM : Kalau menurut saya sih menggunakan media. karena itu tadi kak, kalau menggunakan media tidak terlalu monoton, pasti ada kayak hal-hal yang baru lagi kayak contohnya menggunakan powerpoint, video dan segalanya. Kalau misalkan kan kalau kerja berkelompokjuga apa yah eh... tidak terlaluki...hehh. *(If My opinion the use of media, if use media is not too monotonous, certainly there are new something again like the use of powerpoint, video and everything. If group working also do not too.)*

INTERVIEW TRANSCRIPT

Nama : NR

Kelas : Al-Nafiz

Researcher : Bagaimana pendapat kamu tentang penggunaan media dalam pembelajaran Bahasa Inggris? (*What is your opinions about the use media in English learning?*)

NR : Penggunaan media dalam pembelajaran kali ini sangat menarik karena dalam pembelajaran sebelumnya beberapa siswa tidak semangat dalam pembelajaran Bahasa Inggris, karena menurut mereka pembelajaran Bahasa Inggris itu pelajaran yang susah, namun dengan adanya media tersebut memudahkan kita mengetahui cara membacanya, penulisannya serta dapat menemukan kata-kata yang baru lagi.. (*The use media in this learning is very interesting. Because the learning before some students have not spirit to learning English. because according to them, the English learning is the difficult lesson, but with there is media easier us to know the pronounciation, writing, and get find the new words again.*)

Researcher : Apakah media membantu kamu memahami pelajaran atau cuma sekedar membuat kamu menikmati pembelajaran Bahasa Inggris? Alasannya? (*Does the media help you understand the lesson or just make you enjoy learning English? Why?*)

NR : Ee... sebenarnya ee... bagi saya itu untuk menikmati pembelajaran Bahasa Inggris karena dari setelah menikmati pelajaran tersebut pasti ada kesimpulan-kesimpulan yang diberikan oleh guru jadi menurut saya lebih baik kita menikmati dulu pelajaran dalam media tersebut. (*Ee... actually ee... for me is to enjoy the English learning because after enjo the lesson certainly there are conclusions that given by the teacher so I think better enjoy the lesson in the media firstly.*)

Researcher : Apakah kamu senang belajar Bahasa Inggris dengan menggunakan media? Alasannya? (*Are you happy leaning English by use media? Why?*)

NR : Senang sekali. Ee.. karena, karena, ee.. karena orang Indonesia, guru-guru yang mengajar Bahasa Inggris itu biasa kata-katanya kurang terdengar jelas. Ee... dan kalau menggunakan media pembelajaran, itu ditahu bagaimana caranya lebih fasih. (*Very happy. Ee...because indonesian, the teacher that teach Englis usually the words less heard clearly. Ee... and if use media learnind, known how to more fluent.*)

Researcher : Apa keuntungan dan kekurangan yang kamu dapatkan dari penggunaan media dalam pembelajaran Bahasa Inggris? (*What is the advantages and disadvantages that you get of the use media in English learning?*)

NR : Keuntungannya itu lebih, ee... dapat mendapatkan kata-kata yang baru, serta di kayak apa yah, cara membacanya bisa diperbaiki lagi. Kekurangannya biasa dalam pembelajaran menggunakan media itu cara bicara mereka terlalu cepat atau mereka menggunakan British sedangkan Indonesia itu mayoritas pakai Amerika. (*The advantages are more get new words, and the pronunciation can improve again. The disadvantages are usually in learning use media that the pronunciation of them is too fast or they use British where as majority of Indonesia use America.*)

Researcher : Bagaimana pendapat kamu tentang kerja berkelompok dalam pembelajaran Bahasa Inggris? (*What is your opinions about group working in English learning?*)

NR : Kerja kelompok dalam Bahasa Inggris sangat membantu dalam pembelajaran, karena tidak semua orang mengetahui pembelajaran Bahasa Inggris dan apabila kita kerja berkelompok pasti kita juga mengerjakan hal baik dan pasti teman kita juga membantu ee... apa yang mereka ketahui. (*Group working in English is very help in learning, because not all people know the English learningthe good things and certainly our friends also help ee... what they know.*)

Researcher : Apakah kerja kelompok dengan temanmu lebih mempermudah kamu dalam menyelesaikan tugas yang diberikan guru? Alasannya? (*Does group working with your friends easier to finish the task that teacher gives? Why?*)

NR : Lebih mudah, karena dalam tugas berkelompok itu biasanya kita dibagi-bagi, eh.. banyak tugas yang diberikan dan tugas tersebut dapat dibagi-bagi dan kami semua dapat saling membantu. (*Easier, because in group task usually we are shared, eh... many task that given nd the task can shared and we all can help each others.*)

Researcher : Apakah kerja berkelompok membantu kamu lebih mudah memahami dan mengerti pelajaran? Alasannya? (*Does group working helps you easier to comprehend and understand the lesson? Why?*)

NR : Iya, karena biasanya dalam tugas berkelompok itu kami tidak saling mendukung sehingga ada satu yang melihat saja, satu yang main-main namun saat guru namun saat guru selesai menjelaskan pastilah satu orang tersebut ataupun mungkin lebih dapat ee.. dapat memberi kita ee... pelajaran yang dia amati tadi. (*Yes, because usually in the group task we are not support each other so that there is one thhat*

just see, one that play but when teacher finish explain certainly the one person or more can give us the lesson that he/she observe.)

Researcher : Apakah menurut kamu kerja berkelompok dalam pembelajaran Bahasa Inggris itu menyenangkan? Alasannya? (*Do you think group working in English learning is fun? Why?*)

NR : Menyenangkan. Ee... karena pembelajaran Bahasa Inggris itu sulit diseperti dinegara-negara yang tidak menggunakan bahasanya eh.. karena eh... dan juga hal tersebut dapat membantu teman-teman yang tidak mengerti serta ee... teman-teman yang kurang mengetahui Bahasa Inggris dapat kami bantu untuk mengetahui lebih, eeh..untuk memberi mereka semangat dalam belajar Bahasa Inggris. (*Fun. Ee... because the English learning is difficult like in the countries that not use the language itself because ehh... and also the things can help friends that do not understand and friends that less know English can we help to know more, eeh... to give them spirit in learning English.*)

Researcher : Apakah keuntungan dan kekurangan yang kamu dapatkan dari kerja berkelompok dalam pembelajaran Bahasa Inggris? (*What is the advantages and disadvantages that you get of the group working in English learning?*)

NR : Keuntungannya itu ee... kita dapat memberikan teman kita pengetahuan baru, ee... serta membantunya selama mengerjakan tugas-tugas pembelajaran Bahasa Inggris. (*The advantage, we can give our friends new knowledge, and help during do the tasks of English learning.*)

Researcher : Jika kamu disturuh memilih, manakah dari dua metode yang digunakan guru diatas yang lebih kamu senangi? Kerja berkelompok atau menggunakan media dalam pembelajaran. Alasannya? (*If you were told to choose, which one of the two methods used by the teacher above that you prefer? Group working or use media in English learning. Why?*)

NR : Ee... kerja berkelompok. Karena kerja bersama teman lebih menyenangkan dari pada kerja sendiri-sendiri. Kalau media kita tongji yang nikmatiki bukan sama-sama maksudnya dapatki saling membantu sedangkan kalo sendiri-sendiri kan biasanya ada temanta yang tidak mengerti terus susah lagi kalau bertanya sama guru. (*Group working. Because work with friends more fun than work alone. If media is just us that enjoy it not together I mean get help each other where as if alone usually there is our friends that do not understand and will difficult to ask for the teacher again.*)

Appendix 4

RESEARCH DOCUMENTATION

1. Observation Checklist



2. Questionnaire



3. Interview



CURRICULUM VITAE



The researcher, **Nurjannah Thahir** was born on January 01th, 1996 in Jeneponto, South Sulawesi. She is the last daughter of the marriage of K.H. MP. Thahir Mabe and Hj. Nahariah. She has six sisters and four brothers. She began her study at SD Negeri 30 Kassi and graduated in 2007. Then she continued at Mts Babussalam DDI Kassi and graduated in 2010. Afterwards, she continued her study at MA Babussalam DDI Kassi and graduated in 2013. In the year, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. And at the end of her study, she could finish her thesis by the title *Students' Perception of The Methods Used by The Teacher in Teaching English at SMA Negeri 13 Pangkep (A Descriptive Research)*.