

**THE STUDENTS' PERCEPTION ON LECTURER'S TEACHING
METHOD AND CLASSROOM MANAGEMENT IN SPEAKING CLASS**
*(A Descriptive Study at the Second Semester Students of English Department of
Muhammadiyah University of Makassar)*



A THESIS

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

**DAWISA
10535611714**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2019**



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : The Students' Perception on Lecturer's Teaching Method and Classroom Management in Speaking Class (A Descriptive Study at the Second Semester Students of English Department of Muhammadiyah University of Makassar)

Name : DAWISA

Reg Number : 1053110112

Programmer : English Education Department Strata 1 (S1)

Faculty : Teacher Training and Education

Makassar, 31 Agustus 2019

Approved by

Consultant I

Erwin Akib, M.Pd., Ph.D.

Consultant II

Amar Ma'ruf, S.Pd., M.Hum., Ph.D.

Dean of FKIP
Makassar Muhammadiyah University

Erwin Akib, M.Pd., Ph.D.

NBM: 860 934

Head of English
Education Department

Emmi Khaerati Svam, S.Pd., M.Pd.

NBM: 977 807





بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LEMBAR PENGESAHAN

Skripsi atas nama **DAWISA**, NIM **10535 6117 14** diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **137 Tahun 1440 H/2019 M**, tanggal **26 Dzulhijjah 1440 H/27 Agustus 2019 M**, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **31 Agustus 2019**.

Makassar, 01 Muharram 1440 H
 31 Agustus 2019 M

Panitia Ujian :

- | | | |
|--------------------|---|---------|
| 1. Pengawas Umum : | Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M. | (.....) |
| 2. Ketua : | Erwin Akib, M.Pd., Ph.D. | (.....) |
| 3. Sekretaris : | Ba. Baharuddin, M.Pd. | (.....) |
| 4. Dosen Penguji : | 1. Erwin Akib, M.Pd., Ph.D. | (.....) |
| | 2. Eka Prabawati Rum, S.Pd., M.Pd. | (.....) |
| | 3. Yassir Mallapting, S.S., M.Pd. | (.....) |
| | 4. Herlina Daddi, S.Pd., M.Pd. | (.....) |

Disahkan Oleh :
 Dekan FKIP Universitas Muhammadiyah Makassar

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

ABSTRACT

DAWISA, 2019. The English Department, Faculty of Teacher Training and Education Muhammadiyah University Of Makassar. Theses: *The students' Perception on Lecturer's Teaching Method and Classroom Management in Speaking Class (A Descriptive Study at the Second Semester Students of English Department of Muhammadiyah University of Makassar)*. Guided by Erwin Akib and Amar Ma'ruf.

The objective of this research was to find out the students' perception on lecturer's teaching method in speaking class and the students' perception on classroom management in speaking class at the second semester students of English department of Muhammadiyah University of Makassar.

The method of this research was descriptive method. The population of this research was the second semester students at English department Muhammadiyah University of Makassar in 2019 academic year. It used purposive sampling technique where the researcher took one class of the second semester students which consisted of 25 students. The researcher obtained the data by using questionnaire. Which the questionnaire applied to know the rate percentage and frequency of the students' perception on lecturer's teaching method and classroom management in speaking class.

The findings of this research showed that most students agree with the questionnaire related to the teaching method and classroom management in speaking class. It showed by the result of the data, there was (1)The lecturer uses various media to improving the students ability in speak English, out of 25 students choose strongly agree 20 (80%), (2) the others result showed that 17 students (68%) choose strongly agree when the lecturer build a good relationship with the students or the lecturer make comfort situation in the class. It means that the lecturer should more creative and active in the classroom. (3) And the result of validation test on lecturer's teaching method and classroom management showed that the data are valid. It is because the value of $t_{count} >$ is greater than t_{table} at a significance value of 5% which is 0.396 for 25 students as respondents and all questionnaires in this research are reliable or consistent.

Keywords: Perception, Teaching Method, Classroom Management, Speaking.

ACKNOWLEDGMENTS

Bismillahirrahmanirrahim

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this proposal. Peace and blessing from Allah's Messenger, Prophet Muhammad SAW, his family, his companions, and all of his followers.

In finishing this proposal, the researcher got many guidance and motivation from people around her. There for, she would like to express her grateful to them, they are: her beloved family, especially her parents, her sisters and her brother, for their patience and their support to the researcher life.

The researcher also realizes that she would never finish this proposal without the help of some people. Therefore, she would like to give appreciation and special thanks to:

1. Rector of Muhammadiyah University of Makassar, Prof. Dr. H Abd. Rahman Rahim, SE.,MM.
2. Erwin Akib, S.Pd., M.Pd., Ph.D., the Dean of the FKIP Unismuh Makassar.
3. Ummi Khaerati Syam S.Pd., M.Pd., the Head of English Education Department of FKIP UNISMUH Makassar, who gave her valuable authorities and suggestion in doing proposal, also for lecturers and staffs of English Education Department for giving the knowledge and guidance and help during the reseracher's study.

4. Her High appreciation and great thankfulness to Erwin Akib, S.Pd., M.Pd, Ph.D, as her first consultant and Amar Ma'ruf, S.Pd., M.Hum., Ph.D, as the second consultant who had given their valuable time and guidance to finish this proposal.
5. To beloved sister Nurmagfirah, S.Pd, she gave best support to the researcher and best motivator to make this done. To my friend Kiki Rezky Andriani, S.Pd, for their company at any times.
6. The beloved classmate, thanks for our long journey as 4 years.

Makassar, Agustus 2019

Dawisa



TABLE OF CONTENTS

	Page
COVER	i
HALAMAN PENGESAHAN	ii
APPROVAL SHEET	iii
COUNSELLING SHEET	iv
SURAT PERNYATAAN	v
SURAT PERJANJIAN	vi
MOTTO	vii
ABSTRACT	viii
ACKNOWLEDGMENT	ix
TABLE OF CONTENTS	xi
LIST OF FIGURE	xiii
LIST OF TABLE	xiv
CHAPTER I : INTRODUCTION	1
A. Background	1
B. Problem Statement	5
C. Objectives of the Research	5
D. Significance of the Research	5
E. Scope of the research	6
CHAPTER II : REVIEW OF RELATED LITERATURE	7
A. Previous Related Research Findings	7
B. Some Pertinent Ideas	9
1. Concept of Perception	9
a. Definision of perception	9
b. Terms of occurrence perception	10
c. Student's perception	10
d. Measuring perception	12
2. Teacher's Teaching Method	12
a. Definition of teaching method	12
b. Kind of teaching methods	14
c. Characteristic of a good teaching method	14
d. Factors affecting the selection of teaching method	15
3. Classroom Management	16
a. Definition of the classroom management	16

b.	Managing the teaching and learning process in the classroom management	20
4.	Speaking	22
a.	Definition of speaking	22
b.	The difficulties in teaching speaking	23
c.	The characteristics of successful speaking ability	25
C.	Framework of the Study	26
CHAPTER III : RESEARCH METHOD		28
A.	Research Design	28
B.	Population and Sample	28
1.	Population	28
2.	Sample	29
C.	Research Instrument	29
D.	Data Collection	30
E.	Data Analysis	31
CHAPTER IV : FINDINGS AND DISCUSSION		32
A.	Findings	32
1.	Teaching method	32
2.	Classroom management	36
3.	Validity test	40
4.	Reliability test	42
B.	Discussion	42
CHAPTER V : CONCLUSION AND SUGGESTION		46
A.	Conclusion	46
B.	Suggestion	47
BIBLIOGRAPHY		
APPENDICES		
CURRICULUM VITAE		

LIST OF FIGURE

	Page
Figure 2.1 Conceptual Framework	26



LIST OF TABLE

	Page
Table 3.1 The Population of the Research	28
Table 3.2 Likert Scale	29



LIST OF TABLE

	Page
Table 4.1 In learning process, lecturer uses various media to improving the students ability in speak English	32
Table 4.2 The lecturer speak English in the learning process	33
Table 4.3. The lecturer gives a chance for the students to ask the material when the learning process is over.	33
Table 4.4. In learning English, the lecturer ask students to speak English in each conversation	34
Table 4.5. The lecturer only uses books in the learning process	34
Table 4.6. The lecturer uses Indonesian in the process of learning English	35
Table 4.7. The lecturer ends the lesson with any questions and answers to students	35
Table 4.8. The lecturer only uses one method when teaching English	36
Table 4.9. The lecturer divides the group into English learning classes	36
Table 4.10. The lecturer builds good relationships with students	37
Table 4.11. The lecturer makes the class be silent when the learning process	37
Table 4.12. The lecturer giving feedback about students' learning	38
Table 4.13. The lecturer moves around in the class to guide the students activity when the learning process	38
Table 4.14. The lecturer ask students to seating arrange before the learning process	39
Table 4.15. The lecturer investigate the students' attendance	39
Table 4.16. The lecturer just stands in front of class when the learning process	40
Table 4.17. The result of validation test on lecturer's teaching method	41

Table 4.18. The result of validation test on classroom management 41

Table 4.19. The result of reliability test 42



LIST OF APPENDICES

	Page
Appendices A. Questionnaire (Teaching Method and Classroom Management)	51
Appendices B. Score of types of students' perception on lecturer's Teaching method and classroom management in speaking class	52
Appendices C. Validity test and reliability test	53



CHAPTER I

INTRODUCTION

A. Background

Along the history of foreign language teaching and learning, speaking has always been considered as the most essential skill to be mastered for several reasons. In addition, many language learners regard speaking to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire.

At present, the need for speaking mastery in English has been dramatically increasing due to the strengthening position of English as a language for international information. According to Argawati in Prabawa (2016: 232), Speaking is an activity used by someone to communicate with others. When someone speaks, they interact and use the language to express their ideas, feelings, and thoughts. In other words, people can communicate their ideas well to other people.

According to Cameron in Ginusti (2014:8), states that speaking is the active use of language to express meanings so that other people can make sense of them. While, Chaney in Ginusti (2014), states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

For a learner to master a language well, she/he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language. The indicator for learning levels of people are their diplomas, on the other hand the indicator for teaching levels are their behaviours. Today, the need is for the students, who know how to learn, could reach the right information, produce new information by thinking and solve the problems, not to those who carries and does not make use of the information.

Teacher is the most significant factor at student learning (Bravo, & Simo, 2010). Most of the students, take the teacher as a role model if they like him/her (Sahim& Sari, 2010). Accordingly a teacher should carry sample characteristics for their students. The most important characteristic for teachers is to have close, friendly and effective relationship with student.

There are two factors which effect that learning process in speaking class, among these lecturer's teaching method and classroom management. Teaching method is one of the important components in teaching and learning activities that need to be mastered by the lecturers. The choice of teaching methods certainly cannot be done well, if the lecturer does not know the existing teaching method.

The method is a way or path taken that is appropriate and harmonious to present a thing so that an objective and efficient learning will be achieved as expected (Alwi in Dopensius, 2015). Learning methods are one of the important components in teaching and learning

activities that need to be mastered by the teacher. According to Ginting in Dopensius (2015:10), learning methods can be interpreted as a typical way pattern in utilizing various basic principles of education as well as various other related techniques and resources so that learning processes occur in the learner.

Classroom management is one of the most significant aspects of teaching because of the reason that teaching could be more effective when a proper class management is applied. It does not matter how excellent a teaching is a set, it is not possible to be successful unless a class is managed accurately. As a result class management should be regarded as the basic ingredient at making the teaching successful (Erdogan, 2003; Yilmaz, 2009; Halstead & Jiamei in Konti Feray 2011).

Effective classroom management is generally based on the principle of establishing a positive classroom environment encompassing effective teacher - student relationships (Wubbels, Brekelmans in Korpershoek, 2014). Evertson and Weinstein in Korpershoek (2014) define classroom management as “the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning”. This definition concentrates on the responsibility of the teacher and relates the use of classroom management strategies to multiple learning goals for students.

The term class management is not only the physical arrangement of the class, efficient use of sources and generating a class where there is no problem and making the students join all the teaching activities. A teacher

is responsible with teaching a particular subject at a high state in a certain period of time to all students. In accordance, a teacher should take into consideration any of the clues and feedbacks from the students and after evaluating them, the teacher is responsible with demonstrating the required behavior. It does not matter how much a teacher is effective at teaching a subject, the teacher cannot force students to learn, if the class management and control is lacked, he or she could not be successful.

Generally teaching method and classroom management have the important correlation in the class to influence students ability specially in speaking. So, there are many perception of the students about teaching method and classroom management in the classroom. Perception is opinion or perception of the students or someone about the social phenomenon.

One of these skills is teachers' classroom management ability, which influences the amount of academic learning time by well organized classrooms "where activities run smoothly, transitions are brief and orderly, and little time is spent getting organized or dealing with misconduct" (Brophy in Fricke, 2012). The importance of effective classroom management can also be observed by comparing models and lists describing variables which influence the quality of instruction in classes. All models and lists include teachers' classroom management as one important variable for successful teaching and learning, but there is still little quantitative research on classroom management that leads to more generalizable results.

The students' perception can bring much more benefit for teachers' future improvement, because it can evaluate the 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' objective in the classroom.

Based on the background above, this research examine what is the students' perception on lecturer teaching method and what is the students' perception on classroom management in speaking class at the second semester of English department Muhammadiyah University of Makassar.

B. Problem Statement

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

- 1) What is the students' perception on lecturer's teaching method in speaking class at the second semester students of English department Muhammadiyah University of Makassar?
- 2) What is the students' perception on classroom management in speaking class at the second semester students of English department Muhammadiyah University of Makassar?

C. Objectives of the Research

The objective of this research are to find out:

- 1) The students' perception on lecturer's teaching method in speaking class at the second semester students of English department Muhammadiyah University of Makassar.
- 2) The students' perception on classroom management in speaking class at the second semester students of English department Muhammadiyah University of Makassar.

D. Significance of the Research

This research is expected to be useful information for the lecturers and the next researchers and help the lecturers to develop the creative and innovative method to make the students enjoy the teaching classroom.

E. Scope of the Research

The scope of this research are focus on the students' perception about their experiences with lecturer's teaching method and classroom management in speaking class.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Many researchers have reported the result of their research about students' perception to method and classroom management. Some of the findings are presented in the following section.

Rashid (2014) in his title is, "*Perceptions of Students About Classroom Management as a Contributing Factor Towards Learning at Secondary School*" He stated that the study under consideration was a survey of the opinions of students about the classroom management by their teachers and it's consequent affect on the learning at the secondary school level. The result of the study is there are six elements of classroom management, namely social relationing, students' involvement, investigation, task orientation, cooperation and equity.

Riedy (2012) in her title is, "*Effect of Teching Method on Students' Perceptions of Instructor Attributes*" She argue that the study merges these two areas of inquiry to explore whether the use of different teaching methods by one instructor affects student perceptions of that instructor's traits and attributes. The simplest explanation for the unexpected result of her study is that the hypotheses were poorly reasoned. The findings of this preliminary study by no means settle the debate about the relative advantages of lecture based teaching versus active-learning-based teaching. However, because the four instructor characteristics as to

wich there was a statistically different rating by the sections were all rated higher by the treatment section, from the perspectives of the students active learning is likely preferred.

Konti (2011) in his title is, *“Teachers and Students Perceptions Toward Teachers Classroom Management Applications in Primary Schools”* He stated that questionnaire applied to students was used to approve the questionnaire answers of teachers. According to the results of the questionnaire it could be said that; the development of class management skill is one of the primarily roles at meeting the goals of teaching and learning and there is direct proportion with good state of communication between student and teacher.

The similarities of the findings above is the students’ perception that the development of learning students influenced by classroom management and teaching method used by the teacher. Then difference this findings are the classroom management by the teachers and the use of difference teaching methods by one instructor.

Based on the previous findings above, it can be concluded that the development of classroom management and teaching method is one of the primarily roles at meeting the goals of teaching and learning and there is direct proportion with good state of communication between student and teacher. Then in this research the researcher was used questionnaire to know what are the students’ perception on teacher’s teaching method and classroom management. It can help the teacher to develop the creative and

innovative method to stimulate and arise the students' motivation to be active in the classroom.

B. Some Pertinent Ideas

1. Concept of Perception

a. Definition of Perception

Barry in Sulastiani (2018:10), in his study reveals that perception is the set of process by which we recognise, organise, and make stimuli in our environment. The key distinction between the two main theories of perception is emphasizing each gives to the role of sensation and higher cognitive process perception.

Slameto in Sulastiani (2018:11), found that perception is process to input message or information to human brain by the human perception that continuously make relation with environment. This relation is done by the five senses those are senses of sight, sense of feeling, sense of smell, and sense of touch.

According to Slameto in Musdahariah (2017), there are several factors that affect the perception that is:

1. Attention is the concentration or concentration of all individual activities aimed at the teacher,
2. Set is the hope someone will stimulate that will arise,
3. Needs means that a moment or self-settled, a person will affect the perception oaring it,
4. Value system, the value system prevailing nature of a society effects perception,

5. Personality traits, individuals have personality traits such as ignorance, arrogance, and sensitive to the environment and objects resulting in different perceptions.

b. Terms of Occurrence Perception

Walgito in Musdahariah (2017), suggests several conditions that must be met so that individuals can realize and hold a perception that is:

1. The existence of the object of perception, the object generates a stimulus that concerns the tool or receptor,
2. Sensory or receptor devices are tools for receiving stimuli. Besides there must also be a sensory nerve as a means of continuing the stimulus received receptor to the central nervous system of the brain as the center of consciousness,
3. To realize or to hold a perception of something is necessary also the attention that is the first step as a preparation in holding a perception.

c. Students' Perception

The students' perception is the students' perceive about their lecturer relation with the personality, attitudes, emotion, experience, and expectation, or the perception of the student about the lecturer competence.

1. Personality

Personality is a set individual difference that is effected by the socio-cultural development of an individual, values, attitudes, personal memories, social relationships, habits, and skill.

2. Attitude

Attitude is an expression of favor or disfavor toward a person, place, thing, or event. There are four different groups attitudes based on their function. The first is utilitarian, it provides the students with the general approach or avoidance tendencies which people adopt attitudes that are rewarding and that help them avoid punishment. The second is knowledge, helps people to organize and interpret new information. The third is ego-defensive, attitudes can help people protect their self-esteem. The last is value-expensive, it is use to express the central values or beliefs.

3. Emotions

Emosions include motivation, feeling, behavior, and psychological changes which are related to the everyday speech, conscious experiences and the ralationship that exist between emotions, such as having a positive or negative influence.

4. Experience

Experience is a master or knowledge of an event or subject gained in through involvement in or exposure to it. An experience in the subject field makes people be an expert.

5. Expectation

Expectation is a belief that something will happen or feel about successful, good, someone or something will be.

d. Measuring Perception

Measuring perception is similar to measuring attitudes. Although the measured material is abstract, scientifically attitudes and perceptions can be measured, where attitudes toward objects are translated in numerical systems. Method of self-report is a method by which the answer given can be an indicator of one's attitude. One of measurement scale that can be used is Likert Scale. Likert Scale is used to measure attitude, opinion, and perception of someone or group about the social phenomenon (Sugiyono in Musdahariah, 2017).

2. Teacher's Teaching Method

a. Definition of Teaching Method

The method is a way or path taken that is appropriate and harmonious to present a thing so that an objective of effective and efficient learning will be achieved as expected (Alwi in Dopensius 2015). According to Sangidu in Dopensius (2015), the method is a system of work that is systemic to begin the implementation of an assessment activity in order to achieve a predetermined goal. While learning is something that is done by students, not made for students. Learning is basically an educational effort to help students carry out learning activities (Isjoni in Dopensius 20115).

Learning methods are one of the important components in teaching and learning activities that need to be mastered by the teacher. The choice of learning methods certainly cannot be done well, if the teacher does not know the existing learning methods. Education experts argue, there is no teaching method that is considered the most appropriate among the methods available. Each learning method basically has certain characteristics with all its strengths and weaknesses. According to Ginting in Dopensius (2015: 10), learning methods can be interpreted as a typical way or pattern in utilizing various basic principles of education as well as various other related techniques and resources so that learning processes occur in the learner.

Based on the description of the opinion it can be concluded that the teaching method is the methods used in the teaching process in the classroom so that it makes it easier for students to understand learning material optimally. The teaching method is also an important component in the success of teaching and learning activities.

In the process of teaching and learning activities, not all students are able to concentrate in a relatively short time plus the absorption of students to the subject matter varies. The use of various teaching methods is expected to overcome obstacles like this. The ability of teachers to utilize teaching methods accurately will make history an interesting lesson for students.

b. Kinds of Teaching Methods

The use of learning methods is very important because with the method, the teacher can plan a complete and systemic learning process in presenting learning material. Various types of learning methods according to Sudjana in Dopensius (2015) include:

- a. Tutorial method, (management of learning carried out through the guidance process),
- b. Demonstration method, (managing learning by demonstrating or showing processes, situations, objects, or ways of working),
- c. Debate method, (improving students' academic abilities),
- d. The role playing method, (how to master learning material through developing imagination and appreciation),
- e. Problem solving method (problem solving).

c. Characteristics of a Good Teaching Method

The characteristics of a good method for teaching and learning are as follows:

- a. Flexible, flexible and has the power to suit students' character and material.
- b. Functional in uniting theory with practice and delivering students to practical abilities.
- c. Do not reduce material, even instead develop material.
- d. Give students flexibility to express their opinions.
- e. Being able to put the teacher in the right position, respectable in the whole learning process, (Fatturahman in Dopensius 2015).

d. Factors Affecting the Selection of Teaching Methods

According to Syaiful Bahri Djamarah in Dopensius (2015: 14), the selection and determination of methods are influenced by several factors;

1. Students

Individual differences in students on biological, intellectual and psychological aspects influence the selection and determination of the method which teachers should take to create a creative learning environment and relatively long-term situations and conditions, in order to achieve operational goals that have been formulated.

2. Purpose

The method that the teacher chooses must be in line with the level of ability to be filled into each student. That is, the method must be subject to the will of the goal and not vice versa. Because of this, what ability is desired by the goal, the method must fully support.

3. Situation

The situation of teaching and learning activities that teachers create is not always the same from day to day. At one time the teacher might want to create a teaching and learning situation in the open, which is outside the school room. The teacher in this case certainly chooses a teaching method that suits the situation created.

4. Facilities

Facilities are completeness that support students learning in school. Complete learning facilities will affect the choice of teaching methods. The efficacy of a teaching method will be seen if other factors support.

5. Teacher

Every teacher has a different personality. Personality, educational background and teaching experience are problems with teacher them that can influence the selection and determination of teaching methods.

3. Classroom Management

a. Definition of the Classroom Management

Nowadays, classroom management is a very is issue in the world of the teaching learning. A positive classroom management will motivate and involve students in the teaching and learning activities. Neil and Wiles in Retnaningtyas (2011:11) study that classroom management is a brooder concept and generally is directed towards effective and efficient learning.

It is not important to debate which one is broader or narrower. In fact, the process of teaching and learning may not run well if the teacher is unable to manage her classroom. It is stated by Brown in Retnaningtyas (2011:11) that one of important stages in a successful teaching and learning process is classroom management which

encompasses an abundance of factors ranging from how the teacher physically arranges the classroom to how to create classroom energy.

There are some definitions about classroom management formulated by theorists. Richards in Retnaningtyas (2011) states that classroom management refers to the ways of student's behavior, movement and interaction during a lesson are organized and controlled by the teacher to enable teaching to take place most effectively. Doyle in Retnaningtyas (2011:11) states that classroom management refers to the actions and strategies teachers use to maintain order in classrooms. Furthermore, according to Levin and Nolan in Retnaningtyas (2011), teachers who manage their classroom effectively report enjoying teaching more and having greater confidence in the ability to affect pupil achievement.

Based on the explanation above, it is known that there are many definitions and also some principles of good classroom management formulated by experts. In short, it can be said that classroom management refers to any actions or strategies teachers use to maintain, organize, and control the pupils' behavior, movement, and interaction to keep them constructively engaged in teaching-learning activities.

According to Spratt, Pulverness, and Williams in Retnaningtyas (2011:13), there are some classroom functions that are often used by the teachers, they are:

1. Instruction

The language of instruction is often the imperative, particularly for young learners and for beginners.

2. Narrating

Narrating is telling a story or talking about something that has happened. In the primary classroom we often tell stories to learn. In secondary and adult classrooms teachers may tell stories too, but teachers might more often talk about past experiences and things that have happened in our lives.

3. Eliciting

Eliciting is when teachers get information from our learners rather than giving it to them. This information can be about topics or language. For example, we can show learners a picture and ask 'what can you see in the picture? We can also ask learners to give us general information.

4. Prompting learning

Prompting is when teachers say something to help learners think of ideas, or to remember a word or phrase by giving them part of it. For example, teachers could say to learners the start of a storytelling activity.

5. Correcting

Teachers can correct learners by using language to indicate where or how they have made a mistake.

6. Checking

Teachers check learning all the time during the lesson, but teachers do this most often after they have presented new language, and at the end of a lesson to give students information for planning the next lesson.

7. Conveying

Teachers convey the meaning of new language. When teachers convey the meaning they show the meaning of new words or structures.

Furthermore, Nury in Retnaningtyas (2011) proposes the teacher key concepts in the language teaching in the classroom:

- 1) The language teacher use in the classroom must be appropriate for the classroom function and for the level and age of the learners.
- 2) Teachers need to grade the language to suit the language level and age of the learners. Grading language means choosing to use classroom language that is or below the language levels of the learners.
- 3) Teachers need sequence the language appropriately to provide learners with learning opportunities. Sequencing means using language in a logical order. This particularly important for explanation and instructions.

- 4) Learners can learn classroom language, just by hearing it again. So it is important to use the same classroom language for classroom functions at the early stages of learning.
- 5) Teachers need to think about the language teacher are going to use for different classroom function and make sure the language is appropriate. Appropriate language will use the right degree of formality for the learners.

b. Managing the Teaching and Learning Process in the Classroom Management

1. The Teacher Roles

Brown in Retnaningtyas (2011:15) suggests the following teachers roles, which are more conducive to creating an interactive classroom. First, a teacher is as controller. The teachers determine what the students do, when they should speak, and what language forms they should use. To make interaction, the teacher must create the climate in which spontaneity can thrive, in which unrehearsed language can be performed, and which the freedom of experience given over to students. Second is a director. This role will enable students eventually to engage in the real-life drama of improvisation as each communicative even bring its own uniqueness. Third is as a manager. In this, the teacher is one who plan lessons, modules and courses, and who structures the larger segments of classroom time, but who them always each individual player to be creative within those parameters. Fourth is as a

facilitator. The teacher makes learning easier for students: help them to clear away roadblocks, find shortcuts, to negative rough terrain. The last is as a resource. The teacher is available for advice and counsel when the students seek it.

2. Grouping Students

Spratt, Pulverness, and Williams in Retnaningtyas (2011) state the key concept of grouping students and the language teaching classroom. Teachers need to consider a number of different factors belows:

- a. The teaching aim,
- b. The learning styles of the students,
- c. The ability and level of the students,
- d. The personalities of our students,
- e. The class size.

3. Giving feedback

According to Spratt, Pulverness, and Williams in Retnaningtyas (2011), giving feedback is giving information to learners about their learning. Feedback can focus on learner's language or skills, the ideas in their work, their behavior, their attitude to learning or their progress.

4. Seating Arrangement of the Classroom Management

Brophy in Retnaningtyas (2011) states that in large classes, the environment conditions of classroom must be appropriate for teaching and learning process. It must be stressed that learning

activities are more successful when teachers have pre-planned for appropriate seating arrangements and materials and have developed rules and procedures.

5. The Teacher's Physical Attendance

One of the first requirements of good teaching is good voice projection. The teachers do not have a loud, booming voice, but the teacher needs to be heard by all the students in the room. When the teacher is talking, the teacher's voice is loud so that the person sitting farthest away from the teacher hears clearly. If the teacher is directing comment to a student in the first row sitting right in front of the teacher, remember that in whole-class work, all the needs of the students need to be able to hear that comment. The teacher must speak with clear articulation. Clear articulation is usually more of a key to comprehension than slowed speech.

4. Speaking

a. Definition of Speaking

Many definitions of speaking have been proposed by language. Speaking derives from the word "speak". According to Oxford dictionary, "speak" means say things; talk, be able to use of language, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate to other.

According to Cameron in Ginusti (2014:8), states that speaking is the active use of language to express meanings so that other people

can make sense of them. While, Chaney in Ginusti (2014), states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The language learners need to recognize that speaking involves three areas of knowledge:

- a. Mechanics (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation,
- b. Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building),
- c. Social and cultural rules and norms (turn taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

b. The Difficulties in Teaching Speaking

Penny in Hasanah (2007:27) finds that there are some problems with speaking activities in her teaching, as follows:

- a. Inhibition. Unlike reading, writing and listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhibited out trying to say things in foreign language in the classroom; worried about making

mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

b. Nothing to say. Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say; they have no motive to express themselves beyond the guilty feeling that they should be speaking.

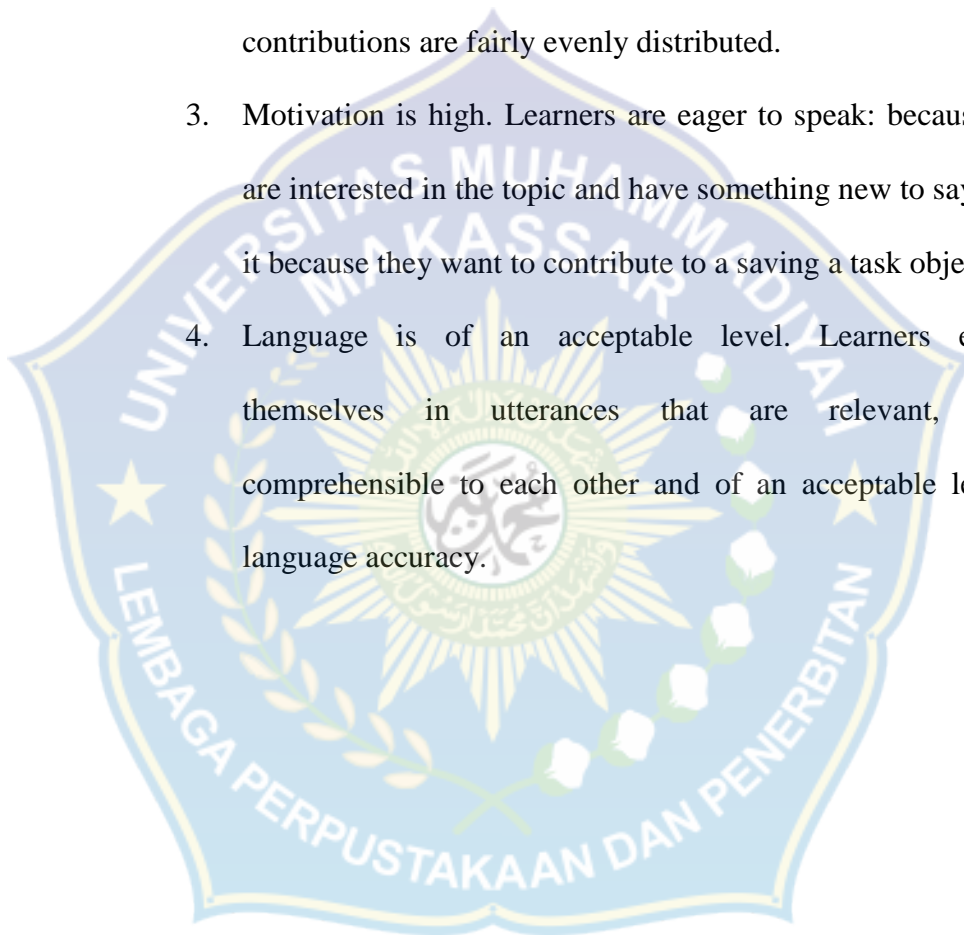
c. Low or uneven participation. Only one participant can talk a time if he or she is to be heard; and in large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others spend very little or not at all.

d. Mother tongue use. In classes where all, or a number of the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels a natural to speak to one another in a foreign language, and because they feel less “exposed” if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

c. The Characteristics of a Successful Speaking Activity

There are some characteristics of a successful speaking activity, as follow;

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in the fact occupied by learners talk.
2. Participation even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it because they want to contribute to a saving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other and of an acceptable level of language accuracy.



C. Framework of the Study

The conceptual framework in this research is show in the following figure:

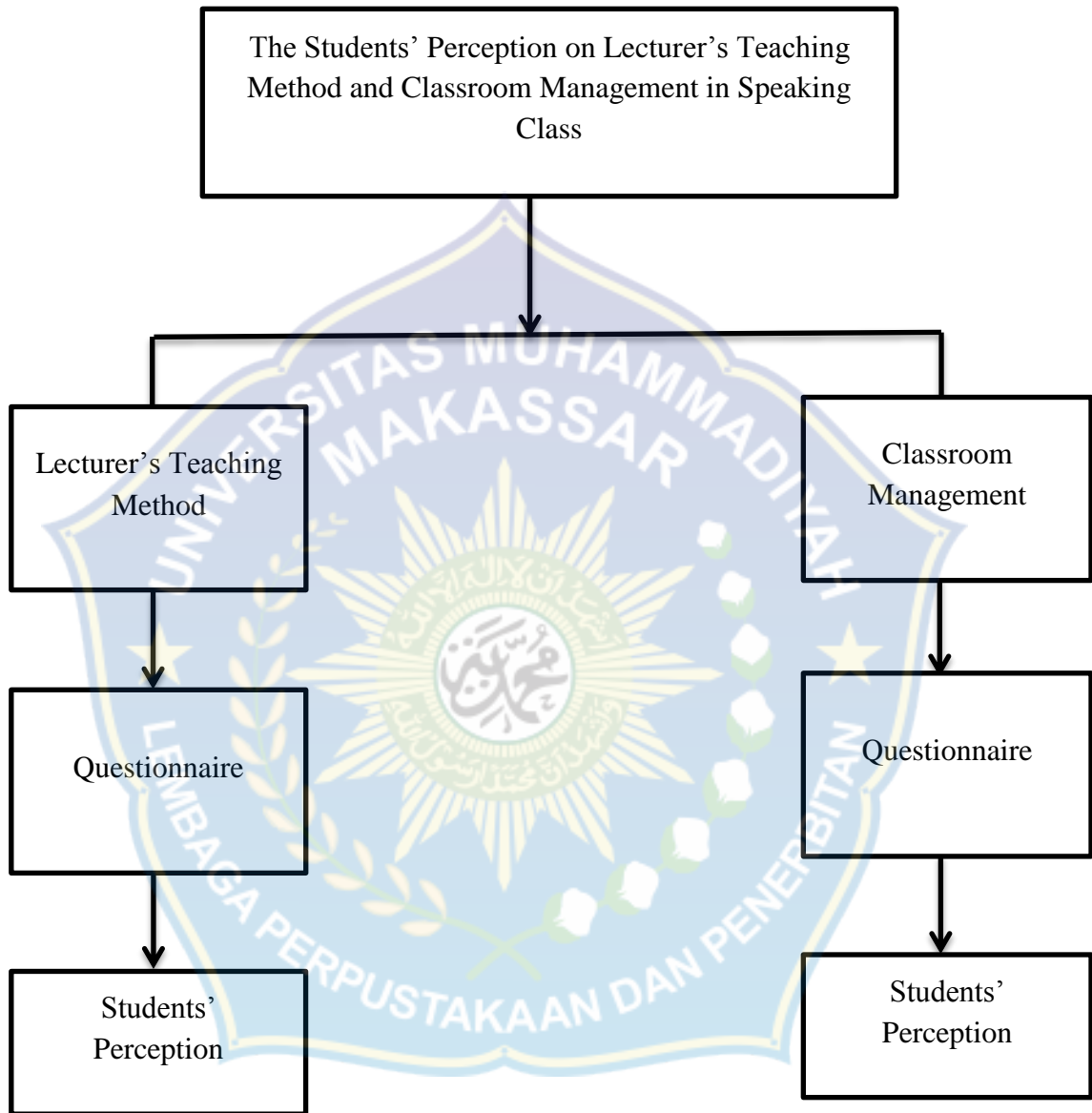


Figure 2.1 Conceptual Framework of the Research

The conceptual framework of this research showed that the researcher observed the lecturer in teaching method and classroom management in speaking class. Then, the researcher shared the questionnaire for the students that contain some questions about teaching method and classroom management, and the last the researcher found out the students' perception about the method and classroom management that used by the lecturer in speaking class.



CHAPTER III

RESEARCH METHOD

This chapter present design, population and sample, instrument of the research, data collection and data analysis.

A. Research Design

The researcher used descriptive research, it aimed at giving description about the perceptions of the experiences of students with Lecturer's Teaching Method and Classroom Management in Speaking Class of Muhammadiyah University of Makassar. It involved collecting data to test or to answer questionnaire. So that, the research design in this research was descriptive quantitative method.

B. Population and Sample

1. Population

The population of this research was the second semester of English department Muhammadiyah University of Makassar in 2019 academic year. There are 8 classes in the second semester of English department in which consist average of 25 students each class. Obviously, can be seen in the following table:

Table 3.1 The Population of the Research

No	Class	Number of Students
1.	BG 2.A	25 Students
2.	BG 2.B	25 Students
3.	BG 2.C	26 Students

4.	BG 2.D	25 Students
5.	BG 2.E	25 Students
6.	BG 2.F	25 Students
7.	BG 2.G	25 Students
8.	BG 2.H	26 Students
Total Number		202 Students

(Source: Simakad Unismuh BG 2018/2019)

2. Sample

The researcher used purposive sampling technique to taking the sample. The researcher choose one class that was 2.D at the second semester of English department in which consist of 25 students.

C. Research Instrument

The instrument in this research was questionnaire about the teaching method and classroom management that used by the lecturers in speaking class. There are 16 statements which consist of 8 statements about teaching method and 8 statements about classroom management. The students would be assign to select the numbers response, namely Likert Scale which the opinions: are *strongly agree*, *agree*, *disagree*, and *strongly disagree*.

Table 3.2 Likert Scale

No.	Item			
	Positive Response	Score	Negative Response	Score
1.	Strongly Agree	4	Strongly Agree	1
2.	Agree	3	Agree	2
3.	Disagree	2	Disagree	3
4.	Strongly Disagree	1	Strongly Disagree	4

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, and questionnaire.

1. Observation

The researcher observed the lecturer in teaching method (how to deliver the lesson) and classroom management (set the classroom from the beginning to the end).

2. Questionnaire

The researcher shared the questionnaire for the students that contain some questions in order to get the perception about the method and classroom management that used by the lecturer in speaking class. The students have 30 minutes to answer the questionnaire.

E. Data Analysis

The result of questionnaires were analyzed by using the following percentage system.

Computing the frequency of the rate percentage of the students' score by using the following formula:

$$P = \frac{f}{n} \times 100\%$$

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Value

(Sugiyono, 2014:136)



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research deals with the scoring classification of students' questionnaire and the result of the mean score.

1. Teaching Method

Scoring classification of students' response for each item:

a. Item 1

Table 4.1. In learning process, lecturer uses various media to improving the students ability in speak English.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	20	80%
2.	Agree	5	20%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.1 showed that 20 students (80%) choose "strongly agree", 5 students (20%) choose "agree", 0 student (0%) choose "disagree", and 0 student (0%) choose "strongly disagree". So the researcher conclude that most students are strongly agree when learning process, the lecturer uses various media to improving the students ability in speak English.

b. Item 2

Table 4.2. The lecturer speak English in the learning process.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	12	48%
2.	Agree	12	48%
3.	Disagree	1	4%

4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.2 showed that 12 students (48%) choose “strongly agree”, 12 students (48%) choose “agree”, 1 student (4%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree if the lecturer speak English when learning process in the class.

c. Item 3

Table 4.3. The lecturer gives a chance for the students to ask the material when the learning process is over.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	15	60%
2.	Agree	8	32%
3.	Disagree	1	4%
4.	Strongly Disagree	1	4%
	Total	25	100%

Table 4.3 showed that 15 students (60%) choose “strongly agree”, 8 students (32%) choose “agree”, 1 student (4%) choose “disagree”, and 1 student (4%) choose “strongly disagree”. So the researcher conclude that most students are strongly agree when the lecturer gives a chance for the students to ask the material when the learning process is over.

d. Item 4

Table 4.4. In learning English, the lecturer ask students to speak English in each conversation.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	10	40%
2.	Agree	15	60%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%

	Total	25	100%
--	--------------	-----------	-------------

Table 4.4 showed that 10 students (40%) choose “strongly agree”, 15 students (60%) choose “agree”, 0 student (0%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree when the lecturer ask students to speak English in each conversation.

e. Item 5

Table 4.5. The lecturer only uses books in the learning process.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	8	32%
2.	Agree	15	60%
3.	Disagree	2	8%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.5 showed that 8 students (32%) choose “strongly agree”, 15 students (60%) choose “agree”, 2 students (8%) choose “disagree”, and 0 students (0%) choose “strongly disagree”. So the researcher conclude that most students are agree when the lecturer only uses books in the learning process.

f. Item 6

Table 4.6. The lecturer uses Indonesian in the process of learning English.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	2	8%
2.	Agree	16	64%
3.	Disagree	7	28%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.6 showed that 2 students (8%) choose “strongly agree”, 16 students (64%) choose “agree”, 7 students (28%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree when the lecturer uses Indonesian in the learning process.

g. Item 7

Table 4.7. The lecturer ends the lesson with any questions and answers to students.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	14	56%
2.	Agree	11	44%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.7 showed that 14 students (56%) choose “strongly agree”, 11 students (44%) choose “agree”, 0 student (0%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the research conclude that most students are strongly agree when the lecturer ends the lesson with any questions and answers to students.

h. Item 8

Table 4.8. The lecturer only uses one method when teaching English.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	8	32%
2.	Agree	14	56%
3.	Disagree	3	12%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.8 showed that 8 students (32%) choose “strongly agree”, 14 students (56%) choose “agree”, 3 students (12%) choose “disagree”,

and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree if the lecturer only uses one method when teaching English.

2. Classroom Management

Scoring classification of students’ response for each item:

a. Item 1

Table 4.9. The lecturer divides the group into English learning classes.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	9	36%
2.	Agree	16	64%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.9 showed that 9 students (36%) choose “strongly agree”, 16 students (64%) choose “agree”, 0 student (0%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree when the lecturer divides the group into English learning classes.

b. Item 2

Table 4.10. The lecturer builds good relationships with students.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	17	68%
2.	Agree	8	32%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.10 showed that 17 students (68%) choose “strongly agree”, 8 students (32%) choose “agree”, 0 student (0%) choose “disagree”, and 0

student (0%) choose “strongly disagree”. So the researcher conclude that most students are strongly agree when the lecturer builds good relationships with students.

c. Item 3

Table 4.11. The lecturer makes the class be silent when the learning process.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	10	40%
2.	Agree	15	60%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.11 showed 10 students (40%) choose “strongly agree”, 15 students (60%) chosee “agree”, 0 student (0%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree when the lecturer makes the class be silent when the learning process

d. Item 4

Table 4.12. The lecturer giving feedback about students’ learning.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	9	36%
2.	Agree	16	64%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.12 showed that 9 students (36%) choose “strongly agree”, 16 students (64%) choose “agree”, 0 student (0%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree if the lecturer giving feedback about students’ learning.

e. Item 5

Table 4.13. The lecturer moves around in the class to guide the students activity when the learning process.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	8	32%
2.	Agree	17	68%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.13 showed that 8 students (32%) choose “strongly agree”, 17 students (68%) choose “agree”, 0 student (0%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree if the lecturer moves around in the class to guide the students activity when the learning process.

f. Item 6

Table 4.14. The lecturer ask students to seating arrange before the learning process.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	15	60%
2.	Agree	10	40%
3.	Disagree	0	0%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.14 showed that 15 students (60%) choose “strongly agree”, 10 students (40%) choose “agree”, 0 student (0%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are strongly agree when the lecturer ask students to seating arrange before the learning process.

g. Item 7

Table 4.15. The lecturer investigate the students' attendance.

No.	Opinion	Frequency	Percentage
-----	---------	-----------	------------

1.	Strongly Agree	12	48%
2.	Agree	12	48%
3.	Disagree	1	4%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.15 showed that 12 students (48%) choose “strongly agree”, 12 students (48%) choose “agree”, 1 student (4%) choose “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that students average are strongly agree and agree if the lecturer investigate the students’ attendance.

h. Item 8

Table 4.16. The lecturer just stands in front of class when the learning process.

No.	Opinion	Frequency	Percentage
1.	Strongly Agree	9	36%
2.	Agree	11	44%
3.	Disagree	5	20%
4.	Strongly Disagree	0	0%
	Total	25	100%

Table 4.16 showed that 9 students (36%) choose “strongly agree”, 11 students (44%) choose “agree”, 5 students (20%) chosee “disagree”, and 0 student (0%) choose “strongly disagree”. So the researcher conclude that most students are agree if the lecturer just stand in front of class when the learning process.

3. Validity Test

Validity test was used to determine the validity of the questionnaire in collecting data. Validity test is carried out by Pearson bivariate correlation formula with SPSS version 25 tool. Questionnaire items in

validity are said to be valid if the value of $t_{\text{count}} >$ is greater than t_{table} at a significance value of 5%. Otherwise the item is said to be invalid if $t_{\text{count}} <$ t_{table} at the significance value 5%. The data from the validity test results as in the table below:

Table 4.17 The Result of Validation Test on Lecturer's Teaching Method

No Item	T_x	$T_{\text{table}} 5\% (25)$	Description
1	0.511	0.396	Valid
2	0.497	0.396	Valid
3	0.562	0.396	Valid
4	0.514	0.396	Valid
5	0.673	0.396	Valid
6	0.404	0.396	Valid
7	0.490	0.396	Valid
8	0.776	0.396	Valid

Table. 4.17 showed that after validate the date of the lecturer's teaching method. It can be known that the data are valid. It is because the value of $t_{\text{count}} >$ is greater than t_{table} at a significance value of 5% which is 0.396 for 25 students as respondents.

Table 4.18 The Result of Validation Test on Classroom Management

No Item	T_y	$T_{\text{table}} 5\% (25)$	Description
1	0.396	0.396	Valid
2	0.511	0.396	Valid
3	0.595	0.396	Valid
4	0.607	0.396	Valid
5	0.681	0.396	Valid
6	0.730	0.396	Valid
7	0.556	0.396	Valid
8	0.725	0.396	Valid

Table. 4.18 showed that after validate the date of the lecturer's classroom management. It can be known the value of $t_{\text{count}} >$ is greater than

t_{table} at a significance value of 5% which is 0.396 for 25 students as respondents.

4. Reliability Test

Reliability test used alpha formula through SPSS version 25. Significant tests were carried out at the level of $\alpha = 0.05$. Instruments can be said to be reliable if the alpha value is greater than r_{table} (0.396).

Table 4.19 The Result of Reliability Test

Variables	R_{xy}	R_{table}	Description
X	0.728	0.396	Reliable
Y	0.743	0.396	Reliable

Table 4.19 showed that the result of reliability test obtained by the value of the X questionnaire (variable X) coefficient of 0.728 and Y questionnaire (variable Y) result are 0.743. Based on the reliability coefficient value it can be concluded that all questionnaires in this research are reliable or consistent.

B. Discussion

In this section, the researcher would discussed with the answer of the problem statements there are: what is the students' perception on lecturer teaching method and what is the students' perception on classroom management in speaking class.

1. What is the students' perception on lecturer's teaching method in speaking class.

From the overall result of observation displayed in table, the researcher can see that the students agree with the questionnaire

related to the lecturer's teaching method at English department Muhammadiyah University of Makassar, the lecturer's teaching method is categorized good in teaching. It can be proved by looking the result of the table most of students choose agree, it showed by one of the item of the questionnaire, there is "The lecturer uses various media to improving the students ability in speak English" out of 25 students choose strongly agree 20 (80%), and the others items show that the students choose agree with the lecturer method. It means that the lecturer should more creative and active in the class. Teaching method is one important thing and of course all of the lecturer have to know what the lecturer want to do when learning process. The students will feel bored if the lecturer doesn't have an appropriate method, so the lecturer demand to applied a good method for students and for the lecturer it self. The researcher concluded that the students' perception on lecturer's teaching method in speaking class was positive in other word the students was Agree.

2. What is the students' perception on classroom management in speaking class.

From the analysis, the researcher found that most of students Agree with the questionnaire related to the classroom management in speaking class. It can be proved by one of item of the questionnaire, there is "The lecturer moves around in the class to guide the students activity when the learning process" out of 25 students choose Agree 17 (68%) it can showed that the students agree with how the lecturer

managing the classroom. Being a lecturer is not as easy as the people around think, according to the questionnaire the result showed that the students strongly agree when the lecturer builds good relationships with students in the class and the students disagree when the lecturer make a strained atmosphere in the class. The lecturer can be categorized succes in managing the classroom if the students feel enjoyable when learning process.

Classroom management influence in improving the quality of learning in the classroom. Related to previous research findings, Konti (2011) in his research entitled, “Teachers and Students Perceptions Toward Teachers Classroom Management Applications in Primary Schools” He stated that the development of class management skill is one of the primarily roles at meeting the goals of teaching and learning and there is direct proportion with good state of communication between student and teacher. So the conclusion of the students’ perception on classroom management in speaking class was positive in other word the students was Agree.

Even though the students agree with the lecturer’s teaching method and classroom management in speaking class, there were some notes that the lecturer should repairing the method and find out how the best way to managing the classroom and the lecturer have to make it sure that the lecture had given the better for the students.

Teaching method and classroom management is a necessary for the lecturer. Teaching method and classroom management is one

packet in teaching learning process. When the lecturer has a good method, absolutely the lecturer has the best way in managing the classroom, it must be balanced to create succes teaching and then the students will be appreciate when the lecturer do the best in teaching specially in teaching English lesson. The students have to receive what the students need and the lecturer have to give what the lecturer must to give.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher concluded that:

1. The researcher found that most students agree with the questionnaire related to the lecturer's teaching method in speaking class. It can be proved by one of item of the questionnaire, there is "The lecturer uses various media to improving the students ability in speak English" out of 25 students choose strongly agree 20 (80%), and the others items show that the students choose agree with the lecturer method. It means that the lecturer should more creative and active in the class. The date of the lecturer's teaching method showed that the data are valid. It is because the value of $t_{count} >$ is greater than t_{table} at a significance value of 5% which is 0.396 for 25 students as respondents.
2. The researcher found that most of students agree with the questionnaire related to the classroom management in speaking class. It can be proved by one of item of the questionnaire, there is "The lecturer moves around in the class to guide the students activity when the learning process" out of 25 students choose Agree 17 (68%) it can showed that the students agree with how the lecturer managing the classroom. The date of the lecturer's classroom management showed

that the value of $t_{\text{count}} >$ is greater than t_{table} at a significance value of 5% which is 0.396 for 25 students as respondents.

3. The result of reliability test obtained by the value of the X questionnaire (variable X) coefficient of 0.728 and Y questionnaire (variable Y) result are 0.743. Based on the reliability coefficient value it can be concluded that all questionnaires in this research are reliable or consistent.

B. Suggestion

After giving the conclusions above, the researcher would like to give suggestion for the lecturer and for the next researcher.

1. For the lecturer
 - a. The lecturer should be improve their skill in teaching and applying several method in teaching English.
 - b. Understand what the students need in learning English and build good interaction with the students.
 - c. The lecturer as a model in the class, do the better as a good lecturer.
2. For the next researcher

This research only focus one class at the second semester of English depatment Muhammadiyah University of Makassar and the small participant. Therefore, the researcher suggested for the next researcher to taking several class, it will be more interesting with large

participant and make it sure having more better result than previous researcher did.



BIBLIOGRAPHY

- Andas, Netty Huzniati. *Students' Perception on the Use of Cooperative Learning to Improve Their Speaking Ability*. Universitas Hasanuddin, Makassar.
- Dopensius. 2015. *Pengaruh Metode Mengajar Guru dan Kelengkapan Fasilitas Laboratorium Komputer Terhadap Hasil Belajar Siswa*. Universitas Negeri Yogyakarta.
- Ekawati, 2016. *Students' Perception on Teacher Teaching Method and Classroom Management in English Learning*. Muhammadiyah University of Makassar.
- Fricke, 2012. *Students' Perception of their Teachers' Classroom Management in Elementary and Secondary Science Lessons*. University of Duisburg-Essen (Germany), Physics Department.
- Ginusti, Gallis Nawang. 2014. *Improving the Speaking Skill of Grade VIII Students of SMP Negeri 2 Godean Through Pictures*. State University of Yogyakarta.
- Hasanah, Euis Uswatun. 2007. *Teaching Speaking Skill Using Active Learning Method*. State Islamic University of Jakarta.
- Hornai, Ansor. 2012. *Improving the Students' Speaking Ability Through Sketch to Stretch Method*. Thesis, Graduated of Makassar Muhammadiyah University.
- Jaya, Sham. 2011. *Improving Students' Speaking Ability Through Community Interaction Activities A Classroom Action Research At The Second Year Students Of SMA Negeri 1 Sinjai*. Thesis, Graduated of Makassar Muhammadiyah University.
- Konti, 2011. *Teachers And Students Perceptions Towards Teachers Classroom Management Applications in Primary Schools*. Near East University Faculty of Education.
- Korpershoek, 2014. *Effective Classroom Management Strategies and Classroom Management Programs for Educational Practice*. University of Groningen.
- Mastang, 2019. *Students' Perception toward Teacher's Oral Corrective Feedback in Students Speaking English*. Muhammadiyah University of Makassar.
- Musdahariah. 2017. *The Students' Perception of Lecturers' Characteristics in Classroom Teaching*. Muhammadiyah University of Makassar.
- Nugraheni, Puput. 2011. *Persepsi Siswa Tentang Kemampuan Mengajar Mahasiswa PPL UNNES Program Studi Pendidikan Sosiologi dan Antropologi*. Universitas Negeri Semarang.

- Palgunadi, Firman. 2014. *Persepsi Siswa Kelas X Terhadap Profesionalisme Guru Kompetensi Keahlian Teknik Kendaraan Ringan di SMK Negeri 2 Yogyakarta*. Universitas Negeri Yogyakarta.
- Putri, T. 2013. *The Effectiveness of Teaching Writing Descriptive Text Using English Tourism Brochure at the Eight Grade Students of SMPN 1 Kepil Wonosobo in the Academic Year 2012/2013*. Jurnal Portalgaruda.
- Rashid, 2014. *Perceptions of Students About Classroom Management as a Contributing Factor Towards Learning at Secondary School*.
- Riedy, 2012. *Effect of Teaching Method on Students' Perceptions of Instructor Attributes*. Emporia State University.
- Retnaningtyas, Rika. 2011. *The Classroom Management of English Teaching Learning Process in A Big Class*. University of Yogyakarta.
- Sugiyono, 2014. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta Bandung.
- Sulastiani, 2018. *Students' Perception Toward Psychological Problems Faced in Public Speaking Class of English Department*. Muhammadiyah University of Makassar.
- Sholihin, Ubaydillah Ibnu. 2013. *Definition of Speaking Skill*. Retrieved from www.zakymedia.com.
- Syamsinar, 2015. *Students' Perception Toward the Teacher Use Nonverbal Communication in Classroom Interaction*. Muhammadiyah University of Makassar.
- Thahir, 2018. *Students' Perception Towards the Methods Used By the Teacher in Teaching English*. Muhammadiyah University of Makassar.
- Yamani, 2014. *Classroom Management Practices in Inclusive Classrooms*. University of Toronto.

CURRICULUM VITAE



Dawisa, was born on November 09th, 1994 in Sepang, South Sulawesi. She is the last of four siblings from the marriage of Tabu and Nara. She began her study at SDN 149 Sepang, graduated in 2008 and then her study at SMPN 1 Lembang Pinrang and graduated in 2011. Afterwards, she continued her study at SMAN 1 Lembang Pinrang and graduated in 2014. In 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. During her study in university, she joined organization, namely Pemerhati Alam dan Lingkungan (PAHALA). At the end of her study, she could finish her thesis by the title *“The Students’ Perception on Lecturer’s Teaching Method and Classroom Management in Speaking Class at English Department of Muhammadiyah University of Makassar.*

Email : Dawisawisa09@gmail.com