

**ANALYSIS OF TEACHING METHODS TO ADDRESS THE
DISPARITIES IN ENGLISH PROFICIENCY AMONG STUDENTS**

THESIS



Submitted by

ARUM YUNITA DEWI

148820320007

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION, LANGUAGE, SOCIAL, AND SPORT
MUHAMMADIYAH UNIVERSITY OF EDUCATION SORONG**

2024

**ANALYSIS OF TEACHING METHODS TO ADDRESS THE
DISPARITIES IN ENGLISH PROFICIENCY AMONG STUDENTS**

Thesis

Present to English Education Program

Faculty of Education, Language, Social, And Sport

Muhammadiyah University of Education Sorong

In Partial to Fulfillment of requirement for the

Degree of Sarjana Education (S1)

Defended in the Thesis

Examination on April 1st, 2024

By

Arum Yunita Dewi

Born

In Sorong, Southwest Papua

LEGITIMATION SHEET

LEGITIMATION SHEET

This thesis is written by the Dean of the Faculty of Education, Language, Social, and Sport at the University of Education of Muhammadiyah Sorong.

On: April 1st 2024



NIDN: 1411129001

Team of Thesis Examiner

1. Dr. Nursalim, M.Pd.

NIDN: 1406088801

.....

2. Nurteteng, M.Pd.

NIDN: 1418039201

.....

3. Agus Setiawan, M.Pd.

NIDN: 1407029201

.....

DECLARATION AUTHENTICITY

DECLARATION AUTHENTICITY

This is to certify that :

Name : Arum Yunita Dewi

NIM : 148820320007

Title : Analysis of Teaching Methods to Address The Disparities in
English Proficiency Among Students

I hereby declare that the thesis there is no work ever submitted for a degree in a collage, and as long as my knowledge also does not have works of literature ever written or published by others, except as in writing referenced in this text is mentioned in the references.

Sorong, March 28th, 2024



My Sincerely
Arum Yunita Dewi
NIM. 148820320007

EXAMINER RATIFICATION SHEET



LEMBAR PENGESAHAN

PERSETUJUAN REVISI PROPOSAL SKRIPSI

Nama : Arum Yunita Dewi
NIM : 148820320007
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Analysis of Teaching Method to Address The Disparities In English Proficiency Among Students
Tgl Ujian Skripsi : 01 April 2024

| No | Nama Dosen | Jabatan | Tanggal | Tanda Tangan |
|----|----------------------|---------------|----------|--------------|
| 1 | Dr. Nursalim, M.Pd. | Ketua Penguji | 29-04-24 | |
| 2 | Nurteteng, M.Pd. | Penguji 1 | 29-04-24 | |
| 3 | Agus Setiawan, M.Pd. | Penguji 2 | 25-05-24 | |

Sorong, 24 April 2024

Ketua Program Studi
Pendidikan Bahasa Inggris,

Nurteteng, M.Pd.
NIDN.1418039201

<https://pbing.unimudasorong.ac.id>

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD



INSTRUMENT VALIDATION SHEET



SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini :

Nama : Nursalim, M.Pd.
NIDN : 1406088801
Jabatan Fungsional : Asisten Ahli
Unit Kerja : Dosen Program Studi Pendidikan Bahasa Inggris
FABIO Unimuda Sorong

Menyatakan dengan sesungguhnya telah melakukan validasi Intrument/produk mahasiswa :

Nama : Arum Yunita Dewi
NIM : 148820320007

Berupa :

- Media Pembelajaran
- Modul atau bahan ajar
- Model Pembelajaran
- Instrument Penelitian
- Lain-lain :

Dengan judul :

*Analysis of Teaching Methods to Address The Disparities
in English Proficiency Among Students*

Keputusan hasil validasi adalah : Sangat Baik/Cukup Baik*

Demikianlah keterangan validitas ini dibuat sesuai dengan kaidah akademik dan keilmuan serta dapat dipertanggungjawabkan. Selanjutnya agar dapat dipergunakan sebagaimana mestinya.

| | |
|--|--|
| Mengetahui, Ketia Prodi Pend. Bahasa Inggris Nursalim, M.Pd. NIDN. 1418039201 | Sorong, 2024 Validator Nursalim, M.Pd. NIDN. 1406088801 |
|--|--|

<https://pbing.unimudasorong.ac.id>

PROGRAM STUDI:

Pendidikan Bahasa Inggris, Pendidikan Bahasa Indonesia, Pendidikan Pancasila dan Kewarganegaraan, PGSD, Pendidikan Jasmani, dan PG PAUD

MOTTO AND DEDICATION

MOTTO :

“Alon-alon Asal Kelakon” it’s mean "Take it slow, as long as it gets done."

Everything has its own time, there's no need to be jealous of other people's time.

(Yuu-chan, 2024)

DEDICATION :

I proudly dedicates this thesis especially for :

My parents, they are Mr. Slamet Hariyanto and (Almh.) Mrs.Ranti.

My Family, they are Anik Mujiati, Choliq Kurniawan, Wanikar Purbo Wantoro,

Mabika Shofarina, all of my nieces and nephews.

My friends, Putri, Lusi, Nurul, Dyah, Ulfah, Ezra, Dillah, Andini, Imah, Uswa.

Special person, Teguh Suharyanto.

The last, all of my family that I love.

ACKNOWLEDGEMENTS

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 “Analysis of Teaching Methods to Address The Disparities in English Proficiency Among Students” is presented to Faculty of Education, Language, Social, and Sport 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 to Dr. Rustamadji, M.Si. as rector of University of Education Muhammadiyah Sorong and also to Roni Andri Pramita, M.Pd. as a dean of the faculty of education, language, social, and sport.

My deepest gratitude and appreciation are addressed to my first advisor, Agus Setiawan, M.Pd. and my second advisor Nurteteng, M.Pd. for the precious guidance, pieces of advice, support, insightful comment, and immense knowledge in completing this thesis. I am grateful to be supervised by them, if there is a word honorable than thank you very much, I will choose it to express respects.

In the deep of my heart, I would like to thank the best persons on the earth, my beloved father Tn. Slamet Harianto and my beloved mother (Alm. Ny. Ranti), who always supports me everything happens and pray for my success. I also thank my sisters, Anik Mujiati, and my brothers, Choliq Kurniawan, for the great kindness and endless love. Then I would like to thanks my big family who always support me in many ways.

Moreover, I would like to thank my beloved friends, Dillah, Ulfah, Ezra, Dyah, Uswa and special person, Teguh Suharyanto who always support me to finish the thesis and cheer me up when I was down.

Finally, I realize that this thesis needs constructive ideas in order to reduce its weakness. I hope this thesis gives a valuable contribution to both students at the Muhamadiyah University of Education Sorong.

Sorong, April 1st, 2024

The Researcher

Arum Yunita Dewi

ABSTRACT

Arum Yunita Dewi/148820320007, 2024. **Analysis of Teaching Methods to Address The Disparities in English Proficiency Among Students** in the academic year 2023/2024. Thesis, English Education Department, Faculty of Education, Language, Social, And Sport, University of Education Muhammadiyah Sorong. April 2024.

The purpose of this study is to find out: (1) the factors affecting students' gaps in English lessons at school. (2) the teaching methods used by teachers to overcome students' English gaps in English lessons. (3) students' satisfaction with the methods used by teachers. This research was conducted in February to March 2024 from 25 second grade students at MTs Roudlotul Khuffadz. This research used a qualitative case study research, the instruments used were observation sheet, questionnaire and interview. The observation checklist was distributed to the teacher of the second grade at MTs Roudlotul Khuffadz, then questionnaire was distributed to 25 students and interview was distributed to 10 students of the second grade and an English teacher at MTs Roudlotul Khuffadz. The findings of this study show that the factors that influence students' gaps in English lessons are health, peers/classmates, breakfast, online games, and seating position. Teachers use two methods in teaching English. The methods are Answer and Question Method and Memorizing Method. Students' satisfaction with the methods is that they are very satisfied and happy in teaching English, they understand the material more easily, can improve their pronunciation and increase vocabulary through Memorizing Method while through Answer and Question Method they can effectively way for children to focus and train their thinking in answering questions. And the final result of students' satisfaction, states that students are very satisfied with the teacher's teaching methods because in addition to being interesting and easy to understand, the methods are also influential in overcoming the gap in learning English in the classroom.

Keywords : Teaching Method, English Proficiency, Student's Satisfaction.

ABSTRAK

Arum Yunita Dewi/148820320007, 2024. **Analisis Metode Pengajaran untuk Mengatasi Kesenjangan Kemahiran Bahasa Inggris di Kalangan Siswa** pada tahun akademik 2023/2024. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan, Bahasa, Sosial, Dan Olahraga, Universitas Pendidikan Muhammadiyah Sorong. April 2024.

Tujuan dari penelitian ini adalah untuk mengetahui: (1) faktor-faktor yang mempengaruhi kesenjangan siswa dalam pelajaran bahasa Inggris di sekolah. (2) metode pengajaran yang digunakan oleh guru untuk mengatasi kesenjangan bahasa Inggris siswa dalam pelajaran bahasa Inggris. (3) kepuasan siswa terhadap metode yang digunakan oleh guru. Penelitian ini dilakukan pada bulan Februari hingga Maret 2024 dari 25 siswa kelas dua di MTs Roudlotul Khuffadz. Penelitian ini menggunakan penelitian studi kasus kualitatif, instrumen yang digunakan adalah lembar observasi, kuesioner dan wawancara. Daftar observasi dibagikan kepada guru kelas dua di MTs Roudlotul Khuffadz, kemudian kuesioner dibagikan kepada 25 siswa dan wawancara dibagikan kepada 10 siswa kelas dua dan guru bahasa Inggris di MTs Roudlotul Khuffadz. Temuan dari penelitian ini menunjukkan bahwa faktor-faktor yang mempengaruhi kesenjangan siswa dalam pelajaran bahasa Inggris adalah kesehatan, teman sebaya / teman sekelas, sarapan, game online, dan posisi tempat duduk. Guru menggunakan dua metode dalam mengajar bahasa Inggris. Metode tersebut adalah Metode Tanya Jawab dan Metode Menghafal. Kepuasan siswa terhadap metode tersebut adalah mereka sangat puas dan senang dalam pengajaran bahasa Inggris, mereka lebih mudah memahami materi, dapat meningkatkan pelafalan dan menambah kosakata melalui metode menghafal, sedangkan melalui metode menjawab dan bertanya, metode ini dapat menjadi cara yang efektif bagi anak-anak untuk fokus dan melatih cara berfikir mereka dalam menjawab pertanyaan. Dan hasil akhir dari kepuasan siswa, menyatakan bahwa siswa sangat puas dengan metode pengajaran guru karena selain menarik dan mudah dimengerti, metode-metode tersebut juga berpengaruh dalam mengatasi kesenjangan dalam belajar bahasa Inggris di kelas.

Kata Kunci : Metode Mengajar, Kemahiran Bahasa Inggris, Kepuasan Siswa

TABLE OF CONTENTS

| | |
|--|------------|
| PAGE OG TITLE | i |
| LEGITIMATION SHEET | ii |
| DECLARATION AUTHENTICITY | iii |
| EXAMINER RATIFICATION SHEET | iv |
| MOTTO AND DEDICATION..... | vi |
| ACKNOWLEDGEMENTS..... | vii |
| ABSTRACT | ix |
| CHAPTER I INTRODUCTION..... | 1 |
| 1.1 Background of the Research..... | 1 |
| 1.2 Formulation of the Problem..... | 4 |
| 1.3 Objective of the Research..... | 4 |
| 1.3 Significance of the Research | 5 |
| 1.4 Operational Definition..... | 5 |
| CHAPTER II REVIEW OF RELATED LITERATURE | 7 |
| 2.1 Teaching Method..... | 7 |
| 2.2 Student Satisfaction..... | 23 |
| 2.3 English Proficiency | 25 |
| 2.4 Previous Study..... | 28 |
| 2.5 Conceptual Framework | 32 |
| CHAPTER III RESEARCH METHODOLOGY | 34 |
| 3.1 Research Design | 34 |
| 3.2 Research Subject | 34 |
| 3.3 Source of the Data | 35 |
| 3.4 Techniques of Collecting Data | 35 |
| 3.5 Technique of Data Analysis | 36 |
| CHAPTER IV FINDINGS AND DISCUSSION | 38 |
| 4.1 Research Findings | 38 |
| 4.2 Discussion..... | 48 |
| CHAPTER V CONCLUSION AND SUGGESTION | 59 |
| 5.1 Conclusion..... | 59 |

| | |
|---------------------------|-----------|
| 5.2 Suggestion | 60 |
| BIBLIOGRAPHY | 62 |
| APPENDIX | 66 |

LIST OF TABLE

Table 4.1 Student Satisfaction with Teacher Teaching Methods.....47

LIST OF FIGURE

Figure 2.1 Conceptual Framework of The Research..... 32

LIST OF APPENDIX

| | |
|--|------------|
| Appendix 1 Observation Sheets | 66 |
| Appendix 2 Teacher Interview Transcript | 76 |
| Appendix 3 Studens Interview Transcript..... | 80 |
| Appendix 4 Questionnaire Satisfactions | 110 |
| Appendix 5 Research Documentation | 116 |

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Proficiency is the term used to describe a person's ability to utilize language for specific purposes (Widia, 2022). Proficiency is the term used to describe the level of a person's ability to read, write, speak, or understand a language. Due to varying viewpoints among educators over what constitutes competency, there is a lack of consistency in how different organizations describe it. Moreover, it is well recognized that fluency and linguistic proficiency are interconnected (Freeman et al., 2017)

The relationship between English proficiency and teaching method is a crucial aspect to consider in language education. The effectiveness of a teaching method heavily relies on the level of English proficiency among students. It is important to identify the most suitable teaching approach based on the proficiency level of the learners in order to facilitate their language acquisition process effectively.

Different teaching methods cater to different levels of English proficiency. For beginners, a more structured approach focusing on grammar and vocabulary may be beneficial, while advanced learners may benefit from more communicative and immersive methods. By tailoring the teaching method to the students' proficiency level, educators can create a conducive learning environment that promotes language development and ensures optimal progress. Ultimately, the relationship between English proficiency and teaching method is a dynamic

one, with the goal of enhancing language skills and fostering successful language acquisition (Richards, 2017)

Regarding with proficiency issue, the researcher has conducted an observation in Eight class of MTs Roudlotul Khuffadz, that the students in this classroom have different English proficiency level. Students in elementary schools who have learned English lessons understand the material more quickly than students from schools that do not learn English lessons before. It was the impact of curriculum 2013 which has changed English to an extracurricular subject and was removed from the national curriculum.

The policy to remove English from the elementary school curriculum is like a ghost. Until today, there are still people who don't know that it still happens, especially in big cities. This is due to the constant demands from parents to ensure that English is used in schools, so that English remains in schools Zein, (2017) in (Octaberlina, 2023). No English education graduate teachers are allowed to teach there officially, even administratively. Because it does not meet the Dapodik requirements. However, this usually only exists in a few schools, apart from private ones. Some state schools that want to maintain their image usually continue to provide superior programs or lessons in English. In contrast to state schools which are far from urban areas and not known for their reputation, they will follow the rules given by the government as they are. The result of these differences causes students who graduate from that school to have gaps in their English proficiency skills.

The same thing also happened at MTs Roudlotul Khuffadz. Based on a brief interview with the English teacher on January 16, 2024 at the school, the

researcher obtained data that students who came from elementary schools that implemented English lessons had better English skills than students who did not receive English lessons at elementary school. The teacher said that at the beginning of receiving English lessons in grade 7, students who had received English lessons in elementary school had better English proficiency than students who had just received English lessons at MTs. So at that time the gap in English proficiency between them was quite high. However, after passing a year of the English language learning process at school, students who initially had a gap in English proficiency became much better when they were in grade 8. All of that is inseparable from the role of their English teacher who is able to minimize and overcome the gap in English proficiency of students who have different elementary school backgrounds.

Undergoing the process of learning English is not easy for every student, especially if learning a foreign language that is difficult to pronounce using the Indonesian tongue. Students who just start learning English when they enter junior high school tend to lack confidence, have difficulty with pronunciation, and have difficulty memorizing vocabulary. They think that English is so difficult that they are increasingly reluctant to learn it so they end up being far behind compared to students who already learned English in their elementary school. Students who have received and studied English in elementary school understand it more easily and quickly when they receive it again in middle school. They will be more confident, quickly memorize vocabulary, and even their pronunciation will be quite good and fluent.

Based on the problems above, the researcher intends to analyse the teaching method used by the teacher to face the different English proficiency among students. Besides, this research also want to investigate the students satisfaction on the teacher teaching method. It is crucial to analyze because of some reason. Firstly, by understanding the unique needs and abilities of each student, educators can tailor their approach to ensure optimal learning outcomes. Additionally, this analysis allows for the identification of any gaps or challenges in the current teaching method, enabling educators to make necessary adjustments and provide targeted support where needed.

1.2 Formulation of the Problem

Based on the research problem above, the researcher formulated the research question as follow:

1. What does the factors affect the students' gaps in English lessons at the school?
2. What are the teaching methods used to address the disparities in English proficiency among students?
3. Are the students satisfied with the teaching methods by the teachers?

1.3 Objective of the Research

The objective of this research are:

1. To find out the factors affect the students' gaps in English lessons at the school.
2. To find out teachers' teaching methods to address the disparities in English proficiency among students in English lessons.
3. To find out Students' satisfaction with the methods used by teachers.

1.3 Significance of the Research

The result of this research can give a contribution to teacher, students, and other research, as follows:

1. Teachers

For teachers, this research helped them in knowing different ways to teach students with different English proficiencies. This research can also help open up their perceptions about English teaching methods that are suitable for students.

2. Students

For students, the results of this research can provide an overview of what teaching methods used by teachers are suitable or not for students. Thus, it can find out whether students feel satisfied or not with the method.

3. Other Researchers

This research can be a reference for other researchers who want to conduct research related to this topic.

1.4 Operational Definition

For this research, the researcher limited on the research using three variables as follows:

1. Teaching Method

Teaching Methods are ways of presenting subject matter carried out by educators so that the learning process occurs in students in an effort to achieve goals.

2. Satisfaction

Satisfaction is a person's feeling of pleasure or disappointment that arises from comparing the perceived performance of the product (or results) against their expectations.

3. English Proficiency

Proficiency is the term used to describe a person's ability to utilize language for specific purposes.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching Method

2.1.1 Definition of Teaching Method

According to Karavas, Methods are sets of actions or activities in using a certain teaching-material. Another expert, such as (Wijaya, 2018) states that methods and approaches are sets of ideas from teachers which are going to be used in teaching. In general, methods mean the manner or way to go through to achieve a certain goal. Teaching, according to (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 teachers task is to create or influence desirable changes in behaviour, or in tendencies towards behaviour in his students.

In particular, teaching methods can be defined as specific methods or systems that contribute to many of the basic principles of education. Beside that, method is some technique and another resources that concerned to make educational process in the student (Aqib, 2013).

2.1.2 Classifications of Teaching—Learning Methods

a. Lecture Method

As an educational approach, it is regarded as verbal, exponential, and traditional. Given their substantial commonalities, we can treat lectures and exposure together, despite the fact that some authors handle them differently. Depending on the teacher's age, life experience, exposure period, and discipline,

pedagogical practice emphasizes several types of lectures, such as explanations, school lecture stories, university lectures, lectures with opponents, and argument lectures.

Using these methods, the teacher speaks in a monologue to the class, with the exception of lectures with opponents. A great deal of passivity among student has been attributed to the exposure strategy. The approach did, however, alter in response to criticism.

- The school lecture requires the presentation of a series of ideas, theories, interpretations of scientific aspects, allowing the formation of a coherent image of the designated reality.
- The story is used predominantly in educational contexts where trainees have limited life experience. It consists in presenting the information in a narrative form, respecting a sequence of events.
- The explanation is an presentation in which rational logical reasoning is obvious, clarifying blocks of information such as theorems, or scientific laws.
- The university lecture focuses more on descriptive—explanatory presentation of the results of recent scientific research, due to the fact that the particularities of the age and the level of education of the participants is different. The time allocated to it is longer than for the other exposure methods.
- Lecture with an opponent involves the intervention of another teacher or a well-informed student by asking questions or requesting additional information. It creates an effect as in a role play that ensures dynamism of presentation.
- The lecture—the debate is based on the teacher’s presentation of essential information and its deepening through debate with the students. The success of the

method is requires that the target audience should have a minimum knowledge in advance.

Faraj Aziz, (2011) report that accomplishing the following steps of teaching process is important when using this method:

- Establish rapport with students: In this step, students' attention is directed to the lesson before the start. Cases, stories, and current issues are brought to the class to build a relation between the students and the goals.
- Prepare lectures: This step involves identifying basic concepts and ideas, structuring the learning content from the general to the specific, and preparing any additional material support that may be necessary during the lecture. Teachers should not directly read from their notes, should deliver a fluent speech, and also should incorporate some informal talks, when necessary.
- Control the length of lectures and explanations: Teaching span should be adjusted for students at different levels. Short presentations are mostly appropriate for younger groups, and at least one activity should be carried out after a 10-min presentation. For older groups, the length of presentations maybe longer, yet activities such as clarification, summary, and discussion should be conducted after the presentations.
- Motivate students to pay attention: Interest motivates learners. Students' ages, skills, educational backgrounds, environments, and needs should be taken into account in order to attract their attention. Teachers should strive to sustain students' attention via use of other methods and materials.
- Establish structure and sequence: A poorly designed and planned presentation might be boring and confusing for students. Therefore, a linear and logical

sequence should be followed for the presentation of important concepts and ideas. Moreover, these concepts and ideas should be linked with previous knowledge and educational experience. In the meantime, the vocabulary and complexity of the presentation should be age and level appropriate.

- Provide appropriate graphic organizers: Teachers should employ concept webs and graphic designs so as to help students better understand and internalize the learning content. This provides a visual clue for students as to significance and sequence of learning content. Visual tools indicating the relations among foundational concepts in a text can be considered as graphic designs.
- Combine instructional materials and strategies: Use of various learning materials and activities during learning contributes a lot to the visualization of learning in minds. Learning is retained and sustained for longer periods only if learners are provided with a vast and enhanced amount of learning experiences. Planning an activity-oriented lesson for younger groups is more effective than plain lectures.
- Encourage students to take notes: Taking notes during learning strengthens students' coding processes. Crucial concepts and ideas are more easily transferred to the long-term memory through note taking.
- Summarize content: Each teaching-learning process has to end with a summary and relevant discussions. The best way of summarizing is quickly reviewing what has been learned, asking questions to assess if learning is complete or not, asking for new examples, and finishing follow-up exercise questions. Finally, assigning homework at the end of a lesson helps relate the learning content with the next learning topic.

b. Conversation

In conversation, questions are used didactically through in-depth examination of an issue, capitalizing on students' responses to foster the development of logical thought processes. There are various formats for the conversation, such as debate, examiner, heuristic, and group discussion. For the approach to be deemed effective in its application, a number of requirements must be completed. Therefore, in order to promote interest in the topic being discussed, manage the number of participants in the discussion (a maximum of 20 is thought to be ideal), and allow each member to voice their opinion, the teacher must ensure that the socio-emotional environment is appropriate for the conversation that will follow.

If the number of participants is higher, it is recommended to build several smaller discussion groups. The teacher will pay attention to the ergonomics of the space, facilitating the settlement of people in a way that they can communicate easily. The arrangement of the participants in a circle is preferable. Also, the teacher will assign the role of discussion moderator, will temper the tendencies of some to monopolise discussions and stimulate the involvement of the more reserved. Students will know the topic under discussion, they will be taught to present ideas in a smooth, appropriate way and allow others to express themselves. The teacher will also give importance to time, so that all the topics proposed are discussed.

(Мілова, 2015) in order to teach conversation appropriately and productively English teachers should keep up the certain steps in the English language classroom. They are as follows:

- Teach a content lesson (focus on key vocabulary on the topic and review simple grammar rules) before students are given the chance to practice conversation;
- Separate students into pairs or small groups so as they feel less self-conscious about their skills and have more opportunities to speak;
- Set parameters for the conversation (discussions can focus on agreement or disagreement over a definite issue, sharing ideas about current events, brainstorming solutions to an issue);
- Assign roleplaying activities so as the students can practice specific vocabulary or phrases in realistic situations;
- Practice simulations (simulations include more elaborate settings such as tv host, singer, etc.) Because a simulation can help students practice their conversational skills and feel more confident while speaking in front of the class;
- Ask students to be reporters or to interview one another (students who act as the reporter or interviewer use their conversational skills to get information, and students who act as the subjects use their skills to make up answers to the questions);
- Allow students to play games together having made a rule that students have to speak in english while playing.

c. Exercise Method

The method aims to obtain a high level of skill in the use of algorithms, to form or to strengthen a skill or ability. It can apply to any school discipline. The

method consists of performing a repetitive and conscious action to learn a performance model or to automate the steps required to achieve high performance. Depending on the form criterion of the exercise, they may be: oral, written or practical. Given their purpose and complexity, one can distinguish between exercises: introductory (done with the teacher), to consolidate a model of reasoning or movement (performed under the supervision of the teacher or independently), exercises with the role of integrating information, skills and abilities into ever larger systems, creative exercises or heuristics.

Here are the steps in using the exercise method according to the modification of Heryawan in (Sriyono, 2017) :

- a) Before the exercise is carried out, students must be given an explanation about the meaning or benefits and purpose of the exercise.
- b) Exercise should be done in stages, starting from simple then to a more complex or difficult level.
- c) During the exercise, pay attention to which parts that most children find difficult.
- d) Practice the parts that are considered difficult more intensively.
- e) Individual differences in children need to be considered.

d. Demonstration

The method consists in condensing the information that the student receives into a concrete object, a concrete action, or the substitution of objects, actions or phenomena.

1. Demonstration with objects involves the use of natural materials (rocks, plants, chemicals) in an appropriate educational context (used in a laboratory or

natural environment). This type of demonstration is extremely convincing due to the direct, unmediated character of the lesson.

2. Demonstration with actions consists of a concrete example, not “mimed” by the teacher, along with the teacher’s explanations, followed by student practice.

3. Demonstration with substitutes (maps, casts, sheets, three-dimensional materials) is required when the object, the phenomenon we want to explain, is not directly accessible.

4. Combined demonstration—demonstration through experiences (combination of the above). One form of combined demonstration is that of a didactic drawing, combining the demonstration with action with that with a substitute.

5. Demonstration by technical means using multimedia, audio-visual means, highlighting aspects impossible or difficult to reproduce in another context and that can be repeated many times.

The method requires certain conditions for organising the space where the demonstrations take place (such as opaque curtains, lab, or niche.); special training for the teacher in maintaining the equipment, devices, materials used for this purpose.

Dale (1954) in (Milawati et al., 2020) developed a 6-step guideline-set to help use demonstration as a method.:

- A demonstration is a dramatic performance.
- Plan every step (including materials) carefully.
- Rehearse your demonstration.
- Outline the steps on the chalkboard.

- Be sure that everyone can see and hear.
- Prepare written materials.

e. Discussion Method

Apart from lecture method, another type of method of teaching is known as discussion method. This is the type of method of teaching where a teacher gives the all class or different groups within the class. The teacher can just give a topic to the class or a group to discuss. The following are the advantages of discussion methods.

1. It helps to clarify the difficulties as rising from the lesson.
2. It helps to develop students with various skills and abilities. E.g. skills and abilities such as critical and logical thinking.
3. It helps those who are shy to overcome shyness.
4. It encourages pupils to research more about the given topic.
5. A lot of work can be covered by a group if topics are different.

As cited by Milawati et al., (2020) from Güven (2011), discussion method can be applied in accordance with the given guidelines below:

- Reading the material and preparing questions.
- Planning and grouping the questions.
- Introduction of the method to the students.
- Discussion.
- Review.
- Evaluation.

f. Question And Answer Method

This method involves posing the question to the learners in order to promote thinking and understanding. It is informal assessment which is used with group of learners as a way of ascertaining the existing level of what learner have acquired from the previous material learnt or even in what there are yet to learn.

According to Hadi Widodo(Widodo, 2020) says the steps that must be applied in the implementation of the question and answer method are:

1. The objectives of the lesson should be clearly defined in advance.
2. The teacher should investigate whether the question and answer method is the only method that most appropriate.
3. The teacher should examine what this method is used for, whether:
 - a) used to connect old lessons with new lessons
 - b) encourage students to use knowledge for solving problems
 - c) conclude a description
 - d) remind again of what is memorized students
 - e) guide their thinking
 - f) focus on students' attention.
4. Then the teacher must examine as well, whether :
 - a) the style of the question contains many problems or not
 - b) limited answers or not
 - c) only answered yes or no or is there to encourage students to think about answering it.
5. The teacher chooses which of the many answers can be accepted.
6. The teacher should teach ways to prove the answers, by:
 - a) bring up fact quoted from books, magazines, dailies and so on

- b) examine each answer by using the source
- c) explain the chalkboard with various arguments
- d) compare with what students have ever seen
- e) test the truth against skilled people
- f) conduct experiments to prove the truth

g. Debate Method Of Teaching

Debate is closely related to discussion method but it tends to have more rule regarding procedures. Debate method of teaching often has two arguments and both sides of argument would be helpful and learners may benefit from the exploration of fellow learners.

According to Dobson in (Susaniyah, 2015) says that there are eight steps in debate procedure:

- Describe the topic debate and ask which students would like to be : pro or con.
- Select an equal number of students to speak on each of the two debate “team”.
- Allow the students sufficient time to prepare their argument.
- Have the two teams sit in front of the class so that the audience can see them.
- Appoint one member on each team as the captain. The captain will give his presentation first and summarize the team’s views at the end.
- Set a three-minute time limit for each presentation and alternate a presentation by a team I member with one by a team II member.
- After everyone has given his presentation and the captains have summed up team views.
- End the debate when the subject is exhausted or if the students get involved in heated argument.

h. Story Telling Method Of Teaching

Story Telling Method of Teaching is another way in which learners can learn vast amounts of information by listening to others. Learning through the spoken word is similar to observational learning, because it allows people to learn not simply from their own experiences, but also from the experiences of others. For example, by listening to a teacher story about walking in busy streets alone, children can learn to avoid busy streets and to cross the street at crosswalks without first experiencing any positive or negative consequences.

There are three steps of teaching by using storytelling technique adapted from (Milawati et al., 2020) in (Hasanah et al., 2022), they are;

- Pre storytelling. Teacher begins the class with an introduction to the lesson objective and the contents that students must study each lesson and students try to think about storytelling. Teachers should familiarize students with storytelling introduction, how to focus on the main idea and how to support students. Then, teacher asks the students to read a simple narrative text and also ask them to think about the story they read.
- Guideline storytelling or while storytelling. Students will learn story structures which consisted of plot, point of view, setting, characteristic, and ending. Teachers also provide students with the questions for guideline. At last in guideline storytelling, discussion (sharing ideas) is needed to supports the ability of storytelling by doing the previous and post discussion from stories.
- After storytelling or post storytelling. Students retell the stories independently in class and teacher give feedback to the students after they finish storytelling the story.

i. Modeling

Modeling is a type of visual aid for teaching as well as learning. It is a known fact that human brain absorbs more and understands better when visual aid facilitates explanation. This method works on three criteria - observing, retaining and replicating. The students learn more by observing the things and acquire it by imitating it time and again.

Besjana Rexhepi (Rexhepi, 2021) steps of language teaching modeling process these are as the following :

- Step 1: Explain- Provide a student-friendly description, explanation, or example of the new term.
- Step 2: Restate- Ask students to restate the description, explanation, or example in.
- Step 3: Show- Ask students to construct a picture, symbol, or graphic representation of the term. their own words.
- Step 4: Discuss- Engage students periodically in structured vocabulary discussions that help them add to their knowledge of the terms in their vocabulary notebooks.
- Step 5: Refine and reflect- Periodically ask students to return to their notebooks to discuss and refine entries.
- Step 6: Apply in Learning Games- Involve students periodically in games that allow them to play with terms.

j. Simulation Method

Simulation method can best be defined as role-playing method of teaching in which the process of teaching is displayed artificially an effort is made to practice

some important skills of communication through this technique. The pupil-teacher and the students stimulate the particular role of a person or actual life-situation. The whole programme, thus, becomes training in role perception and role-playing. It can be useful in civic education and other related subjects.

Simulation method work in a group to improve this method a teacher should ensure to come up with groups each comprising of about three to five individual. One trainee for instance; in English Literature acts as an actor and the other provides the spontaneous setting for practicing specific patterns of behavior. The smaller the stimulated social skill training group, the more practice per person when assignments are related.

Maxson (JERRY DALE & CATHERINE ELISE, 2017) establishet six guidelines for teachers to develop their own simulation activities and games :

1. Identify the goals to be achieved.
2. Construct a simplified model of the activity or game.
3. Identify the roles of individuals and groups who will be participants.
4. Set the conditions for the players/students being certain to set up specified guidelines regarding procedures, resources, personnel, etc.
5. Develop specific objectives or goals for the actors.
6. Set the limits and overall rules that will govern permissible behavior.

2.1.3 Concept of English Language Integrated Skills Teaching

Integrated skills approach is the approach that mixes more than one language skills in a single learning activity. The purpose of the integrated skills approach is to provide communicative activity in a language class. Communicative activity in learning English refers to authentic learning materials and tasks.

Language skills in language teaching are the manner in which language is used i.e. listening, speaking, reading, or writing. Sometimes the four skills are grouped into two major categories. These are the active/productive skills and the passive/receptive skills. Active/productive skills group entails speaking and writing; whereas, the passive/receptive skills category includes reading and listening (Belmekki, 2023). The teaching of these four language skills and language components can be implemented in two broad ways namely segregated and integrated language skills teaching (Gautam, 2019) in (Aljahdali & Alshakhi, n.d.)

English language integrated skills teaching is the teaching of the language skills of reading, writing, listening, and speaking, in conjunction with each other when a lesson involves activities that relate them and reinforcement the students (Alaye, 2019).

The concept of reinforcement can also mean integrated skills teaching, as the learning of one skill leads to the learning of another. For example, language teaching may follow reading or writing teaching.

Challenges of implementing English language integrated skills teaching is related with the factors that can hinder the implementation of integrating two or more language skills. Alaye & Tegegne (2021) has stated that nature of teaching integrated skills is based on teacher's awareness of how to change those knowledge in action during a lesson continuously, need to take account of changing circumstances. She has also forwarded that teachers' effectiveness in the classroom is very dependent on how well they can modify and adapt their actions in the light of how well the lesson is going.

2.1.4 Importance of English Language Integrated Skills Teaching

English language intergraded skills teaching is important for foreign language learners in many ways. It provides opportunities to the learners to use authentic language and helps them to interact naturally with the target language when topics and tasks offered hold two or more language skills at a time (Pardede, 2019). Using role play in the class is the best technique that encourages learners to use real life language. According to Amarech and Wondimu (2019), when language teachers apply the integrated skills teaching in the classroom properly, learners become motivated to do what they are supposed to do.

Students will therefore be aware that language abilities are rarely applied independently outside of the classroom. Since effective communication requires a variety of language abilities, incorporating the four macro skills into the classroom also benefits students' communicative ability (Pardede, 2019). Pardede (Pardede, 2019) further states that in order to improve students' general communication competence which includes asking for information, giving it, offering recommendations, expressing opinions, listening to the main points of specific material, etc. they must be able to adapt macroskills as they arise in everyday situations. Furthermore, integrated skills instruction provides a range of encouraging settings for learners with various learning modalities and approaches.

2.1.5 Models of English Language Integrated Skills Teaching

The two major models of language skills integration are content based language teaching and task-based language teaching (Alemayehu, 2008; Amarech & Wondimu, 2019; Gautam, 2019; Pardede, 2019; and Permata, 2018). They have also stated the hybrid/mix of the two models as the alternative.

2.2 Student Satisfaction

2.2.1 Definition of Student Satisfaction

Student satisfaction can be measured based on the relative quality of experience and the perceived quality of educational services (Weerasinghe et al., 2017). Overall, customer satisfaction factors encompass several aspects, that align with most research, particularly in the context of virtual institutions (Saha & Zhao, 2005; Yang & Peterson, 2004).

According to previous studies, there are multiple definitions of satisfaction. In general, they are related to expectations and experiences. More exactly, when researching concepts related to satisfaction, they will emphasize reviews or consumer's responses during the evaluation process (Giese et al., 2000). Satisfaction is the measured distance between perceived real value and previous expectation (Oliver, 1981). Accordingly, satisfaction is the user's perception of the product's performance in terms of expectations and reality (Tse et al., 1988). In other words, satisfaction can also be understood as an experience with expected results (Hom, W. C., 2002). Therefore, it helps others feel pleased when their needs and wants are fulfilled (Saif, N. I., 2014). From a marketing point of view, satisfaction refers to feelings of happiness or disappointment when an user compares expectation to actual use of products or services (Kotler, P. & Keller, K., 2012). Users (also known as customers) feel satisfied when products or services which are provided meet or exceed their expectations (Sigala et al., 2006). It depends quite a lot on previous expectations and actual perception of usage (Mukhtar et al., 2015). When they have high or low expectations of products and services, it will directly affect their satisfaction. Therefore,

satisfaction is influenced by emotional factors. Student satisfaction is said to be the assessment and perception of learning experiences (Astin & A.W, 1993).

Student satisfaction is also the basis to reinforce their loyalty when participating in learning activities (Navarro et al., 2005). Besides, it is an important psychological factor affecting student learning motivation and a decisive factor for the success of education (Bui Kien Trung, 2016). On the other hand, student satisfaction is a relative assessment based on expectations and experiences (Mukhtar et al., 2015). Elliot & Shin (2002) pointed out that students' subjective perceptions of learning outcomes have a significant effect on their satisfaction. From previous studies, Weerasinghe (2017) defined student satisfaction as a short-term attitude resulting from a measuring of students' educational experience, services and facilities.

2.2.2 Dimensions of Student's Satisfaction

Student satisfaction is a personal perception that meets their needs and expectations of the quality of service or learning provided by the higher education institution where they study (Sukmanasa et al., 2017). Measuring the level of student satisfaction is difficult to do because services are not tangible. There are 5 aspects to calculate student satisfaction:

1. Reliability is a dimension that measures the reliability of higher education institutions in providing quality learning in accordance with the needs and expectations of students.
2. Responsiveness is a dimension that measures the response or accuracy of the actions of higher education institutions in responding to and overcoming student problems and complaints.

3. Assurance is a quality assurance dimension that assesses teaching staff in higher education institutions in instilling trust and confidence in students through interactions made by lecturers and students.
4. Empathy is a dimension that measures the services provided by higher education institutions in understanding the individual or personal needs of their students.
5. Tangibles is physical evidence that during learning the higher education institution provides adequate physical facilities and lecture equipment to its students.

2.3 English Proficiency

2.3.1 Definition of English Proficiency

Proficiency is an examinee's ability in a particular area of competence to determine the extent to which they can function in actual language situations. In addition, Richard (1997) assumes that language proficiency is a person's skill in using a language for a specific purpose. In line with that, Stern (1983, p. 341) adds that language proficiency refers to language ability or ability in language use. This means that a person's level of skill in using a language. This can be indicated as a goal and defined in terms of objectives or standards.

Proficiency ranges from zero to native-like proficiency. A zero score is not perfect as a second language learner as a speaker of at least one other language, his first language, knows the language, and how it functions. So, English proficiency can be defined as having or showing a great deal of skill in the use of English. Proficiency tests measure the learner's level of language ability. It can be compared to an achievement test, which evaluates a student's comprehension of

specific material, a diagnostic test, which identifies areas that should be worked on, and a prognostic test, which attempts to predict a learner's ability to complete a course or take an exam. Proficiency tests are rarely conducted in the classroom but are very often done as an the ultimate goal (and motivation) of language learning.

2.3.2 Importance of English Proficiency

Being proficient in English is crucial since it is one of the main elements of a person's language expertise. An individual who is fluent in the language can use it for both written and spoken communication. Additionally, studying English has many advantages that you can enjoy if you are fluent in the language. Because English is an international language, studying it will help you communicate with people wherever you go. This is only one of the many advantages of learning English. Being fluent in English will help you master technology, grasp international economics, enjoy more entertainment, obtain a better job, and many other advantages.

2.3.3 Skills of English Proficiency

Usually English language skills are tested with English Proficiency Tests such as TOEFL and IELTS, these tests measure listening, reading, writing and speaking skills. Listening is a vital primary stage in language acquisition. If students do not listen or learn to listen well, then the later stages of the complex pattern of language acquisition in a productive framework (in other words, Speaking and Writing) in a communicative classroom will be difficult (Rintaningrum, 2018). Reading is one of the important aspects that students need to master because reading is the basis for learning subjects in all sciences

(Rintaningrum, 2009). Writing is important because it helps us communicate and think, and is an important employability skill. Speaking is very important because it helps students to develop their vocabulary and grammar skills and then improve their writing skills. Speaking is essential for communicating with other English speakers. A person is said to be proficient in English when they are fluent in reading and understanding texts written in English, formulating written texts in English, following and understanding speech in English, and producing speech in English for speakers to understand.

2.3.4 Proficiency Level

Levels in English language proficiency include (Widia, 2021) ;

Beginning

- Complete simple conversations and simple discussions even when the topics are well known
- Complete efforts in identifying and differentiating individual words and sentences during social and educational interactions.
- Can't seek English clarification if the English they hear is not understood
- Often stay silent, watch other people for information

Low Intermediate

Can understand simple, low-frequency English spoken in routine academic and social contexts

- Usually understand: simple or routine guidelines, brief simple discussions and brief simple discussions about familiar topics.
- Identify and distinguish key words and sentences needed to understand the general significance.

- Request the speaker, when they fail to understand, to repeat, slow or rephrase speech.

High intermediate

Be able to understand simple, high-frequency English spoken in routine academic and social environments

- Seem to understand more English than you really do.
- Features good in face-to-face contextualized conversation.
- Experience academic difficulties and skills in English thinking.
- Can learn English, requires a lot of non-verbal information to build meaning.

2.4 Previous Study

There are some previous studies that related to this research. The first is thesis entitled “*Students’ Perception of the Methods Used by the Teacher in Teaching English at SMA Negeri 13 Pangkep*” by (Nurjannah Thahir, 2018). 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.

The second is thesis entitled “*Analysis of Teaching Methods Used by English Teacher at the Eight Grade of MTsN 3 Mataram in Academic Year 2017/2018*” by (Herlina Efendi, 2018) Based on the results of the observation and interview it was found that the methods used by the English teacher are: Grammar Translation Method, Direct Method, Audio Lingual method and Scientific Approach in teaching English, because, those methods were considered suitable and easy to understand for the students who have a low level of English competence, especially the eighth grade of MTsN 3 Mataram. In implementing those methods the teacher used some techniques, in grammar translation method he used translation a passage, reading comprehension question, and fill in the blanks, memorization and writing. In direct method the teacher used reading aloud, question and answer section, conversation practice, paragraph writing. Techniques used in audio lingual method, word repetition and sentence repetition. The last is scientific approach I implementation this method it was observing, questioning, experimenting, associating and communicating.

The third is thesis entitle “*Students’ Satisfaction Level of English Online Learning at SMPN 1 Ampek Angkek*” by (Resi Oktaviani, 2020). This research was conducted due to problem faced by students to understand the material, on limited internet network access, and less enthusiasm about online learning. This study aimed to see the students' satisfaction level of English online learning. This was a survey research. The population and sample of this study were students of VIII SMP N 1 Ampek Angkek. Where this research used the incidental technique. The data collection technique was through questionnaire as an instrument. The data analysis technique was collected data, tabulate the data, calculated the data to

average, and interpret the data. Based on the results of research and data analysis, the research found that students' satisfaction in implementing online learning on the learning technologies item, the results showed that the students were quite satisfied with the learning carried out, namely the data obtained (64,92%). Students' satisfaction in the item pedagogical models shows that students were quite satisfied with the data obtained (71,51%). And students' satisfaction in online learning with the instructional strategy item shows the results that students are quite satisfied with the data obtained (64,08%). Based on the results of this study it can be concluded that the students in class eight at SMP N 1 Ampek Angkek are quite satisfied with English online learning that has been done by obtaining 66,83% data which means quite satisfied.

Based on the three previous studies, there are differences between previous studies and this research regarding the analysis of teacher teaching methods and student satisfaction. In the first research, the research focused on the analysis of teacher teaching methods whose research subjects were the second grade of high school. In the second research, the research focused on the analysis of the teacher's teaching method and why the teacher used the method whose research subject was also grade 8 MTs student. In the third research, the research only focused on student satisfaction with the online learning method carried out by the teacher with the research subject also being grade 8 junior high school students.

Whereas in this research focuses on the analysis the teacher's teaching methods that overcome students' proficiency gaps and knowing student satisfaction regarding the methods taught by teachers whose subjects are 8th grade MTs students.

2.5 Conceptual Framework

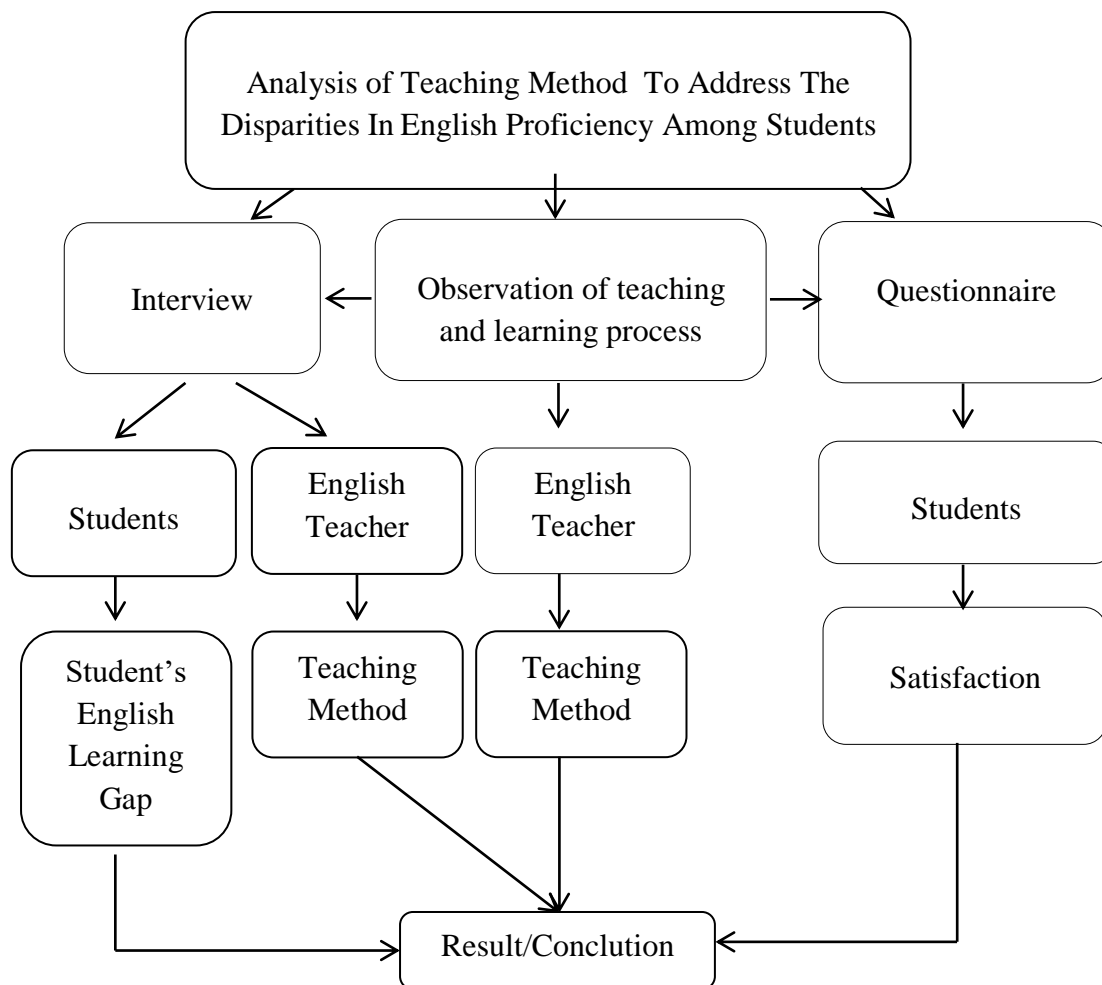


Figure 2.1 Conceptual Framework of The Research

This sub chapter presents the conceptual framework of this study. This research is based on the teaching methods used by English teachers in class VIII A MTs Roudlotul Khuffadz experienced by students. The researcher found out what factors influence students' English learning gap, and what methods the teacher uses in the classroom. Based on the teaching methods experienced by students in the classroom, the researcher collects students' satisfaction with the

methods used by English teachers that they experience. After the data is collected, the researcher analyzed the data to get a conclusion or result.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research aimed to find out what methods are used by teachers and students' satisfaction with the use of these teaching methods. In this research, the researcher used a case study as the research design. The researcher used a case study because this research involved events that occur in the field rather than numerical data. Yin (2009, p. 18) defines case study as an empirical inquiry which investigates a phenomenon in its real-life context. In a case study research, multiple methods of data collection are used, as it involves an in-depth study of a phenomenon. It must be noted, as highlighted by Yin (2009), a case study is not a method of data collection, rather it is a research strategy or design to study a social unit.

3.2 Research Subject

This research has been conducted at MTs Roudlotul Khuffadz, Pondok Pesantren Roudlotul Khuffadz. Located at Jalan Wortel, Gang Kakatua, RT 01 RW 04, Malasom Village, Aimas, Sorong Regency. The subjects of this research are VIII A class students totaling 25 students, and an English teacher. The reason why the researcher chose 8A class students as the object of research is because based on an interview with the English teacher, it is stated that 8A class students are more dominant in their proficiency gap compared to 8B which from the beginning did not experience gaps in English proficiency. Researcher conducted interviews with teachers and students, and provide satisfaction questionnaires to students..

3.3 Source of the Data

a. Primary Data

In this research, the primary data sources are observations during the teaching and learning process in the classroom using observation sheets, teacher statements from interviews with researcher regarding teaching methods in English subjects, student statements from interviews regarding factors that influence gaps, and student satisfaction with the methods used by teachers using questionnaires. The data sources in this research are English subject teachers and students of class VIII A MTs Roudlotul Khuffadz..

b. Secondary data

Secondary data is supporting data in this research. The data source is the subject where the data can be found. Secondary data in this study are previous studies from other researchers, to strengthen the validity of this research.

3.4 Techniques of Collecting Data

The researcher collected data through interviews and satisfaction questionnaires. The researcher interviewed teachers with structured interviews to find out what methods are used in teaching English at the school, structured interviews with students to found out the factors that influence gaps in English lessons, and give closed satisfaction questionnaires to students to find out whether students are satisfied with the methods used by teachers. The questions in the satisfaction questionnaire is consisted of 30 questions. The interview process used a smartphone to record all teacher and student answers. Observation conducted to provide supporting data. Observation activities carried out by the researcher in the class to be studied.

3.5 Technique of Data Analysis

In this research, the researcher used a qualitative data analysis technique. (Ary, 2010) states that the data analysis of qualitative research can be broken down into four stages; they are Coding, Data Reduction, Data Display, and Drawing Conclusion or Interpretation. Those can be explained as follows:

1. Coding

The first stage in analyzing qualitative data here involves coding. Coding is analogous to getting ready for data provided. The first step in coding is referred to as open coding, preliminary coding, or provisional coding. The most common approach is to read and reread all the data and sort them by looking for units of meaning-words, phrases, and sentence to make it easy to be learned. In this stage, after get the data the researcher collected the data. After all data are collected the researcher places all units having the same coding together. It be eased to read the data. In short, by coding the all data we gathered, we can underline the significant data that are appropriate with our topic of research. So, it be eased read the data.

2. Data Reduction

The second step of data analysis is data reduction. It is the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form'. In this stage, after the researcher get the data from interview with the students, the irrelevant data is reduced and the needed data is included.

3. Data Display

After data reduction the next step in analyzing data is Data Display. It is process of displaying data in the form of table or essay so what it gets more

understandable. In this research, the researcher used essay in displaying the data, because it is most common data display used in qualitative research.

4. Conclusion

In this last step data analysis that is conclusion. Here, the researcher begins to see what is the data. The researcher examines all entries with the same code and then merges these categories and finding the connection among the categories. Then, it continues to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

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.

4.1 Research Findings

4.1.1 The factors affect the students' gaps in English lessons at the school.

Based on the results of interviews conducted by researchers on February 17, 2024 at MTs Roudlotul Khuffadz school with a sample of 10 students in class 8A, the results show that:

1) Health Factors

Health factors affect students in learning English, there are several students who state that health conditions greatly affect their learning focus. A healthy and well body condition from home will make it easier for students to receive material provided by the teacher and make it easier for them to focus during lessons.

As one of the students said in the interview, he said:

A : Do you always go to school every day in good health?(Apakah anda setiap hari berangkat sekolah dalam kondisi sehat?)

Student A : Healthy.(Sehat)

A : When you are unwell, do you feel disrupted in your studies? What is the reason?(Ketika anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?)

Student A : Very disturbed, can't focus and concentrate on learning.(Sangat terganggu, tidak bisa fokus dan konsentrasi saat pelajaran)

When students say "very distracted, can't focus and concentrate on learning" it means that when the student's body condition is unhealthy or in a state of illness, the student will not be able to concentrate properly when the lesson is taking place so that they do not receive the lesson optimally. In addition to these students, 9 out of 10 students expressed the same opinion. They said that they would be more able to follow the lessons optimally if they were in good health when they went to school.

2) Peers/Classmates

Friends who are often noisy and crowded classroom conditions can have an influence on students when learning in class. A crowded classroom atmosphere affects the focus of learning and makes them uncomfortable during lessons. Students who are initially silent following the lesson will also be provoked to be busy over time. On the other hand, if one of the classmates has high learning motivation, is active in class, has good grades, then other friends will also be motivated and want to try to get the same achievement.

As one of the students said,

A : Do your classmates influence your learning motivation? Why? (Apakah teman sekelas mempengaruhi motivasi belajarmu? Alasannya?)

Student B : Influence, if they're busy, they're busy too. (Mempengaruhi, kalau teman rame ikut rame)

A : Does the attitude of your classmates affect your enthusiasm in learning English? (Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?)

Student B : Yes, it affects. (Iya, berpengaruh)

A : If your classmates actively participate in class, does it motivate your enthusiasm for learning in class? Why? (Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?)

Student B: Yes, if my friends can do it, I want to do it too. (Iya, jika teman bisa melakukannya, aku ingin bisa juga)

8 out of 10 students had the same statement about this. When students say "Yes, if my friends can do it, I want to do it too." it means that classmates are very influential in the learning process of students. Classmates do have a great influence on the development of student learning in the classroom. Choosing good friends will also help in learning, otherwise bad friends will make it difficult in the learning process. Good friends will help and motivate us also to continue to progress in learning together. Different if we choose the wrong

friends, it could be that we participate in doing bad things that our friends do so that it will harm ourselves as well.

3) Breakfast

The next factor is breakfast. Students who go to school for breakfast will be more enthusiastic in following learning. In addition, breakfast can also increase students' focus in receiving material provided by the teacher.

The same was said by the students,

A : Do you always have breakfast before going to school?(Apakah kamu selalu sarapan sebelum berangkat sekolah?)

Student C : Always. (Selalu)

A : Does breakfast affect or not the reception of your subject matter?(Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?)

Student C : Yes, it does.(Iya berpengaruh)

Based on the students' statement "yes, it does" means that they agree that breakfast has an effect on the learning process. Breakfast is one of the important habits that has a significant influence on students' learning ability. Breakfast habits with good nutritional content will make students more focused in lessons, more enthusiastic, and can improve their cognitive abilities during lessons. Regular breakfast habits can help students to be more focused and organized in their learning activities.

4) Online Games

It is no longer a foreign thing for now, 6 out of 10 students feel that games can influence students in increasing English vocabulary, especially games that are in English.

One of the student statements is,

A : Did you play the game in English or Indonesian?(Apakah kamu bermain game dalam bahasa inggris atau bahasa Indonesia?)

Student D : English, teacher. (Bahasa inggris, Bu)

A : If you play English games, does it increase your vocabulary in English lessons?(Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?)

Student D : Yes, it has an effect. (Iya, itu berpengaruh)

Although we know playing online games has many negative sides for children's development, there are some benefits from online games, especially games that use English. The more they play online games, the more they get used to reading English from the game and increase their vocabulary in English too.

5) Seating Position

Students feel that the seating position at the front will make them receive lessons faster and students' understanding in learning so that they will focus more on the teacher compared to students who sit on the back bench.

A : Is your seat in the front, centre, or back?(Tempat dudukmu didepan, tengah, atau belakang?)

Student E: In the middle. (di tengah)

A : Influence or not your seating position during the learning process? You focus more when sitting where?(Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar? Kamu lebih focus ketika duduk dimana?)

Student E: Yes, it has an effect, if it fits in front. (iya, berpengaruh, jika duduk didepan).

Seating position is very influential in students' reception of material. Students who sit in the front row will more clearly hear what their teacher is saying. They will also focus more on learning because they feel directly supervised by the teacher. Whereas students who sit in the back and middle benches, most of them do not focus on learning and are more often busy with their friends because they feel that the teacher is not so concerned. The material presented in front of the class is sometimes difficult for them to listen to properly.

4.1.2 Teachers' Teaching Methods to Address The Disparities in English Proficiency Among Students in English Lessons.

Based on interviews and classroom observations during English lessons on 2 March, 2024 it was found that English teachers use Answer and Question Methods and Memorizing Methods..

a. Answer and Question Methods

The answer and question method is used by English teachers in teaching English. Question and answer technique is an activity in which asking and answering take place between the students and students and students with their teacher. This method involves posing the question to the learners in order to promote thinking and understanding. It is informal assessment which is used with group of learners as a way of ascertaining the existing level of what learner have acquired from the previous material learnt or even in what there are yet to learn.

According to Hadi Widodo (Widodo, 2020) says the steps that must be applied in the implementation of the question and answer method are:

1. The objectives of the lesson should be clearly defined in advance.
2. The teacher should investigate whether the question and answer method is the only method that most appropriate.
3. The teacher should examine what this method is used for, whether:
 - a) used to connect old lessons with new lessons
 - b) encourage students to use knowledge for solving problems
 - c) conclude a description
 - d) remind again of what is memorized students
 - e) guide their thinking
 - f) focus on students' attention.
4. Then the teacher must examine as well, whether :
 - a) the style of the question contains many problems or not
 - b) limited answers or not
 - c) only answered yes or no or is there to encourage students to think about answering it.

5. The teacher chooses which of the many answers can be accepted.
6. The teacher should teach ways to prove the answers, by:
 - a) bring up fact quoted from books, magazines, dailies and so on
 - b) examine each answer by using the source
 - c) xplaine the chalkboard with various arguments station
 - d) compare with what students have ever seen
 - e) test the truth against skilled people
 - f) conduct experiments to prove the truth

The steps taken by the teacher during the learning process are the teacher will explain the material first, then will ask the main point of the explanation at the beginning and ask students to answer by raising their hands. If the students' answers are mostly wrong then the teacher will correct the answers directly. The teacher does the process repeatedly where the teacher will ask questions then immediately answer the students until the material is finished. Then give questions to students at the end of the material to see the extent of student understanding today.

b. Memorizing Methods

Memorizing method is usually used to memorize difficult vocabulary in English lessons. The English teacher at this school also applies this method since grade 7 to improve students' English vocabulary. The way the teacher applies this method is by giving students 10 vocabulary words that must be memorized at home then depositing them in front of the class the next day. The use of this method is after the subject matter of the day is finished in the last 15 minutes

before the bell goes home. Teachers usually use common vocabulary such as nouns, adjectives, or verbs. Although it looks general, in fact this method has been successful in solving the English learning gap of students in that class since grade 7 so that in grade 8 now their English scores have increased significantly compared to when they were in grade 7.

Based on interviews and direct observation in the classroom during English lessons, what the teacher said during the interview and the learning process that took place were similar, the teacher said,

A : Based on the gap in students' abilities from the beginning of grade 7, are there any special methods that you use to teach?(Berdasarkan kesenjangan kemampuan siswa sejak awal kelas 7, apakah ada metode khusus yang Anda gunakan untuk mengajar?)

TEACHER : Actually there is no special method, it's just the same, mostly memorizing vocabulary in front of classmates, maybe one day how many vocabulary words so memorised later deposited, maybe about animals, days, or something else so memorized. (Sebenarnya tidak ada metode khusus, sama saja, paling menghafalkan kosakata di depan teman-teman sekelas, mungkin satu hari berapa kosakata yang dihafalkan kemudian disetorkan, mungkin tentang binatang, hari, atau yang lainnya yang dihafalkan.)

Teachers believe that increasing vocabulary is the key to English. Having a large vocabulary will make it easier for students to learn English quickly.

Therefore, since grade 7 teachers prioritise memorising a lot of vocabulary to students starting from common vocabulary used in everyday life.

4.1.3 Students' Satisfaction with the Methods Used by Teachers.

The teaching method used by the English teacher proved to be able to overcome the problem of students' English proficiency gap in class 8A. The students felt that the method used by the teacher was interesting and easy to understand. To find out the level of student satisfaction with the teacher's teaching methods, the researcher distributed a satisfaction questionnaire containing 30 questions to 25 students in class 8A on February 17, 2024. Based on the questionnaire, the results were obtained,

Table 4.1 Student Satisfaction with Teacher Teaching Methods

| Classification | Score | Frequency | Percentage (%) |
|-----------------------|--------------|------------------|-----------------------|
| Very Satisfied | 121-150 | 13 | 52% |
| Satisfied | 91-120 | 11 | 44% |
| Neutral | 61-90 | 1 | 4% |
| Unsatisfied | 31-60 | 0 | 0 |
| Very Unsatisfied | 0-30 | 0 | 0 |

Based on the table above, it is known that students who are very satisfied with the teaching methods used by English teachers are 13 students (52%), 11 students (44%) are satisfied, 1 student (4%) is neutral, and 0 students unsatisfied and very unsatisfied. Student satisfaction is measured based on 5 aspects of satisfaction namely reability, responsiveness, assurance, emphaty, and tangible. The results that show above that all of these aspects are answered by students are very satisfied. Students feel that the methods that teachers use are interesting so that

when the lessons take place they also do not get bored quickly. The method of remembering that teachers apply to students makes them easier to memorize English vocabulary faster. So it can be concluded that students in class 8A are very satisfied with the teaching methods used by teachers because they are interesting and easy to understand. So it can be concluded that students in class 8A are very satisfied with the teaching methods used by the teacher because they are interesting and easy to understand.

4.2 Discussion

4.2.1 The Factors Affect the Students' Gaps in English Lessons at the School.

Based on the results of a 3-day study conducted at the school, it was found that there are several factors affecting students' gaps in their English language skills in addition to differences in their primary school curriculum. These factors include,

1. Health Factors

Good health conditions greatly affect the learning process of students at school. Students who tend to be burdened with stress, anxiety, and even difficulty in concentrating can hinder the learning process and reduce their motivation in learning English. Good health conditions from home are also supported by regular sleep patterns, a balanced diet, and sufficient physical activity. Some students who state that health conditions greatly affect learning focus show that they are aware of the close relationship between health and learning ability. This awareness can be a driving force for them to maintain better health, so that they can achieve optimal learning performance.

One of the factors that affect learning concentration is the condition of one's physical health/body/physical condition. Physical health condition is an individual who does not experience pain, either subjectively or clinically, and there is no impaired organ function. According to Nugroho in (Nurmaela et al., 2023), there are several aspects in learning concentration, namely: concentration of thought, motivation, worry, feeling depressed, thought disorder, panic disorder and readiness to learn. Physical symptoms in a person can affect psychological and physical conditions.

There are several aspects that affect it, including: emotional, social and personality aspects. Here are some physical changes in a person's behaviour and attitude, including: 1.) Physical symptoms, such as difficulty sleeping and stress due to the accumulation of unfinished tasks and feeling sick. Pain is a condition and state of being abnormal or unhealthy, such as fever, headache, feeling dizzy and weak, lack of enthusiasm in carrying out activities or activities, and feeling uneasy and excessive anxiety.¹⁰ 2.) Emotional symptoms, such as loss of confidence and irritability (emotional instability).

2. Peers / Classmates

Peers play an important role in a student's life, including in terms of English language learning. Friends who have high learning motivation can motivate other friends to be more active in learning English too. Conversely, if a friend has a lazy and bad character, it will indirectly make friends who were originally good to have a bad character.

Adolescence is a time when children should really be taught how to choose good friends in their relationships. Choosing the wrong friends will make the

child's future worse. The role of parents and teachers is important here, they must really be able to educate children and pay attention to who children should be friends with.

As for the opinion of Nur Cahaya Nasution (Nasution & Islam, n.d. 2018) who quoted from Abu Ahmadi and Widodo Supriyono, (1991: 87). Positive peer pressure can positive peer pressure can lead to positive student behaviour as well, including increasing learning motivation. If peers have good study habits, remind each other if one of them feel lazy, help teach friends who who gets bad grades, of course the motivation to learning is good or increasing then learning results will be achieved easily too. Conversely, negative peer pressure negative peer pressure will encourage destructive behaviour. destructive behaviour. For example, if children like to hang out with those who do not go to school, then he will be lazy to study, because the way of life of children in school different from children who do not.

Some students also stated that a friend is very influential in the learning process in class. By choosing positive study buddies, students can create a conducive learning environment and improve their English language skills. Therefore, it is important for students to choose positive study buddies who can help them achieve their learning goals.

3. Breakfast

Breakfast plays an important role in improving learning focus, including in English learning. Breakfast containing complex carbohydrates such as wholemeal bread, cereal or oatmeal can provide long-lasting energy, helping students to stay focused and awake during English learning.

Skipping breakfast can cause blood sugar levels to drop dramatically, which can lead to fatigue, dizziness and difficulty concentrating. A study by Bell & Rolls (2000) in (Lundqvist et al., 2019) found that students who ate a breakfast with foods high in protein and fibre had better blood sugar control and were less tempted to snack during the day, which could help them stay focused in learning English.

In addition, a healthy breakfast can improve mood and motivation to learn. Research by Rampioni in (Lundqvist et al., 2019) showed that students who ate a nutritious breakfast had lower levels of anxiety and stress, and were more enthusiastic in attending lessons.

Some students did state that breakfast greatly affects their learning focus. This shows that they realise the importance of breakfast in improving their concentration and learning performance, especially in learning English. Therefore, it is important for parents and schools to encourage healthy and balanced breakfast habits so that students can reach their full potential.

4. Online Games

In this day and age, the development of games is growing rapidly. Children from a young age already know how to play games on their android. Although there are many negative effects for children, Rokhani in (Kartini, 2023) argues that the negative effects that will be experienced by children include students not socialising as individuals, behavioural changes in children, children's vision is disturbed, affecting the work of the brain, decreasing learning achievement, becoming individualists and the danger of radiation from gadgets or similar laptops.

Online games are no longer just entertainment for students, but also have the potential to be an effective learning medium, including in improving English language skills. This is evidenced by the statements of several students who stated that online games really helped them in learning English. (Kartini, 2023) reveals in (Mertika, Mariana, 2020: 100) on the other hand online games can be used to release fatigue or stress. This online game can also have a good effect on children, being able to explore the ability to think responsively and quickly, in online game applications usually use English so that children become accustomed to understanding and learning English.

Many online games now use English as the language of instruction. This indirectly exposes students to English vocabulary so that their vocabulary and understanding of English increases. Apart from vocabulary, students' speaking and listening skills will also be trained when they communicate with game players around the world who certainly use English.

While online games have many benefits for English language learning, it is important to remember that excessive use of online games can have a negative impact. Therefore, it is important for students to use online games wisely and in balance with other learning activities.

5. Seating Position

The seating position of students in the classroom has a significant influence on the learning process. Seating arrangement is a supporting factor in achieving learning success. To create an atmosphere that can foster a passion for learning, make it easier for teachers to provide guidance and assistance to students in

learning, and improve student learning outcomes, adequate classroom organisation is needed.. This is evidenced by the statements of several students who stated that the seating position greatly affected their English learning.

Students who sit in the front row have more interaction with the teacher than students who sit in the back row. Students will focus more easily on the material and understand more quickly what is conveyed by the teacher. Students' learning motivation will also increase. Perkins and Weiman in (Norazman et al., 2019) argued that front row seats promote more interaction with the instructor and encourage participation in the class, which leads to higher performance. Sitting closer to the instructor also makes it easier for students to see and hear the instructor. Both Holliman and Anderson and Becker in (LaCroix & LaCroix, 2017) found that as the distance from the instructor to the student seat increased, student performance decreased.

Seating position can be an important factor in English language learning. Teachers need to consider this factor when organising students' seating in the classroom. By placing students in the right position, teachers can help them to learn more effectively and achieve optimal learning outcomes.

4.2.2 Teachers' Teaching Methods to Address the Disparities in English Proficiency Among Students in English Lessons.

1. Answer and Question Methods

The Answer and Question method is a student-centred learning strategy, where teachers and students exchange roles in the question and answer process. The teacher is not only a source of information, but also a facilitator who encourages students to think critically, creatively, and independently. This method

is one of the methods used by teachers to teach English at MTs Roudlotul Khuffadz.

During the lesson, the teacher is more active in asking students questions to train their focus in the lesson. Students sometimes get bored quickly if they only listen to the teacher explain throughout the lesson. This method is an effective way for children to focus and train their thinking in answering questions.

Many reasons why teachers should give some questions to their students either the questions are addressed to an individual student or the whole class in their classroom. The teachers used various questions and questioning types as their strategy in questioning not only to promote classroom interaction, but also to encourage the students to communicate in a real-life setting, to build a closer connection with the students, and to help the students deal with difficulty in expressing themselves because of their limited vocabulary. The questions are used frequently at the end of the lesson but sometimes at the beginning and the middle of teaching and learning process

Student participation and activeness in the learning process will slowly increase. It can develop critical thinking skills and build students' confidence and independence. The application of this method is not only for English subjects but can be for all subjects. By applying this method, teachers can help students to develop various important skills and achieve learning objectives optimally.

2. Memorizing Methods

According to Richards and Schmidt (Schedule et al., 2022), memorizing is the process of storing information in memory. He added that the memorization is a conscious process that involves rote learning, practice, and associative learning.

Besides, Suryabrata (Schedule et al., 2022)² states that memorization is the ability to accept, save, and produce past memory. Similarly, Syah (Schedule et al., 2022) argue that memorization is a cognitive aspect that involves coding, preserving, and recalling information and knowledge. In short, memorization has a strong connection with memorizing certain things that occur in the past, which happens in the human brain system.

In the English learning process in class 8A, the teacher applied this method to the students. The teacher stated that vocabulary is important in learning English. Therefore, the teacher focuses more on increasing the students' vocabulary to make them faster in understanding English.

The method that the teacher uses has been applied since students have just entered the junior high school level, namely in grade 7. How to apply this method is by asking students every meeting to memorise 10 English vocabulary according to the word group, for example, such as memorising 10 words about school equipment, names of days and months, animals, plants, and others. This method is applied after the learning material on that day is finished or less 30 minutes before going home. Then at the next meeting students will come forward to the front of the class to memorise the vocabulary that has been given before. This is done repeatedly every meeting.

According to Schwartz and Otani in (Violetta Adahanne, 2022), memorizing English vocabulary is remembering of the words that will learn in the future, such as remembering the words that teacher given then recall when its learn again. Memorizing vocabulary in English is very important to easy communication with other or in teaching and learning process. In memorizing English vocabulary the

students do not only memorize the words, but also their meaning. The larger vocabulary students memorize, the better they perform their language. By having a limited vocabulary, the students found difficulties in mastering English skills.

Ellis (2008) in (Nasrollahi-Mouziraji & Nasrollahi-Mouziraji, 2015) argues that memorization plays an important role in all stages of language learning, and that it can be used effectively across a range of ability levels. Anninda Rahmawati (RAHMAWATI, 2022) argues that memorization techniques can be applied to all proficiency levels, namely

- For Beginners:
 - a. Helps build a vocabulary foundation: This method helps beginners learn basic words by relating them to personal meanings or experiences, as well as visualizing images.
 - b. Increases confidence: The ability to remember words and phrases increases confidence when communicating in English.
- For Low:
 - a. Strengthens long-term memory: Techniques such as spaced repetition and spaced repetition help strengthen long-term memory of words and phrases.
 - b. Improve reading and listening comprehension: With a strong vocabulary, reading and listening comprehension becomes easier.
- For High:
 - a. Develops advanced vocabulary: The use of elaborate imagery and context helps learn more complex words and phrases.

- b. Improve fluency and accuracy: Using the right words and phrases in various contexts improves language fluency and accuracy.

4.2.3 Students' Satisfaction with The Methods Used by Teachers.

Based on the results of the satisfaction questionnaire that has been distributed to 25 students of class 8A MTs Roudlotul Khuffadz shows that students are very satisfied or agree with the methods used by teachers in teaching English. This can be seen from the results of the questionnaire. The results of the questionnaire showed that 13 out of 25 students were very satisfied with a percentage of 52%, the remaining 11 students were satisfied (44%) and 1 student was neutral (4%). It means that the students have a positive response to the way of teaching that the teacher does, they are very satisfied with the teaching method.

Using the answer and questions method trained students to focus more and increase their critical thinking in answering the questions the teacher gives. Then students like the use of this method because the way the teacher delivers it is easy to understand and if the students answer the questions incorrectly, the teacher was immediately correct them. Students who were initially afraid to answer because maybe the answer would be wrong became more courageous because even though the answer was wrong the teacher's response would not immediately get angry but responded well and justified the answer.

Memorizing Methods also make them happy in learning English. With this method, the English vocabulary they have is increasing so that their English proficiency also increases. They can overcome the difficult level of questions slowly. They will also get used to seeing and reading English writing.

However, this memorising method has its drawbacks. The problem is in terms of students' memorisation ability. We all know that the ability to remember one human being to another is certainly different. Some are strong in memory and some are weak. Therefore, the teacher must know in advance how high the memory ability of each student is then adjust it to the material to be given.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 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 and a teacher.

1. The factors affect the students' gaps in English lessons at school are health factors, friends selection, breakfast, online games, and seating position. The gap in students' English learning due to these factors makes the quality of students' learning low. Students often find it difficult to focus, are slow in understanding lessons, lose motivation to learn, and their learning outcomes at school decline.
2. The teaching methods used by teachers to overcome the gap in English proficiency among students in English lessons are the question and answer method, and the memorization method. In the use of the question and answer method, teachers use various types of questions and question types as their strategy in asking questions, not only to encourage interaction in the classroom, but also to encourage students to communicate in real situations, build closer relationships with students, and help students overcome difficulties in expressing themselves due to limited vocabulary. The memorization method is applied by teachers to increase students' English vocabulary. Memorizing vocabulary in English is very important to facilitate communication with others or in the teaching and learning process. In

memorizing English vocabulary students not only memorize the words, but also the meaning. This method makes students faster in learning and understanding English. This method can be applied to all proficiency levels of students from beginning, low, to high.

3. Methods that are interesting and easy to understand make students feel very satisfied with their teachers. Student satisfaction with the teaching methods used by the teacher is evident from the results of the questionnaire given to 24 students, which showed 13 were very satisfied with the teacher's methods (52%), 11 students were satisfied (44%), and 1 student was neutral (4%).

5.2 Suggestion

From the findings that have been presented previously in chapter four, there are several suggestions that can be used as a consideration for English teachers in teaching English :

1. Suggestions for Teachers
 - a. Teachers are advised to use the memorizing technique consistently in teaching English.
 - b. Teachers should be creative in choosing strategies that can be used in English language learning so that students are interested in participating in the class.
 - c. Building creative and fun learning for students should be developed by English teachers.
2. Suggestions for Students

- a. Students should pay more attention to the lessons explained by the teacher and always improve their English skills and vocabulary.
 - b. The students should be interested in learning English to improve their English skills. Using the memorizing method can be one of the alternative ways to help students to be motivated to learn English.
 - c. The students should do more practice to improve their Indonesian language skills.
3. Suggestions for Future Researchers
- a. Future researchers are advised to look for new techniques, strategies, methods or approaches, new methods or approaches so that students are easier and happier in learning English.

BIBLIOGRAPHY

- Alaye, A. (2019). Critical Review on the Meaning, Purposes and Techniques of Integrative Language Skills Teaching Approach. *Journal of Literature, Languages and Linguistics*, 58(2006), 28–36. <https://doi.org/10.7176/jlll/58-03>
- Alaye, A., & Tegegne, W. (2021). The Roles of the Teachers and Students in the Integrative Language Teaching Approach and Factors That Affect the Use of the Approach in Actual Classroom. *Journal of Literature, Languages and Linguistics*, 80, 2422–8435.
- Aljahdali, W. A., & Alshakhi, A. (n.d.). *Exploring EFL Writing Teaching in Integrated Skills System: A Case Study in the Saudi Context*.
- Aqib, Z. (2013). Model-model, media, dan strategi pembelajaran kontekstual (inovatif). *Bandung: Yrama Widya*.
- Belmekki, M. (2023). Students' Attitudes towards the Use of Self-Video Recording as a Means to Enhance Students' Speaking Skill in Higher Education. *The Journal of Quality in Education*, 13(22).
- Faraj Aziz, D. (2011). Efficiency of Using Peer Tutoring in the Development of Students' Motivation to Learn English at the Dept. of Special Education. *College Of Basic Education Research Journal*, 11(2), 722–732.
- Freeman, D., Katz, A., Garcia Gomez, P., & Burns, A. (2015). English-for-teaching: Rethinking teacher proficiency in the classroom. *ELT Journal*, 69(2), 129–139.
- Hasanah, A. I., Mahmud, M., & Salija, K. (2022). The Implementation of Storytelling Method to Improve Students' Speaking Achievement. *Pinisi Journal of Art, Humanity and Social*, 2(5), 116–125. <https://ojs.unm.ac.id/PJAHSS/article/view/36722%0Ahttps://ojs.unm.ac.id/PJAHSS/article/viewFile/36722/17210>
- JERRY DALE, J., & CATHERINE ELISE, B. (2017). Simulation as a Classroom Teaching Method. *Journal on School Educational Technology*, 12(4), 49. <https://doi.org/10.26634/jsch.12.4.13551>
- Kartini, A. P. (2023). *PENGARUH PENGGUNAAN GAME ONLINE TERHADAP CISEENG KABUPATEN BOGOR Skripsi Disusun untuk Memenuhi Sebagian Persyaratan dalam Memperoleh Gelar Sarjana Pendidikan (S . Pd) Oleh Nama : Aprisya Putri Kartini NIM*.
- LaCroix, K., & LaCroix, S. (2017). Does seat location matter? A review of the proximity effect in large and small classrooms. *Community College Enterprise*, 23(2).

- Lundqvist, M., Vogel, N. E., & Levin, L.-Å. (2019). Effects of eating breakfast on children and adolescents: A systematic review of potentially relevant outcomes in economic evaluations. *Food & Nutrition Research*, 63.
- Milawati, M., Rohmah, N., & Alim, H. S. (2020). Teacher'S Questioning Strategies in Scaffolding Students' Learning At University Level. *Exposure : Jurnal Pendidikan Bahasa Inggris*, 9(2), 308–321. <https://doi.org/10.26618/exposure.v9i2.4170>
- Nasrollahi-Mouziraji, A., & Nasrollahi-Mouziraji, A. (2015). Memorization Makes Progress. *Theory & Practice in Language Studies*, 5(4).
- Nasution, N. C., & Islam, P. P. (n.d.). *Dukungan teman sebaya dalam meningkatkan motivasi belajar*. 159–174.
- Norazman, N., Ismail, A. H., Ja'afar, N. H., Khoiry, M. A., & Ani, A. I. C. (2019). A review of seating arrangements towards the 21st century classroom approach in schools. *Malaysian Journal of Sustainable Environment*, 6(2), 21–46.
- Nurmaela, A. I., Sari, I. K., Azizah, N., & Istianah, S. (2023). *Pengaruh kondisi kesehatan terhadap konsentrasi belajar mahasiswa kelas d2 prodi pgmi uin khas jember*. 4, 47–61.
- Octaberlina, L. R. (2023). English for young learning method through games and songs for elementary school. *World Journal of English Language*, 13(6), 203–210.
- Pardede, P. (2019). *Integrated skills approach in EFL classrooms: A literature review*.
- Putri, A. D. (2014). *THESIS THE PROFICIENCY LEVEL OF ENGLISH LANGUAGE LEARNERS BASED ON TOEIC TEST: A Survey At SMKN 1 Mataram West Nusa Tenggara Academic*. 1–73.
- RAHMAWATI, A. (2022). *THE USE OF CONTENT-BASED SUMMARIZING TECHNIQUE ON IMPROVING STUDENTS'READING SKILLS AT ELEVENTH GRADE OF SMAN 4 TAPUNG*. UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU.
- Rexhepi, B. (2021). the Modelling Process As an Instructional Strategy in Language Teaching Process. *Pendas Mahakam : Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 6(1), 8–16. <https://doi.org/10.24903/pm.v6i1.663>
- Richards, J. C. (2017). Teaching English through English: Proficiency, pedagogy and performance. *RELC Journal*, 48(1), 7–30.

- Schedule, I., Travel, O. F., Expenses, O., Hancock, A. D., Formation, A. F., Armstrong, N., Le, F., Faso, B., Le, F., On, F., Le, L. L. L. P. L., Kone, I., Ou, I., Laquelle, I., Quelle, T., Scheme, N. G., Pizer, W. A., Weintraub, S., Formation, A. F., ... Gh, E. (2022). No 主観的健康感を中心とした在宅高齢者における 健康関連指標に関する共分散構造分析Title. *Journal of Economic Perspectives*, 2(1), 1–4. <http://www.ifpri.org/themes/gssp/gssp.htm><http://files/171/Cardon-2008-Coaching-d'équipe.pdf><http://journal.um-surabaya.ac.id/index.php/JKM/article/view/2203><http://mpoc.org.my/malaysian-palm-oil-industry/><https://doi.org/10.1080/23322039.2017>
- Sriyono, H. (2017). *Effect of Tutorial Instructional Strategy and Drill in Using MYOB Accounting in Vocational High School Bekasi West Java Province*.
- Susaniyah. (2015). *THE USE OF ACTIVE DEBATE TECHNIQUE IN TEACHING AND (Descriptive Study at Second Years of MA Madinatunnajah Kota Cirebon) ENGLISH LANGUAGE TEACHING DEPARTMENT TARBIYAH AND TEACHER TRAINING FACULTY SYEKH NURJATI STATE ISLAMIC INSTITUTE CIREBON. 14111320131*.
- Taufik, S. H. (2015). Students' Perception on Lecturer's Teaching Method and Classroom Management in Speaking Class. *Makassar: Makassar Muhammadiyah University*.
- Violetta Adahanne, I. (2022). *Teachers' Strategies to Teach English Vocabulary in SMA Harapan Bangsa Samalantan*.
- Widodo, H. (2020). Application of Guided Question and Answer Method To Improve Pai Learning Achievement of State Junior High School 1 Sei Rampah. *Jurnal Tarbiyah*, 27(1), 121–141. <https://doi.org/10.30829/tar.v27i1.687>
- Wijaya, A. T. (2018). *Teaching Methods and Approaches Used in Teaching Young Learners*. Program Studi Pendidikan Bahasa Inggris FBS-UKSW.
- Мілова, О. (2015). Teaching Conversation in English Language Classroom: Conversational Techniques. *Освітологічний Дискурс*, №2(10), 159–169.

A
P
P
E
N
D
I
X

Appendix 1 Observation Sheets

LEMBAR OBSERVASI

| No | Teaching Method | Ya | Tidak |
|----|---|----|-------|
| 1 | Lecture Method | | |
| | <ul style="list-style-type: none"> - Membangun hubungan baik dengan siswa : Pada langkah ini, perhatian siswa diarahkan pada pelajaran sebelum pelajaran dimulai. Kasus, cerita, dan isu-isu terkini dibawa ke dalam kelas untuk membangun hubungan antara siswa dan tujuan pembelajaran. | | |
| | <ul style="list-style-type: none"> - Mempersiapkan perkuliahan: Langkah ini melibatkan identifikasi konsep dan ide dasar, menyusun konten pembelajaran dari yang umum ke yang spesifik, dan mempersiapkan dukungan materi tambahan yang mungkin diperlukan selama perkuliahan. Guru tidak boleh langsung membaca dari catatan mereka, harus menyampaikan dan juga harus memasukkan beberapa pembicaraan informal, jika diperlukan. | | |
| | <ul style="list-style-type: none"> - Mengontrol panjangnya ceramah dan penjelasan: Rentang waktu pengajaran harus disesuaikan untuk siswa di berbagai tingkatan. Presentasi singkat biasanya sesuai untuk kelompok yang lebih muda, dan setidaknya satu kegiatan harus dilakukan setelah presentasi Presentasi 10 menit. Untuk kelompok yang lebih tua, durasi presentasi mungkin lebih lama, namun kegiatan-kegiatan | | |

| | | | |
|--|---|--|--|
| | seperti klarifikasi, rangkuman, dan diskusi harus dilakukan setelah presentasi. | | |
| | - Memotivasi siswa untuk memperhatikan: Ketertarikan memotivasi siswa. Usia siswa, keterampilan, latar belakang pendidikan, lingkungan, dan kebutuhan siswa harus untuk menarik perhatian mereka. Guru harus berusaha untuk mempertahankan perhatian siswa melalui penggunaan metode dan materi lain. | | |
| | - Menetapkan struktur dan urutan: Presentasi yang tidak dirancang dan direncanakan dengan baik mungkin akan membosankan dan membingungkan bagi para siswa. Oleh karena itu, urutan yang linier dan logis urutan yang logis dan linier harus diikuti untuk penyajian konsep-konsep penting dan ide. Selain itu, konsep dan ide tersebut harus dikaitkan dengan pengetahuan dan pengalaman pendidikan sebelumnya. Sementara itu, kosakata dan dan kompleksitas presentasi harus sesuai dengan usia dan tingkat. | | |
| | - Sediakan pengatur grafis yang sesuai: Guru harus menggunakan jaring konsep dan desain grafis untuk membantu siswa lebih memahami dan menginternalisasi konten pembelajaran. Hal ini memberikan petunjuk visual bagi siswa mengenai signifikansi dan urutan konten pembelajaran. Alat bantu visual yang menunjukkan hubungan antara konsep-konsep dasar dalam sebuah teks dapat dianggap | | |

| | | | |
|--|---|--|--|
| | sebagai desain grafis. | | |
| | <ul style="list-style-type: none"> - Menggabungkan materi dan strategi pembelajaran: Penggunaan berbagai materi pembelajaran dan aktivitas selama pembelajaran berkontribusi banyak terhadap visualisasi pembelajaran dalam pikiran. Pembelajaran dapat dipertahankan dan dipertahankan untuk waktu yang lebih lama hanya jika peserta didik diberikan pengalaman belajar yang luas dan ditingkatkan. Merencanakan pelajaran yang berorientasi pada aktivitas untuk kelompok yang lebih muda lebih efektif daripada ceramah biasa. | | |
| | <ul style="list-style-type: none"> - Doronglah siswa untuk membuat catatan: Mencatat selama pembelajaran akan memperkuat proses pengkodean siswa. Konsep dan ide penting lebih mudah ditransfer ke memori jangka panjang melalui pencatatan. | | |
| | <ul style="list-style-type: none"> - Rangkum materi: Setiap proses belajar-mengajar harus diakhiri dengan rangkuman dan diskusi yang relevan. Cara terbaik untuk meringkas adalah dengan mengulas secara cepat apa yang telah dipelajari, mengajukan pertanyaan untuk menilai apakah pembelajaran sudah selesai atau belum, menanyakan contoh-contoh baru, dan menyelesaikan pertanyaan-pertanyaan latihan lanjutan. Terakhir, memberikan pekerjaan rumah di akhir pelajaran akan membantu mengaitkan konten pembelajaran dengan dengan topik pembelajaran berikutnya. | | |

| | | | |
|----------|--|--|--|
| 2 | Discussion Method | | |
| | - Membaca materi dan menyiapkan pertanyaan | | |
| | - Merencanakan dan mengelompokkan pertanyaan | | |
| | - Memperkenalkan metode ini kepada siswa | | |
| | - Diskusi | | |
| | - Ulasan | | |
| | - Evaluasi | | |
| 3 | Demonstration Method | | |
| | - Demonstrasi adalah pertunjukan yang dramatis | | |
| | - Rencanakan setiap langkah (termasuk materi) dengan hati-hati | | |
| | - Latihlah demonstrasi Anda | | |
| | - Buatlah garis besar langkah-langkah di papan tulis | | |
| | - Pastikan semua orang dapat melihat dan mendengar | | |
| | - Menyiapkan bahan-bahan tertulis | | |
| 4 | Debate Method | | |
| | - Jelaskan topik perdebatan dan tanyakan kepada siswa mana yang ingin menjadi pro atau kontra. | | |
| | - Pilihlah siswa dengan jumlah yang sama untuk berbicara pada masing-masing "tim" debat. | | |
| | - Berikan waktu yang cukup bagi siswa untuk | | |

| | | | |
|----------|--|--|--|
| | mempersiapkan argumen mereka. | | |
| | - Mintalah kedua tim duduk di depan kelas sehingga para siswa dapat melihat mereka. | | |
| | - Tunjuk salah satu anggota dari masing-masing tim sebagai kapten. Kapten akan memberikan presentasinya terlebih dahulu dan merangkum pandangan tim di akhir | | |
| | - Tetapkan batas waktu tiga menit untuk setiap presentasi dan gantilah presentasi oleh anggota tim I dengan presentasi oleh anggota tim II. | | |
| | - Setelah semua orang memberikan presentasinya dan kapten menyimpulkan pandangan tim. | | |
| | - Akhiri debat ketika topiknya sudah habis atau jika siswa terlibat dalam perdebatan sengit. | | |
| 5 | Storytelling Method | | |
| | - Pra mendongeng. Guru memulai kelas dengan pengantar tujuan pelajaran dan isi pelajaran bahwa siswa harus mempelajari setiap pelajaran dan siswa mencoba berpikir tentang mendongeng. Guru harus membiasakan siswa dengan pengantar bercerita, bagaimana fokus pada ide utama dan bagaimana mendukung siswa siswa. Kemudian, guru meminta siswa untuk membaca teks narasi sederhana dan juga meminta mereka untuk berpikir tentang cerita yang mereka baca. | | |
| | - Panduan mendongeng atau saat mendongeng. Siswa akan mempelajari struktur cerita yang terdiri dari plot, sudut pandang, latar, | | |

| | | | |
|----------|--|---|--|
| | <p>karakteristik, dan akhir cerita. Guru juga memberikan pertanyaan-pertanyaan kepada siswa sebagai panduan. Terakhir, dalam panduan bercerita, diskusi (berbagi ide) sangat diperlukan untuk mendukung kemampuan bercerita dengan melakukan diskusi sebelum dan melakukan diskusi sebelum dan sesudah bercerita.</p> | | |
| | <ul style="list-style-type: none"> - Setelah mendongeng atau setelah mendongeng. Siswa menceritakan kembali cerita secara mandiri di kelas dan guru memberikan umpan balik kepada siswa setelah mereka selesai setelah selesai bercerita. | | |
| 6 | Question and Answer Method | | |
| | <ul style="list-style-type: none"> - Tujuan pelajaran harus didefinisikan dengan jelas sebelumnya. | √ | |
| | <ul style="list-style-type: none"> - Guru harus menyelidiki apakah metode tanya jawab adalah satu-satunya metode yang satu-satunya metode yang paling tepat. | √ | |
| | <ul style="list-style-type: none"> - Guru harus meneliti untuk apa metode ini digunakan, apakah : <ul style="list-style-type: none"> a) digunakan untuk menghubungkan pelajaran lama dengan pelajaran baru b) mendorong siswa untuk menggunakan pengetahuan untuk memecahkan masalah c) menyimpulkan suatu uraian d) mengingatkan kembali apa yang telah dihafal siswa e) mengarahkan pemikiran siswa | √ | |

| | | | |
|----------|---|---|--|
| | f) memusatkan perhatian siswa. | | |
| | - Kemudian guru harus memeriksa juga, apakah: <ol style="list-style-type: none"> 1. gaya pertanyaannya mengandung banyak masalah atau tidak 2. jawabannya terbatas atau tidak 3. hanya dijawab ya atau tidak atau ada yang mendorong siswa untuk berpikir mendorong siswa berpikir untuk menjawabnya. | √ | |
| | - Guru memilih jawaban mana dari sekian banyak jawaban yang dapat diterima. | √ | |
| | - Guru harus mengajarkan cara-cara untuk membuktikan jawaban, dengan cara: <ol style="list-style-type: none"> a) mengemukakan fakta yang dikutip dari buku, majalah, harian dan sebagainya b) memeriksa setiap jawaban dengan menggunakan sumbernya c) menghiasi papan tulis dengan berbagai macam argument d) bandingkan dengan apa yang pernah dilihat oleh siswa e) menguji kebenarannya dengan orang yang lebih ahli f) melakukan eksperimen untuk membuktikan kebenaran. | √ | |
| 7 | Modelling Method | | |
| | - Jelaskan- Berikan penjelasan yang mudah dipahami siswa deskripsi, penjelasan, atau contoh dari istilah baru. | | |
| | - Nyatakan ulang- Minta siswa untuk | | |

| | | | |
|----------|---|--|--|
| | menyatakan ulang deskripsi, penjelasan, atau contoh dengan kata-kata mereka sendiri. | | |
| | - Tunjukkan- Mintalah siswa untuk membuat gambar, simbol, atau representasi grafis dari istilah tersebut. | | |
| | - Diskusikan- Libatkan siswa secara berkala dalam diskusi kosakata terstruktur terstruktur yang membantu mereka menambah pengetahuan mereka tentang istilah-istilah dalam kosakata mereka buku catatan. | | |
| | - Sempurnakan dan refleksikan- Minta siswa secara berkala siswa untuk kembali ke buku catatan mereka untuk mendiskusikan dan menyempurnakan entri. | | |
| | - Terapkan dalam Permainan Pembelajaran- Libatkan siswa secara berkala dalam permainan yang memungkinkan mereka untuk bermain dengan istilah-istilah | | |
| 8 | Simulation Method | | |
| | - Identifikasi tujuan yang ingin dicapai. | | |
| | - Buatlah model aktivitas atau permainan yang disederhanakan. | | |
| | - Mengidentifikasi peran individu dan kelompok yang akan menjadi peserta. | | |
| | - Tetapkan kondisi bagi para pemain/siswa yang tertentu untuk membuat pedoman tertentu mengenai prosedur, sumber daya, personel, dll. | | |
| | - Kembangkan tujuan atau sasaran khusus untuk para pelaku. | | |

| | | | |
|----------|--|--|--|
| | - Menetapkan batas-batas dan aturan-aturan keseluruhan yang akan mengatur perilaku yang diperbolehkan | | |
| 9 | Conversation Method | | |
| | - Ajarkan pelajaran konten (fokus pada kosakata kunci dalam topik dan ulas aturan tata bahasa sederhana) sebelum siswa diberi kesempatan untuk mempraktikkan percakapan; | | |
| | - Pisahkan siswa menjadi beberapa pasangan atau kelompok kecil agar mereka tidak merasa malu dengan kemampuan mereka dan memiliki lebih banyak kesempatan untuk berbicara; | | |
| | - Tetapkan parameter untuk percakapan (diskusi dapat berfokus pada persetujuan atau ketidaksetujuan atas suatu masalah tertentu, berbagi ide tentang peristiwa terkini, curah pendapat tentang solusi untuk suatu masalah); | | |
| | - Tetapkan kegiatan bermain peran sehingga siswa dapat mempraktikkan kosakata atau frasa tertentu dalam situasi yang realistis; | | |
| | - Lakukan simulasi (simulasi mencakup pengaturan yang lebih rumit seperti pembawa acara TV, penyanyi, dll.) Karena simulasi dapat membantu siswa melatih kemampuan berbicara mereka dan merasa lebih percaya diri saat berbicara di depan kelas; | | |
| | - Mintalah siswa untuk menjadi reporter atau mewawancarai satu sama lain (siswa yang berperan sebagai reporter atau pewawancara menggunakan kemampuan percakapan mereka | | |

| | | | |
|-----------|--|--|--|
| | untuk mendapatkan informasi, dan siswa yang berperan sebagai subjek menggunakan kemampuan mereka untuk mengarang jawaban dari pertanyaan yang diajukan); | | |
| | - Izinkan siswa untuk bermain game bersama dengan membuat aturan bahwa siswa harus berbicara dalam bahasa Inggris saat bermain. | | |
| 10 | Exercise Method | | |
| | - Sebelum latihan dilakukan, siswa harus diberi penjelasan tentang arti atau manfaat dan tujuan latihan. | | |
| | - Latihan harus dilakukan secara bertahap, mulai dari yang sederhana kemudian ke tingkat yang lebih kompleks atau sulit. | | |
| | - Selama latihan berlangsung, perhatikan bagian-bagian mana yang dianggap sulit oleh sebagian besar anak. | | |
| | - Latihlah bagian-bagian yang dianggap sulit secara lebih intensif. | | |
| | - Perbedaan individual pada anak perlu diperhatikan. | | |

Appendix 2 Teacher Interview Transcript

Transcript Interview to Teacher

Nama : EZ, S.Pd.

1. Dalam pembelajaran bahasa inggris metode apa yang anda gunakan?

Jawaban : biasanya kalau dalam pembelajaran bahasa inggris, kalau saya itu sebenarnya sebenarnya cenderung ke penghafalan kosa kata disitu yang pertama, yang kedua menggunakan metode reading method untuk melatih membaca, kemudian kita berlanjut ke listening juga kita terapkan, kemudian ada juga speaking, tapi yang utama saya tekankan yaitu penghafalan kosa kata.

2. Mengapa anda memilih metode tersebut dalam pembelajaran bahasa inggris?

Jawaban : karena utama saya berpatokan kalau untuk penghafalan karena anak-anak cenderung disini masih kurang kosa katanya jadi kita menggunakan cara yaitu setiap pertemuan itu anak-anak harus menguasai beberapa kosa kata dalam kehidupan sehari-hari begitu, jadi kan ketika di dalam kelas jadi tidak begitu banyak nanya, intinya untuk meningkatkan anak-anak supaya kosa katanya lebih banyak di kehidupan sehari-hari.

3. Apakah selain metode tersebut, anda pernah menggunakan metode yang lain?

Jawaban : ya mungkin kalau untuk metode seperti diskusi atau storytelling begitu tetap ada dilapangan ya, selain itu juga diskusi dengan teman, percakapan ada, cerita, begitu sih banyak.

4. Seperti apa kemampuan bahasa Inggris siswa di kelas tersebut?

Jawaban : sebenarnya kita tidak berpatokan harus berapa siswa sih, soalnya kita tidak bisa mematok oh siswa ini harus bisa, kita juga memerhatikan bakat setiap siswa, ya minimal 60% lah kemampuan mereka sudah paham. Bahkan kemampuan anak-anak kan beda ya, jadi kalau seumpama kita memakai metode ini di kelas 8A bisa jadi hasilnya akan berbeda dengan 8B walau sama-sama memakai metode yang sama.

5. Berdasarkan kesenjangan kemampuan siswa dari awal kelas 7, apakah ada metode khusus yang anda gunakan untuk mengajar?

Jawaban : sebenarnya tidak ada metode khusus, sama saja yaitu kebanyakan menghafal kosa kata di depan teman-teman di kelas begitu, mungkin satu hari berapa kosa kata begitu yang dihafal nanti di setor, mungkin tentang binatang, hari, atau yang lainnya begitu yang dihafal.

6. Apakah metode itu berpengaruh dalam menyelesaikan dan mengurangi kesenjangan kemahiran bahasa Inggris siswa?

Jawaban : sebenarnya kalau kita liat di video atau media pembelajaran begitu kan kebanyakan menghafal kosa kata begitu baru diperbaiki grammarnya, speakingnya, atau pronunciationnya begitu kan disitu, sebetulnya berpengaruh sekali kosa kata itu, ya kalau dibilang bisa menyelesaikan sih belum tapi mengurangi lah, jadi yang anak yang tidak tahu menjadi tahu karena ada tambahan kosa kata begitu.

7. Apakah ada kelebihan lain dari metode tersebut?

Jawaban : kalau untuk kelebihan sih tidak ada, cuma kita membekali anak supaya banyak kosa bahasa Inggrisnya, kalau untuk kelebihannya tidak ada

sih, soalnya kalau bahasa kan kita harus banyak kosa kata supaya bisa berbicara begitu

8. Apakah metode tersebut memiliki kekurangan atau kelemahan dalam mengaplikasikannya?

Jawaban : ada sih tentu ada, salah satu kelemahannya yaitu tidak semuanya bisa menghafal, jadi jika kita kasih sepuluh kata ada yang dihafal cuma lima, ada yang dikasih sepuluh langsung semuanya bisa dihafal, karena kan tingkat kemampuannya berbeda-beda ya.

9. Bagaimana caranya pengaplikasian metode tersebut dalam pembelajaran sehari-hari yang anda lakukan?

Jawaban : pertama, kita belajar tetap seperti speaking, reading, ada diskusi dikelas, mengajar biasa begitu, tapi kita punya jatah atau sudah siapkan kata-kata apa yang mau dihafalkan, jadi kegiatan belajar tetap sesuai materi pembelajaran tapi ada tambahan yaitu menghafal kosa kata bisa diawal atau diakhir pembelajaran tergantung dari situasi.

10. Apakah terdapat kesulitan dalam pengaplikasian metode tersebut?

Jawaban : pengaplikasiannya sebenarnya masalah waktu sih, kalau kita maju satu-satu sekitar tiga puluh anak kan tidak mungkin waktunya, mungkin dari beberapa siswa hari ini besoknya lagi, jadi tidak langsung satu hari semua karena batasan waktu itu. Majunya diurut sesuai absen.

11. Perbedaan seperti apayang terjadi pada siswa setelah pengaplikasian metode tersebut?

Jawaban : perbedaan setelah pengaplikasiannya itu anak-anak kalau pembelajaran ada listening, reading ada writing itu sudah punya kosa kata

dari ada yang sudah mereka hafalkan sebelumnya begitu, jadi sudah bisa menyelesaikan soal-soal dari bahasa inggris begitu, setidaknya sudah tau.

12. Bagaimana hasil belajar siswa dari awal hingga saat ini setelah pengaplikasian metode tersebut?

Jawaban : untuk hasil kan anak-anak kebanyakan kalau bahasa inggris atau matematika kan kurang ya untuk pembelajaran, setidaknya untuk siswa yang lainnya itu sudah punya bekal kalau ada tulisan warning ditempat umum itu sudah paham artinya, no smoking, itu sudah paham artinya. Kalau yang lebih unggul tentu ada biasanya anaknya juga serius, jadi banyak juga yang sudah berani tampil didepan umum untuk berbicara bahasa inggris begitu.

Appendix 3 Studens Interview Transcript

Interview Transcript

Nama : HFZ

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Sangat seru

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Sehat

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Sangat terganggu, tidak bisa focus berkonsentrasi dalam pembelajaran

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Tidak membawa kamus, susah dihafal, sama sulit cara membacanya, bu guru.

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Tidak berpengaruh

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Tidak

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?
Alasannya?

Jawaban : Menarik, sering dikasih permainan saat belajar jadi tidak bosan.

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Tidak

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Tidak, banyak yang rame kadang pas belajar

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Mempengaruhi, kalau teman rame ikut rame

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Mempengaruhi

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Iya, kalau liat teman bisa jawab soal begitu jadi pengen bisa ikut jawab juga.

14. Apakah kamu bermain game dirumah?

Jawaban : main game

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : bahasa inggris bu guru.

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : iya, berpengaruh

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : iya sarapan

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : iya berpengaruh.

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : di depan

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : mempengaruhi, lebih cepat paham duduk di depan, bu guru

Nama : ADT

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Gak enak, susah.

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Alhamdulillah, sehat

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : iya terganggu

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : hafalin, bacanya, gak tau hurufnya bu guru, susah.

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : iya mempengaruhi

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Tidak

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?

Alasannya?

Jawaban : Tidak, sering dikasih soal banyak-banyak

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Tidak

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Tidak, banyak yang rame bu guru

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Mempengaruhi, kalau mereka rame ikut rame

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Iya, mempengaruhi

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Iya, kalau teman bisa jadi pengen bisa juga.

14. Apakah kamu bermain game dirumah?

Jawaban : Main game

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa inggris bu guru.

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Iya, sedikit

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Tidak

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh.

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Di tengah

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Mempengaruhi, lebih cepat fokus duduk di depan, bu guru.

Nama : FZ

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Baik, bagus, sedikit susah

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Sehat

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Terganggu, tidak bisa fokus

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Kalimatnya, bacaannya.

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Tidak berpengaruh

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Iya

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?

Alasannya?

Jawaban : Menarik, sering dikasih permainan sama pak eko.

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Tidak

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Tidak, ribut Bu.

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Mempengaruhi, kalau teman rame ikut rame

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Mempengaruhi

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Tidak, ya gak pa pa Bu

14. Apakah kamu bermain game dirumah?

Jawaban : Main game

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa Indonesia

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Tidak sih

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Enggak

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Di depan

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Tidak, dimana-mana bisa Bu.

Nama : FRDS

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Susah

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Iya

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Tidak, masih bisa fokus

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Mengartikan saja

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Tidak berpengaruh

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Tidak

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?

Alasannya?

Jawaban : Tidak, kebanyakan soal Bu

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Tidak

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Nyaman, nyaman saja Bu

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Iya, suka ikut ikutan Bu

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Iya

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Tidak, tidak masalah

14. Apakah kamu bermain game dirumah?

Jawaban : Tidak

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : -

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Tidak berpengaruh

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Tidak

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh.

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Dibelakang

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Tidak berpengaruh, dimana saja.

Nama : WHYUT

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Sungguh tidak enak

2. Siapa guru Bahasa Inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Alhamdulillah

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Terganggu

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Membaca, menghafal.

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Iya berpengaruh

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Sedikit

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?
Alasannya?

Jawaban : Lumayan, lumayan seru ngajarnya pak eko

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Iya

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Iya

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Tidak, masih bisa fokus

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Tidak

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Iya, biar pintar

14. Apakah kamu bermain game dirumah?

Jawaban : Iya

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa Indonesia

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Iya sedikit

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Tidak

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Tidak, sama saja

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Ditengah

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Iya berpengaruh, kalau pas didepan

Nama : TGR

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Lumayan sulit

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Iya

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Terganggu, gak bisa fokus

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Membuat kalimat, menghafal arti, dan mengartikan

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Iya

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Tidak

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?

Alasannya?

Jawaban : Iya, seru

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Iya

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Tidak, ribut Bu

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Iya, rame bu

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Iya

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Tidak, tidak masalah

14. Apakah kamu bermain game dirumah?

Jawaban : Main

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa Inggris

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Menambah sedikit

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Kadang sarapan kadang tidak

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh.

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Ditengah

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Iya berpengaruh, didepan

Nama : WLDN

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Lumayan mudah

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Iya

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Merasa terganggu, kurang fokus

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Menghafal kosa kata, menjawab soal-soal essai

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Mempengaruhi

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Iya

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?

Alasannya?

Jawaban : Menarik, mudah paham

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Tidak

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Cukup, cukup nyaman

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Iya, suka ikut ikutan Bu

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Tidak

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Iya mempengaruhi, biar bisa Bu

14. Apakah kamu bermain game dirumah?

Jawaban : Main

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa Inggris

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Iya menambah

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Kadang kadang sarapan kadang tidak

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh.

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Didepan

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Berpengaruh, lebih jelas tulisannya.

Nama : IKHSN

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Pelajarannya ya sedikit mudah

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Alhamdulillah

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Iya, gak fokus

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Menjawab pertanyaan yang essaian, menulis

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Tidak berpengaruh

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Iya

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?

Alasannya?

Jawaban : Iya, sring diberi soal Bu

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Tidak

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Iya, nyaman saja Bu

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Iya, soalnya suka yang tenang

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Iya berpengaruh

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Iya, biar bisa juga

14. Apakah kamu bermain game dirumah?

Jawaban : Bermain

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa Indonesia

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Iya berpengaruh

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Selalu

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh.

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Didepan

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Iya berpengaruh, cepat paham.

Nama : FRL

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Paling susah

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Alhamdulillah

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Iya, tidak bisa fokus

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Memahami kosa kata, mengartikan

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Sedikit

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Lumayan

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?
Alasannya?

Jawaban : Iya, sering ngasih soal.

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Tidak

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Lumayan, lumayan nyaman

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Iya, sama yang teman pintar jadi cepat paham

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Iya

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Iya, ikut pintar

14. Apakah kamu bermain game dirumah?

Jawaban : Iya

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa Indonesia

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Tidak

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Kadang-kadang

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh.

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Ditengah

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Iya berpengaruh, didepan.

Nama : MF

Kelas : 8A

1. Bagaimana pendapat anda tentang pelajaran bahasa inggris?

Jawaban : Tidak senang

2. Siapa guru bahasa inggris anda?

Jawaban : Pak Eko

3. Apakah anda setiap hari selalu berangkat sekolah dalam kondisi sehat?

Jawaban : Iya

4. Bila anda dalam kondisi tidak sehat apakah merasa terganggu dalam belajar? Alasannya?

Jawaban : Iya, tidak fokus

5. Kesulitan apa saja yang anda alami ketika belajar bahasa inggris?

Jawaban : Mengartikan saja

6. Apakah metode mengajar guru mempengaruhi belajar anda?

Jawaban : Iya berpengaruh

7. Apakah cara mengajar guru anda dapat menarik minat anda untuk mempelajari bahasa inggris?

Jawaban : Iya

8. Apakah kegiatan pembelajaran yang diberikan menarik bagi anda?
Alasannya?

Jawaban : Iya, dikasih permainan

9. Apakah kondisi dan fasilitas kelas mempengaruhi semangat belajar anda?

Jawaban : Iya

10. Apakah ruang kelas anda cukup nyaman untuk membangkitkan semangat belajar anda? Alasannya?

Jawaban : Cukup, kadang bisa fokus

11. Apakah teman sekelas mempengaruhi motivasi belajar anda? Alasannya?

Jawaban : Tidak, tidak berpengaruh

12. Apakah sikap teman sekelas anda mempengaruhi semangat anda dalam mempelajari bahasa inggris?

Jawaban : Iya berpengaruh

13. Apakah jika teman sekelas anda aktif berpartisipasi di kelas akan memotivasi semangat belajar anda di kelas? Alasannya?

Jawaban : Tidak, tidak berpengaruh

14. Apakah kamu bermain game dirumah?

Jawaban : Iya

15. Game yang kamu mainkan itu memakai bahasa inggris atau bahasa Indonesia?

Jawaban : Bahasa Indonesia

16. Jika kamu bermain game bahasa inggris, apakah itu bisa menambah kosa katamu dalam pelajaran bahasa inggris?

Jawaban : Tidak berpengaruh

17. Apakah kamu selalu sarapan sebelum berangkat sekolah?

Jawaban : Iya sarapan

18. Sarapan berpengaruh atau tidak saat penerimaan materi pelajaranmu?

Jawaban : Iya berpengaruh pas sarapan

19. Tempat dudukmu berada di depan, tengah, atau belakang?

Jawaban : Dibelakang

20. Berpengaruh atau tidak posisi tempat dudukmu saat proses belajar ? kamu lebih focus ketika duduk dimana?

Jawaban : Berpengaruh, ditengah atau gak didepan

Appendix 4 Questionnaire Satisfaction

ANGKET PENELITIAN TINGKAT KEPUASAN SISWA KELAS VIII TERHADAP KINERJA GURU PADA SAAT PEMBELAJARAN BAHASA INGGRIS DI MTS ROUDLOTUL KHUFFADZ KABUPATEN SORONG

Assalamu'alaikum wr wb

Perkenalkan nama saya Arum Yunita Dewi mahasiswa Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa, Sosial, dan Olahraga, UNIMUDA Sorong yang sedang mengambil data penelitian dengan judul "Tingkat Kepuasan Siswa Kelas VIII terhadap kinerja guru pada saat pembelajaran bahasa inggris di MTs Roudlotul Khuffadz Kabupaten Sorong". Dengan ini saya mohon kesediaan adik-adik untuk mengisi angket di bawah ini.

Data yang adik-adik berikan akan sangat berguna bagi penelitian ini, isilah data sesuai dengan keadaan yang adik-adik alami, tidak adanya data yang salah maupun benar dalam angket ini sehingga tidak akan mempengaruhi nilai pada mata pelajaran terkait. Atas kesediaan dan waktu yang sudah adik-adik berikan saya ucapkan terimakasih.

Wasalamu'alaikum wr wb

Responden : Peserta didik.

Petunjuk Pengisian

1. Bacalah setiap butir pernyataan-pernyataan dengan seksama dan benar
2. Berilah tanda ceklist sesuai dengan kenyataan yang adik-adik alami

Skala penilaian ada lima, yakni:

SS = Sangat Setuju

S = Setuju

CS = Cukup Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

| No | Pertanyaan | SS | S | CS | TS | STS |
|----|--|----|---|----|----|-----|
| A | Reliability (Keandalan) | | | | | |
| | 1. Guru memberikan tugas sesuai dengan kemampuan peserta didik | | | | | |
| | 2. Guru selalu memulai dan mengakhiri pembelajaran bahasa inggris tepat waktu | | | | | |
| | 3. Guru menegur peserta didik yang membuat kelas tidak kondusif | | | | | |
| | 4. Guru selalu ada ketika jam pembelajaran bahasa inggris | | | | | |
| | 5. Penilaian terhadap peserta didik sangat objektif | | | | | |
| | 6. Pemahaman materi yang diberikan guru dapat dengan mudah diaplikasikan dalam kehidupan sehari-hari | | | | | |
| B | Responsiveness (Ketanggapan) | | | | | |
| | 1. Guru menanyakan kondisi siswa sebelum pembelajaran berlangsung | | | | | |
| | 2. Guru menanyakan kondisi siswa pada saat pembelajaran berlangsung | | | | | |
| | 3. Guru menanyakan kondisi siswa sesudah pembelajaran berlangsung | | | | | |
| | 4. Guru menyediakan waktu bagi | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | peserta didik untuk bertanya mengenai materi yang masih belum jelas | | | | | |
| | 5. Guru memberikan solusi yang tepat terhadap kesulitan yang dialami peserta didik | | | | | |
| | 6. Guru selalu tanggap dengan kebutuhan peserta didik | | | | | |
| C | Assurance (Keyakinan) | | | | | |
| | 1. Guru bersikap profesional selama proses pembelajaran berlangsung | | | | | |
| | 2. Permasalahan/keluhan peserta didik dalam pembelajaran bahasa inggris ditangani dengan baik | | | | | |
| | 3. Guru memberikan pemahaman kepada peserta didik baik secara teori dan contoh nyata dalam kehidupan sehari-hari | | | | | |
| | 4. Waktu dipergunakan secara efektif oleh guru dalam proses pembelajaran | | | | | |
| | 5. Penguasaan materi pembelajaran oleh guru sangat baik | | | | | |
| | 6. Peserta didik selalu diberikan reward jika dapat mengikuti pembelajaran dengan baik | | | | | |
| D | Emphaty (Kepedulian) | | | | | |
| | 1. Guru dapat memaklumi hambatan-hambatan peserta didik saat pembelajaran bahasa inggris | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | 2. Guru bersedia membantu peserta didik yang mengalami kesulitan saat pembelajaran pembelajaran bahasa inggris | | | | | |
| | 3. Guru bersikap terbuka dan kooperatif (dapat bekerja sama) dengan peserta didik selama pembelajaran bahasa inggris | | | | | |
| | 4. Guru bersikap adil kepada setiap peserta didik | | | | | |
| | 5. Guru selalu memberikan toleransi pengumpulan tugas | | | | | |
| | 6. Guru memahami keterbatasan siswa yang tidak memiliki kamus bahasa inggris | | | | | |
| E | Tangibles (Berwujud) | | | | | |
| | 1. Materi pembelajaran dalam bentuk video atau LKS yang diberikan oleh guru mudah di pahami | | | | | |
| | 2. Tugas yang diberikan guru tidak membebani peserta didik | | | | | |
| | 3. Materi pembelajaran dalam bentuk PPT yang diberikan oleh guru mudah dipahami | | | | | |
| | 4. Guru selalu menjelaskan materi dengan jelas | | | | | |
| | 5. Guru selalu berpakaian rapi saat pembelajaran berlangsung | | | | | |
| | 6. Cara mengajar guru bervariasi | | | | | |

THE RESULT PERCENTAGE OF QUESTIONNAIRE

The percentage result of student's answer in questionnaire:

| NO | NAMA | A | | | | | B | | | | | C | | | | | D | | | | | E | | | | | | | | | | |
|----|-----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|-----|-------|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 119.8 |
| 1 | Student A | 4 | 4 | 3 | 1 | 3 | 1 | 5 | 4 | 3 | 4 | 4 | 3 | 7 | 4 | 3 | 3 | 4 | 5 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 5 | 4 | 4 | 4 | 1 | 111 |
| 2 | Student B | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 5 | 3 | 7 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 7 | 1 | 3 | 4 | 125 | |
| 3 | Student C | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 7 | 7 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 | 3 | 4 | 103 | | |
| 4 | Student D | 4 | 3 | 4 | 3 | 3 | 4 | 4 | 7 | 3 | 5 | 5 | 4 | 3 | 3 | 5 | 4 | 3 | 3 | 5 | 5 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 4 | 5 | 117 | |
| 5 | Student E | 4 | 5 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 5 | 3 | 4 | 3 | 5 | 4 | 4 | 3 | 3 | 4 | 5 | 3 | 4 | 5 | 5 | 4 | 5 | 4 | 5 | 119 | |
| 6 | Student F | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 117 | |
| 7 | Student G | 3 | 4 | 5 | 3 | 5 | 7 | 3 | 4 | 3 | 5 | 5 | 4 | 3 | 4 | 7 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 4 | 4 | 121 | |
| 8 | Student H | 5 | 4 | 7 | 3 | 4 | 5 | 7 | 4 | 7 | 4 | 3 | 1 | 3 | 3 | 5 | 3 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 4 | 7 | 3 | 4 | 4 | 4 | 122 | |
| 9 | Student I | 4 | 4 | 4 | 3 | 4 | 1 | 5 | 5 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 3 | 5 | 5 | 5 | 4 | 5 | 4 | 3 | 3 | 3 | 1 | 3 | 5 | 107 | |
| 10 | Student J | 3 | 4 | 7 | 5 | 4 | 5 | 7 | 7 | 7 | 5 | 5 | 3 | 4 | 7 | 5 | 4 | 5 | 3 | 4 | 5 | 4 | 5 | 4 | 4 | 3 | 7 | 1 | 5 | 4 | 140 | |
| 11 | Student K | 4 | 4 | 4 | 1 | 3 | 1 | 5 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 5 | 5 | 4 | 3 | 5 | 4 | 4 | 1 | 109 | |
| 12 | Student L | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 3 | 4 | 5 | 5 | 3 | 3 | 4 | 4 | 4 | 3 | 3 | 4 | 5 | 4 | 4 | 5 | 4 | 3 | 4 | 3 | 5 | 4 | 113 | |
| 13 | Student M | 1 | 1 | 1 | 3 | 4 | 4 | 3 | 7 | 1 | 5 | 4 | 1 | 1 | 5 | 1 | 7 | 1 | 4 | 5 | 5 | 1 | 5 | 4 | 3 | 1 | 3 | 1 | 1 | 1 | 85 | |
| 14 | Student N | 4 | 4 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 3 | 3 | 117 | |
| 15 | Student O | 4 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 132 | |
| 16 | Student P | 4 | 5 | 4 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 7 | 1 | 125 | |
| 17 | Student Q | 5 | 5 | 5 | 5 | 3 | 3 | 3 | 4 | 4 | 5 | 3 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 3 | 4 | 3 | 4 | 4 | 5 | 5 | 127 | |
| 18 | Student R | 4 | 4 | 3 | 4 | 4 | 3 | 4 | 7 | 7 | 5 | 5 | 4 | 3 | 4 | 5 | 4 | 4 | 3 | 5 | 5 | 3 | 4 | 3 | 3 | 7 | 4 | 3 | 3 | 7 | 127 | |
| 19 | Student S | 3 | 3 | 5 | 3 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 7 | 4 | 3 | 3 | 7 | 5 | 7 | 5 | 7 | 5 | 5 | 5 | 5 | 1 | 1 | 5 | 128 | |
| 20 | Student T | 4 | 3 | 5 | 4 | 3 | 3 | 5 | 4 | 3 | 5 | 3 | 7 | 4 | 4 | 4 | 3 | 3 | 4 | 7 | 4 | 3 | 4 | 7 | 7 | 7 | 3 | 4 | 3 | 4 | 128 | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|-----|---|---|-----|
| 21 | Student U | 3 | 3 | 3 | 7 | 4 | 3 | 3 | 7 | 7 | 3 | 4 | 3 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 4 | 4 | 4 | 115 | | | |
| 22 | Student V | 4 | 4 | 3 | 4 | 3 | 4 | 3 | 3 | 3 | 5 | 4 | 3 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 3 | 4 | 4 | 1 | 5 | 5 | 3 | 3 | 3 | 5 | 117 |
| 23 | Student W | 3 | 5 | 5 | 5 | 3 | 3 | 7 | 4 | 7 | 4 | 5 | 4 | 3 | 3 | 5 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 7 | 3 | 5 | 7 | 4 | 5 | 5 | 3 | 133 |
| 24 | Student X | 3 | 5 | 5 | 5 | 3 | 3 | 4 | 4 | 3 | 5 | 4 | 5 | 4 | 3 | 4 | 4 | 5 | 3 | 4 | 5 | 4 | 4 | 5 | 7 | 5 | 4 | 3 | 4 | 4 | 5 | 126 |
| 25 | Student Y | 5 | 5 | 5 | 3 | 3 | 3 | 4 | 3 | 3 | 5 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 131 |

| | | |
|-----|----|-----|
| SP | 13 | 52% |
| P | 11 | 44% |
| N | 1 | 4% |
| TP | 0 | 0% |
| STP | 0 | 0% |

Appendix 5 Research Documentation

1. Questionnaire Satisfaction



2. Interview to Students



3. Interviews to Teacher



4. Observation Sheet



