

Students' Perception Towards Method Used By The Teacher In Teaching English

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Abstract: This research is carried out to find out students' perception of teacher's method in teaching English at the second grade students of SMP N 1 Lore Selatan. The researcher uses descriptive quantitative research. The population of this research is the second grade students of SMP N 1 Lore Selatan, academic year of 2021/2022 that consists of 96 students. The sample of this research is 35 students who are selected by using purposive sampling technique. Questionnaire is used to collect the data which is delivered by using Google Form media. The result of the research shows that the second grade students of SMP N 1 Lore Selatan academic year of 2021/2022 have good perception toward English teacher's method in teaching English. It can be seen from students' perception toward English teacher method in visual aspect is 74,04% and categorized good, students' perception toward English teacher method in verbal aspect is 80,38% and categorized good, and students' perception toward English teacher method in relation aspect is 79,43% and categorized good.

Keywords: *Students' Perception, Teacher Method, Teaching English*

1. INTRODUCTION

In teaching and learning process, teachers need a method to help students achieve learning outcomes. That is why; it is very important thing in teaching and learning process. By using a particular method, the students can master the content of the course. The teacher have to select a teaching method that most suite to the current level of knowledge of the students and what to deliver to the students. Some teacher assumed that a method is the way of achieving something in teaching process. Therefore, it is appropriated with the method that teacher used because teacher are able to achieve the objective of the teaching plan.

There are many teaching methods that have been introduced to the teachers of English in Indonesia which can support the teacher in teaching and learning process. When a method is chosen and will be applied in the classroom, a teacher must learn how to apply the method before use it in the classroom. Therefore, the teachers have to know and able to use appropriate method and suitable to the material will taught in the classroom.

Regarding to the use of methods in the classroom, there are many perception and opinion about teaching method of EFL in the classroom. A teacher should be well equipped with different kinds of methods in teaching English. Considering the teaching methods that are used in English classroom, it has a brief relation to the teachers' perception. All the needs, the condition, and the culture of the classroom are in the teacher's control. Thus, it is very important for the teacher to be aware of their thought before teaching in the classroom.

Perception is the impression obtained by the individual through the five senses to be analyzed (organized), interpreted and then evaluated, thus the individual obtains meaning. In practicing English language teaching in the classroom, a teacher has many perceptions of their selves. Some experienced teachers believe that teaching English language in the classroom should be teacher centered because teacher as the expert who has authority to present the material or the information in the classroom. However, another teachers also belief that student centered is an appropriate method to apply because it can promote students more active and enthusiastic in participating classroom activities when presenting material. On the other hand, some teachers still kept on their belief to apply a traditional way to teach, some other teachers who have changed into new belief affecting of changing into new method in their way of teaching.

Regarding the explanation of perception above, it should be known that the students' perception can bring much more benefit for teachers' future improvement in the teaching and learning process. By analyzing the students' perception it can evaluate teachers' way in applying methods in the classroom. Thus, it would become such a tool to measure the successful of teaching and learning process in the classroom. Considering on the explanation, the objective of this research is to find out students' perception of teacher's method in teaching English at the second grade students of SMP N 1 Lore Selatan.

Perception

Perception has many definitions as defined by some experts in the following. First, Oxford Dictionary (2007) define perception is the way you notice things, especially with the sense. It is deals with the human senses that generate signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body), smell (nose) and taste (tongue). It means, when processing data or to obtain information, humans involve their perceptions and senses. Furthermore, Slameto (2003) states that perception is the process to input message or information to human brain by that human perception that continuously make relation with the environment. Thus, the perception can be defined as the process of receipt of stimuli through the senses, which is preceded by the attention or awareness that the individual is able to determine, interpret, and appreciate about what is observed, how a person sees, views or defines something.

Thus, it can be concluded that perception is a process of how a person selects, organizes, and interprets information inputs and existing experiences and then concludes to create a meaningful overall picture of an object. When their perception of the object is different, individuals in viewing an object will produce different conclusions.

Indicator of Perception

There are two indicators of perception. Robbins (2003) proposes two indicators of perception as follows:

1. Acceptance

The process of acceptance or reabsorption is indicator of perception in physiology stage; it is about the function of the five senses in grasping external stimulus. In order hand, it could be said that the information submitted by individuals to another will be absorbed or accepted by the five senses, both sight, hearing, touch, smell, and tasting individually or together.

2. Evaluation

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

Types of Perception

Besides the indicator of perception, there are also types of perception. Robbins (2003) points out three types of perception as describe in the following:

1. Person perception

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

2. Situation perception

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

3. Social perception

Social perception means that trying to understand people whether they are professional athletes, political, leaders, criminal defendants, entertainer, or loved and closer to home is not essay task.

Factors of Perception

Sight, hearing, and touch are the three senses that others will use to assess and evaluate your abilities. That is, their perception of you is shaped by how they see you, hear you, and feel about you. Price (2012: 30-31) points out three factor of perception, namely: Visual, Vocal / Verbal, and Relational.

1. Visual Factor considers how the audience sees you. The goal is to hone your body language, dress, appearance, grooming, executive presence, the room setup, and environment. You need to be intentional and conscientious about everything the decision makers see in order to craft a positive perception through their eyes.
2. Vocal/Verbal Factor is how your audience hears you. The objective in this area is to enhance your voice tone, vocal variety, and use of persuasive words and phrases while applying persuasive logic to your presentation structure. The goal: Every word and phrase you say reinforces the audience's perception of you as authoritative, intelligent, and well prepared.
3. Touch, is the basis of the Relational Factor. It refers to how the audience feels about you. Do you and your message "touch" them in a meaningful and positive way? This factor includes physical touch (giving a confident handshake, for example) as well as emotional touch (such as developing rapport and creating

a positive connection with the audience). Your audience focus, customized message, friendly demeanor, humor, and attention to detail create trust and emotional appeal.

Teaching Method

As we all know that in teaching learning process in the classroom, a teacher need a method to help her/his to achieve learning objective. It means that method is the manner or way to go through to achieve a certain goal. Teaching is the process of sharing knowledge, experience, and information. Taufik (2015) defines teaching as 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. This reflects the task of a teacher who must be able to create or influence the students' behavior.

In teaching and learning process, a teacher must be able to select appropriate teaching method. It because teaching methods are the broader techniques used to help students achieve learning outcomes. It helps students to master the content of the course and learn how to apply the content in particular contexts.

Principle of Choosing Teaching Method

There are some principles of choosing a teaching method. A teacher needs to choose a learning method that can be used in the teaching and learning process in the classroom. It aims to provide knowledge to students so that learning objectives can be achieved properly.

Teachers have to follow some rules in choosing a teaching method. Freeman and Larsen (2000) proposed some principles in choosing methods as follows:

1. The type of subject

For example, in History, storytelling method can be used in junior high school while experiments may be performed in science lesson.

2. Type of lesson

The lesson pattern will dictate the type of method. For example: information lesson (discussion or lecture methods), practice (demonstration methods), practical lessons (practical approach/ experiments), appreciation lesson, etc.

Furthermore, Freeman and Larsen (2000) points out some indicators or principles to determine teaching method in the following:

- a) The goals of teacher
- b) The role of teacher and students
- c) Characteristic of teaching process
- d) Teacher and students' interaction, students and students interaction
- e) The feeling of the students
- f) The view of language and culture
- g) The area of language emphasized.
- h) The role of native languages
- h) Evaluation
- i) Feedback

Methods in Teaching English

There are many teaching methods that can be used by the teachers in teaching English to their students. Each method has a different result of course. By choosing the right method it can create students' interest and of course can increase students' attention in the learning process. When the teacher can choose a good method of teaching, the results obtained will also be satisfactory. So, an English teacher must be able to master an effective method so that the ultimate goal of learning can be achieved properly.

2. METHOD

The research used descriptive quantitative research. The research was conducted at SMP Negeri 1 Lore Selatan, located at Jalan Wintu No. 213, Gintu, Lore Selatan Sub-district, Poso Regency. The second grade students at SMP N 1 Lore Selatan that consists of 35 students were selected as sample of this research by using purposive sampling technique.

In collecting the data, the researcher used questionnaire. The questionnaire was adopted from Lathifa (2021). There were 20 questions in the questionnaire. It was delivered by using Google Form media.

Table 1.Blueprint of the Questionnaire

No	Aspects	Indicators	Item Number
1	Visual	Body language	1,2
		Appearance	3,4
		Executive Presence	5,6,7
2	Verbal	Voice Tone	8, 9
		Vocal Variety	10,11
		Persuasive Words	12,13
3	Relation	Friendly Demeanor	14,15,16
		Humor	17,18
		Attention	19,20

SPSS 25 was used to calculate the data from students' responses on the questionnaire. In analyzing the students' response, the researcher used formula in the following:

$$P = \frac{F}{N} \times 100\%$$

Where:

P= Percentage of the result

F= Frequency of the answer on each question

N= the Total Number of the Respondents.

The scale used to determine students' perception of teacher' method is a Likert Scale consisting of Strongly Agree, Agree, Doubt, Disagree, and Strongly Disagree. The criterion used in this research was based on Arikunto's Criteria (2010) about categorizing perception.

Table 2.Student's Perception Criteria

The Range of Category	Criteria
81 – 100	Very Good
61 – 80	Good
41 – 60	Enough/Fair
21 – 40	Low
0 -20	Very Low

3. RESULTS AND DISCUSSION

Table 3.The Result from the Students' Response on the Questionnaire

Item num ber	ANSWER CHOICES										N	M	Sum of Score	SP %
	SA		A		D		DS		SD					
	F	P %	F	P %	F	P %	F	P %	F	P %				
1	15	42.86	17	48.57	0	0.00	3	8.57	0	0.00	35	4.26	149	85.14
2	3	8.57	4	11.43	2	5.71	25	71.43	1	2.86	35	3.49	122	69.71
3	7	20.00	4	11.43	2	5.71	13	37.14	9	25.71	35	3.37	118	67.43
4	14	40.00	5	14.29	1	2.86	0	0.00	15	42.86	35	3.09	108	61.71
5	25	71.43	10	28.57	0	0.00	0	0.00	0	0.00	35	4.71	165	94.29
6	9	25.71	4	11.43	2	5.71	20	57.14	0	0.00	35	2.94	103	58.86
7	0	0.00	4	11.43	2	5.71	17	48.57	12	34.29	35	4.06	142	81.14
8	6	17.14	19	54.29	3	8.57	6	17.14	1	2.86	35	3.66	128	73.14
9	1	2.86	12	34.29	6	17.14	14	40.00	2	5.71	35	3.11	109	62.29
10	23	65.71	11	31.43	1	2.86	0	0.00	0	0.00	35	4.63	162	92.57
11	1	2.86	3	8.57	3	8.57	19	54.29	9	25.71	35	3.91	137	78.29

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12	17	48.57	18	51.43	0	0.00	0	0.00	0	0.00	35	4.49	157	89.71
13	0	0.00	0	0.00	3	8.57	18	51.43	14	40.00	35	4.31	151	86.29
14	29	82.86	5	14.29	0	0.00	1	2.86	-	0.00	35	4.77	167	95.43
15	22	62.86	8	22.86	0	0.00	4	11.43	1	2.86	35	4.31	151	86.29
16	5	14.29	11	31.43	2	5.71	12	34.29	5	14.29	35	3.03	106	60.57
17	2	5.71	6	17.14	4	11.43	18	51.43	5	14.29	35	3.51	123	70.29
18	27	77.14	6	17.14	1	2.86	1	2.86	0	0.00	35	4.69	164	93.71
19	1	2.86	6	17.14	3	8.57	21	60.00	4	11.43	35	3.60	126	72.00
20	15	42.86	11	31.43	2	5.71	4	11.43	3	8.57	35	3.89	136	77.71

1.1 Students' Perception about Teacher's Visual Aspect

1.1.1 *I understand better if the teacher explains the materials accompanied by body language/gestures*

Based on the findings above, it could be seen that almost all students (91.42%) agree when the teacher taught by using body language or movement. The students could easily understand the material which was delivered when the teacher used body language or gestures in the teaching process. In addition, body language or movements could help teachers to express their thoughts. The teacher would find it easier to convey the material especially when the material was difficult. This shows that body language can help and support the teacher to send the material that is being delivered. This is in line with what Lathifa (2021) said that body language is one of the basic skills needed by all teachers so that students could understand the material and also support the teacher in delivering the material. Moreover, Lathifa also said that body language can support the message delivered and understand a person's thoughts, and of course emphasize the meaning of the words spoken.

The result of the questionnaire shows that the students' perception of the method used by the teacher by using body language is very good. It is proven by the results of the percentage of students' perception who reach 85.14%.

1.1.2 *The body language/gestures used by the teacher make me not focus in learning*

Based on the finding above, it could be seen that 74,28% of the students disagree if the body language/gestures used by the teacher make them not focus in learning. On the other hand, the students were not distracted when the teacher teaches with varying body language or positions. It is showed that the teacher can move freely and take the right position during the learning and teaching process. Naturally the teacher can change the position and movement and will not affect the concentration of students while receiving the material. This is in line with Lathifa (2021) who says that language/body movements, or changes in position by the teacher can increase and maintain students' attention to the suitability of teaching and learning processes.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's body language/gestures in teaching learning process is in good category. It is proven by the results of the percentage of students' perception who reach 69,71%.

1.1.3 *The teacher's unattractive appearance makes me more comfortable receiving the material*

Based on the finding above, it could be seen that 62,85% of the students disagree if the teacher dresses less attractively in the classroom. When a teacher dresses less attractively, it is certain that the concentration of students while studying will be disturbed. The students' attention becomes distracted and they cannot focus on receiving material from the teacher. Therefore, teachers must dress neatly and cleanly when entering the classroom. By using neat clothes, the teachers become more confident in delivering material to students in an organized manner. Students can also receive material comfortably and are able to understand the material taught by the teacher. It can also motivate students to dress neatly like the teacher. This is in line with what Lathifa (2021) said that the appearance of the teacher is an important asset for teachers to support the realization of the teaching and learning process in the classroom. Teachers who always look neat and attractive will encourage students to look neat and look attractive.

The result of the questionnaire shows that the students' perception of the method used by the teacher about unattractive appearance of the teacher is in good category. It is proven by the results of the percentage of students' perception who reach 67,43%.

1.1.4 *The teacher teaches with a neat appearance and a clean class, it affects my concentration and enthusiasm when learning English*

Based on the finding above, it could be seen that 54,28% of the students agree if the teacher looks attractive and the class is clean. The students assume that if the teacher has an attractive appearance in the class, it will affect their concentration and enthusiasm when learning English. In addition to the attractive appearance of the teacher when teaching, the cleanliness of the classroom is the second supporting factor that

have to be the main concern of the teachers. Not only teachers, students also have to pay attention to the cleanliness of the classroom if they want to feel a pleasant learning atmosphere. Therefore, students' enthusiasm for learning will increase if the teacher realizes that the appearance when teaching (clean and neat clothes) really needs to be improved and also the classrooms are clean and comfortable. Thus, if these two things go well, then a safe and comfortable learning situation will be felt by teachers and students during the learning and teaching process in the classroom. This is in line with the results of Lathifa's research (2021) which states that the cleanliness of the classroom and the teacher who always looks neat and attractive will encourage students' enthusiasm in the classroom. She also said that the method used by the teacher in learning English can be accepted by all students to create a comfortable learning situation.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's neat appearance and the cleanliness of the class is in good category. It is proven by the results of the percentage of students' perception who reach 61,71%.

1.1.5 *The motivation given by the teacher makes me diligent in doing assignments and enthusiasm to study harder*

Based on the result of the finding above, it could be seen that all students (100%) agree if the teacher provides motivation during the teaching and learning process. The students feel teacher motivation is very important and they will be more diligent and enthusiastic in learning. The teachers have to realize that the teacher's role in providing motivation is needed by students to be able to develop their abilities in learning English. The teachers have to motivate and encourage the students to be diligent and enthusiastic in learning English. Their achievement will increase if the students are motivated to study hard. In the teaching and learning process, motivation is a very important factor. This can increase students' confidence to get the best in the class. Lathifa (2021) in the results of her research said that the motivation given to students is a process of encouraging and support them in learning and can help students achieve their goal.

The result of the questionnaire shows that the students' perception of the method used by the teacher about giving a motivation is in very good category. It is proven by the results of the percentage of students' perception who reach 94,29%.

1.1.6 *Teachers do not give awards in the form of grades, prizes, and praise to encourage students' enthusiasm for learning*

Based on the finding above, it could be seen that 57,14% of the students disagree to the statement. The way the teacher gives rewards to students is one the teacher ways to motivate students to be more diligent in doing the assignments from the teacher. When the teachers can reward students by giving rewards, it can strengthen positive behavior between teachers and students. As a result, the students will be more motivated to study harder. Students will also be more enthusiastic and active in the learning and teaching English process in the classroom. This result is supported by the statement of Lathifa (2021) who said that the reward program includes giving praise to students for completing assignments and being active participants in class activities.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher did not give rewards is in enough categories. It is proven by the results of the percentage of students' perception who reach 58,86%.

1.1.7 *The teacher does not provide guidance to students when giving assignments*

Based on the finding above, it could be seen that 82,85% of the students disagree about the statement because according to students' perceptions the teacher provides guidance when giving the assignments. Before doing the assignment, the teacher will give directions and explain how to do the assignment so that students can understand. The teachers need to understand that students have different abilities in learning English. Therefore, as good educators, the teachers need to be prepared to handle the diversity of student abilities in their classes. The teacher have to be able to work with students who have sufficient ability to understand the material especially English. Lathifa (2021) says that teachers have high standards, teachers teach students to do their best, care for students' abilities, and teach students to believe in themselves.

The result of the questionnaire shows that the students' perception of the method used by the teacher about the teacher does not provide guidance to students when giving assignments is in very good category. It is proven by the results of the percentage of students' perception who reach 81,14%. Therefore, it could be concluded that the students' perception of the teacher's method in visual aspect is 74,04% and categorized good.

1.2 Students' Perception about Teacher's Verbal Aspect

1.2.1 *The teacher provides variations of voice with speed and tone of voice according to the situation and condition of the class at that time*

Based on the finding above, it could be seen that 71,42 % of the students agree that the teacher often gives varied voices when delivering material based on the situation in the classroom. The Teachers have to

position themselves well when teaching large and small group of classes. The clear voice of the teacher will make it easier for students to understand the content of the material well.

The result of the questionnaire shows that the students' perception of the method used by the teacher about the teacher's voice tone in delivering material is in good category. It is proven by the results of the percentage of students' perception who reach 73,14%.

1.2.2 *The teacher's loud/high voice when teaching makes it difficult for me to understand the material*

Based on the findings above, there were 45,71% of the students disagree with the statement. The Students did not find it difficult to understand the material being taught if the teacher used intonation or a rising voice continuously. As a professional teacher, surely he will understand the class situation whether the class is small or large. The teacher will use a rising or high intonation when in a large class or to attract the students' attention when delivering material. Thus, students will easily understand the material being taught by the teacher.

The result of the questionnaire shows that the students' perception of the method used by the teacher about voice tone in delivering material is in good category. It is proven by the results of the percentage of students' perception who reach 62,29%.

1.2.3 *The teacher uses a soft voice and emphasizes when explaining important points in delivering the material*

Based on the findings above, it could be seen that 97,14% of the students agree with the statement. The teachers have to have basic teaching skills so that the material taught can be understood by students. As someone who has an important role in the process of teaching activities, teachers need to make variations in teaching. One of the ways the teacher provides a good variety of teaching includes when the teacher uses a soft voice and emphasizes when explaining important points when teaching. Indraganiet all (2021) said that the skill of holding variations has the aim of increasing the attention and motivation of students in learning and eliminating boredom and boredom of students in receiving teaching materials provided by the teacher.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's vocal variety in delivering material is in very good category. It is proven by the results of the percentage of students' perception who reach 92,57%.

1.2.4 *The teacher conveys the material with intonation that is difficult for students to understand*

Based on the findings above, it could be seen that 80% of the students felt that the tone of voice or intonation used by the teacher will affect the students' ability to accept and understand the explanation from the teacher. The teachers have to have speaking skills so that when delivering subject matter, students can catch messages and information easily because teachers can communicate effectively and efficiently. The teacher's speaking skill is also related to the teacher's vocal variation ability when delivering material in class. In other words, good speaking skills will make teachers confident and able to convey information or material optimally.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's vocal variety in delivering material is in good category. It is proven by the results of the percentage of students' perception who reach 78,29%.

1.2.5 *Teachers really care about students' English skills*

Based on the findings above, all sample students (100%) agree to the statement. The students felt that the teacher really cares about their English skills. English teachers must have a good personal character because it is very influential in the success of learning. A good teacher will really care about the ability of each student. This concern will certainly encourage students to study harder to improve their learning abilities. Students will have good self-confidence in dealing with the problems they face. Lathifa (2021) said that teachers should support students in the teaching and learning process, encourage students' creativity so that students will get more opportunities in the learning process to learn together and develop their potential.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's persuasive words is in very good category. It is proven by the results of the percentage of students' perception who reach 89,71%.

1.2.6 *Teachers discriminate between students' learning abilities*

Based on the findings above, it could be seen that 91,42% of the students disagree to the statement. Almost all students felt that the teacher does not discriminate between students' English learning abilities. The teacher has been fair to all students in the teaching and learning process.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's fair treatment of students' abilities is in very good category. It is proven by the results of the percentage of students' perception who reach 86,29%. Therefore, it could be concluded students' perception of the teacher's method in verbal aspect is 80.38% and categorized very good.

1.3 Students' Perception about Teacher's Relation Aspect

1.3.1 *The teacher conveys the material in the class very friendly and fun*

Based on the findings above, it could be seen that all most of the students (97,14) agree that the teacher is very friendly and pleasant when delivering the material in the class. The teacher can present the material in a fun way, the teacher greets students in a friendly manner when they come to class, the teacher teaches well, and of course the teacher also respects the students' abilities. A pleasant learning situation is created so that students feel comfortable and active during the teaching and learning process. Of course, the comfortable situation can make students more concentrated when studying.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's friendly demeanor is in very good category. It is proven by the results of the percentage of students' perception who reach 95,43%.

1.3.2 *A good and smiling teacher makes me less anxious when studying*

Based on the findings above, it could be seen that 85,71% of the students agree that good and smiling teachers make them less anxious when studying. Being kind and smiling is one of the teacher's ways to reduce students' anxiety levels when participating in teaching and learning activities in class. Therefore, the teacher's smile is believed to arouse enthusiasm for learning, foster a sense of affection, and create a family that will have an impact on the psychology of students. This condition will make students more enthusiastic in learning.

The result of the questionnaire shows that the students' perception of the method used by the teacher about be nice and smile is in very good category. It is proven by the results of the percentage of students' perception who reach 86,29%.

1.3.3 *The teacher does not consider students' abilities when studying*

Based on the findings above, it could be seen that there were 48,57% of the students disagree if the teacher does not consider students' abilities. Therefore, teachers need to consider students' learning abilities in the classroom. The importance of this process is maximized by equalizing and synergizing student learning activities, and showing their involvement in all stages of learning. Thus, this process will not only transfer knowledge and experience, but will also increase students' motivation and positive learning attitude.

The result of the questionnaire shows that the students' perception of the method used by the teacher about friendly demeanor is in enough/fair category. It is proven by the results of the percentage of students' perception who reach 60,57%.

1.3.4 *Teachers who teach in a way that is too serious, and excessive anger makes it easy for me to understand the material*

Based on the findings above, it could be seen that 65,71% of the students disagree if the teacher teaches in a way that is too serious and excessively angry. It will create an uncomfortable situation for students so that students find it difficult to understand the material being taught.

The result of the questionnaire shows that the students' perception of the method used by the teacher about teacher's way of teaching which is serious and irritable in teaching is in good category. It is proven by the results of the percentage of students' perception who reach 70,29%.

1.3.5 *When learning English, the teacher conveys the material in a relaxed, fun and friendly manner, making me follow the lesson seriously without fear and tension*

Based on the findings above, it could be seen that 91,42% of the students agree to the statement if the teacher conveys the material in a relaxed, fun and friendly way while learning English. This allows students to take lessons seriously without fear and tension.

The result of the questionnaire shows that the students' perception of the method used by the teacher about delivering the material in a relaxed, fun and friendly manner is in very good category. It is proven by the results of the percentage of students' perception who reach 93,71%.

1.3.6 *The teacher does not attract students' attention if students feel bored while studying*

Based on the findings above, it could be seen that 71,42% of the students disagree to the statement. Students will not feel pressured and bored if the learning process is made easy and fun at the same time.

The result of the questionnaire shows that the students' perception of the method used by the teacher is in good category. It is proven by the results of the percentage of students' perception who reach 72,00%.

1.3.7 *When there are noisy students, the teacher uses a loud voice with a high tone and also performs special movements such as clapping, standing, or other movements to attract students' attention in the class*

Based on the findings above, it could be seen that 74,28% of the students agree to the statement. The teacher needs to use a loud voice with a high pitch and also perform special movements such as clapping, standing or other movements when there are noisy or noisy students to attract their attention in the class.

The result of the questionnaire shows that the students' perception of the method used by the teacher about getting students' attention is in good category. It is proven by the results of the percentage of students'

perception who reach 77,71%. Therefore, it could be concluded students' perception of the teacher's method in relation aspect is 79,43% and categorized good.

4. CONCLUSION

Based on the result of the research, it can be concluded that in general, the second grade students of SMP N 1 Lore Selatan academic year of 2021/2022 have good perception toward English teacher's method in teaching English. In summary, the researcher will show students' perception of teacher's method in teaching English at the second grade students of SMP N 1 Lore Selatan. First, students' perception toward English teacher method in visual aspect is 74,04% and categorized good. Second, students' perception toward English teacher method in verbal aspect is 80,38% and categorized good. Third, students' perception toward English teacher method in relation aspect is 79,43% and categorized good.

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