STUDENTS' PERCEPTION TOWARD LECTURERS' TECHNIQUE ON TEACHING SPEAKING AT IAIN CURUP

(A Descriptive Study of English Study Program of IAIN Curup)

THESIS

This Thesis is submitted to fulfiil the requirement For 'Sarjana in English Language Education

By

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Assalamu'alaikum, Wr.Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya, maka kami berpendapat bahwa skripsi saudari :

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Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup. Demikian surat pengajuan ini disampaikan. Atas perhatiannya diucapkan terima kasih. Wassalamu'alaikum, Wr.Wb

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ABSTRACT

Nana Herlina : **Students' Perception toward Lecturers' Technique on Teaching Speaking At IAIN Curup**

Advisor   : **Hadi Suhermanto, M.Pd**

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The kind of this research is a descriptive qualitative research. The purpose of this research is to investigate types of techniques used by English lecturer on teaching speaking subject at IAIN Curup and the students' perception toward lecturers' technique on teaching speaking at IAIN Curup. The population of this research is five semester students at IAIN Curup. They are 54 as population, the researcher will take 54 students from A,B,C class. The technique of collecting data in this research is questionnaire. It consists of 25 items. The result shows that, first there are eight lecturers' technique on teaching speaking such as discussion, storytelling, interview, reporting, picture descrbing, drama, debate and speech. It means in speaking V such as discussion, reporting, picture describing, debate, speech. Second, in generally the majority og English students at IAIN Curup had positive perception toward lecturers' technique on teaching speaking. It can be showed from the opinion of the English students, such as the technique used various technique in every meeting on teaching speaking (74,07%), the techiques can increase of students motivation to speak in the class (77,78%), the techniques in concern of students to involve and creative in teaching speaking process (74,04%), the techniques make students become active to speak in the class (70,37%), the lectures provide opportunities for students to speak and limit lecturer talk in the class (83,33%), lecturers' techniques can improve of students (59,26%), the technique suitable with the condition of students (66,67%), lecturers' techniques can easy to understand the materials (79,63%), and the technique is used by lecturers' can improve speaking skill of students (77,78%).

Keyword : students, perception, lecturers technique, teaching speaking

MOTTO

" Prayer Can Change Our Destiny and Goodness Can Extend Our Age "

(Doa bisa mengubah nasib kita dan kebaikan

dapat memperpanjang umur kita)

If he can do it, so can I

(jika orang lain bisa, saya juga bisa)

DEDICATION

The reseacher dedicated this thesis to all beloved person in the life. They are :

- The greatest man in my life, he is my awesome father Bpk.Sirajudin and my wonderful mother Ibu Harmawelis. Thanks for everything that you have given to me that i can't say by a word. BOTH OF YOU ARE MY EVERYTHING !!
- For my hero, he is my sister April Citra Lisa and Kiki Herlina.
- All my big Family of Kakek A'saad and Kakek Akin.
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- My best partner ever Nofia Fransiska Nirwana.
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- My best friend ever ayug Marisa you are my lovely friends
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Thanks a bunch to all people that always support me to finish my study that i can't mention one by one. Without you all i'm nothing !!

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Alhamdulillah, the researcher had finished this thesis entitled **"Students' Perception Toward Lecturers' Technique on Teaching Speaking at IAIN Curup"**. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In writing this research, there are many people who helped me in many ways, because of that I greatly debted to :

1. Dr. Rahmat Hidayat, M.Pd., M.Ag as the Rector of IAIN Curup.

2. Dr. H. Ifnaldi as the Dean Faculty of *Tarbiyah* IAIN Curup

3. Jumatul Hidayah, M.Pd as the Head of English Study Program IAIN Curup

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STATEMENT OF OWNERSHIP

The researcher who sign below:

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      State that the thesis is entitled "Students' Perception Toward Lecturers' Technique on Teaching Speaking at IAIN Curup is pure and never proposed in IAIN Curup and other University.

      This statement was made by trully. If in the next day there are a lot of mistake, the writer ready to responsibility with the regulation.

Curup, August 2020

The Researcher

Nana Herlina
NIM.16551030

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CHAPTER I

INTRODUCTION

A. Background of the Research

English is communication tool. English is used by most people over the world. In Indonesia, English is used as one of requirement for job vacancy in some factories or firm. Therefore, everybody should have capability in English either spoken form. A language learner need to be mastered the four language skill such as: speaking, listening, reading, and writing.[1] Therefore, every language learner should be mastered the language components in order to be able to communicate by using the language. The one of the English components in order to be able to communicate by using the language is speaking skill.

Speaking is the one of the four basic skills language and it has an important role in daily life because it is the main skill of communication. Some functions of speaking are a speaker can express his or her opinion and feeling, ask for something, share knowledge or information directly so forth. Speaking is an activity used to communicate each other to gain information through oral skill. When someone is confused about something, she or he can

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[1] Huang, Z. (2010). *What Makes a Successful EFL Teacher in China? A Case Study of an English Language Teacher at Nanjing University of Chinese Medicine*. English Language teaching, 3(3), 20-28.

inquire directly to speaker that he is talking to. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are depended on the circumstance in which it takes place, including the participants themselves, their collective experiences, the physical environment, and the aims for speaking. It is often spontaneous, open-ended, and evolving. Moreover, when speaking takes place, a speaker supposes a listener grasp well what he or she is talking about. In speaking skill, the students could express messages or information to others orally. The students could use some ways in their speaking skill, such as: interaction or dialogue to deliver their language to interlocutors or other people. It was fact how important speaking skill was. One of the main purposes of learning and teaching English the students are able to communicate orally. However, speaking in the right way needs a good strategy. By using good strategy, a learner must recognize all certain language component so that misunderstanding and misinterpretation in communication could be solved. Besides that, the language learners need a teacher to give them easier strategy to speak.

Speaking is one of the subjects that have been learnt by the students of English Study Program in IAIN Curup since they are in the second semester up to the fifth semester. Speaking subject of English Study Program is taught

by varied lecturers so that it gives students the various techniques used and also the different ways in learning speaking.

Based on the researcher's observation to the fifth semester of students' speaking class, it can be seen that their speaking skill are varied. There are some students who can speak with many vocabularies, there are some other students who can speak with good grammatical order and there are some students who can speak with lesser vocabularies.[2] It can be known from the information of the lecturer who teaches their speaking class. During the teaching and learning process, lecturer is able to observe those who are active in speaking or not.

Besides that, although there are some techniques used by the lecturer in teaching speaking in order to motivate students to improve their speaking skill, the result of their speaking scores are varied. It can be seen from their performance in speaking practice in front of the class. Some of the students are able to speak fluent enough, meanwhile the other student are able to speak lesser to deliver opinion or expression in English. In order to be able to create students who can act as the good English users, it is needed effort the teaching systems that possibly can from the English skill to students based on their needs. This effort should be applied continuously and during students' study

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[2] Lewis, M., & Hill, J. (1992). *Practical Techniques for Language Teaching*. The Electronic Journal for English as a Second Language, 4(1), 136-138.

period by creating the supporting situation and encouraging the student interest in using English actively.

Based on that description above, the researcher was interested in analyzing **The Students' Perceptions of Teaching Speaking Techniques Used by the Lecturers to the Fifth Semester Students of English Study Program in IAIN Curup**.

B. Research Question

Based on the background and explanation above, the problems are formulated as follow:

1. What types of techniques are used by English lecturer on teaching speaking subject at IAIN Curup?

2. How are the students' perceptions towards lecturers' technique on teaching speaking at IAIN Curup?

C. Objective of the Research

The objectives of this research to find out:

1. The lecturer techniques on teaching speaking at IAIN Curup

2. The students' perception toward lecturers' technique on teaching speaking at IAIN Curup

D. Operational Definition

1. Perception

Perception is the ability to see, hear or undertand thing.[3] In this research, perception is students' opinion from what they know and they see about lecturers' technique on teaching speaking at IAIN Curup. Particulary technique for teaching speaking II and IV.

2. Lecturer Technique

Lecturer is person who gives (college).[4] Technique is some ways or activities used by teacher in class. Technique are a step or activity that the teacher uses in teaching English.[5] In this research lecturers technique is ways or activities used by English lecturers in teaching speaking at IAIN Curup in the class, in teaching process.

3. Technique on Teaching Speaking

Teaching technique is the way that used by the teacher in teaching learning process to influence the students to achive the purpose of teaching effectively.[6] In this research teaching technique speaking the various ways that used by the lecturers'to transfers the knowledge for the students in the classroom.

E. **Significamce of the Research**

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[3] As Hornby, *Oxford Advanced Learners' Dictionary*, Oxford University Press, 1995,p.859

[4] H Manser, Martin, *Oxford Learners' Pocket Dictionary,* Oxford University Press ,1995,p.237

[5] In Thesis Titin Anggraini, 2007, *Teachers' Techniques in improving Children English Ability*.p,6

[6] Nana Sudjana, 2004, Dasar-dasr Proses Pengajaran. Rhineka Cipta, p.147

The result of this research will be useful for:

1. Lecturer / Teacher

    To give the effort od development their students ability in speaking. So, the lecturer / teacher use the appropriate the lecture / teacher improve the ability of students.

2. IAIN Curup

    The research can give contribution of thinking and increase as qualitative towards IAIN Curup in the next time, especially for English study program

3. English Study Program

    To give contribution of thingking and in teaching learning activity in the next time.

4. Researcher

    The researcher can know students can know students perception toward lecturers technique in teaching speaking in IAIN Curup.

CHAPTER II

LITERATURE RIVIEW

A. Review of the Related Theoris

1. The definition of perception

Perception is observation in brain until object that we observe is result ability to experience organized.[7] According to Gerungan defines perception is "one of process within themselves to objects that they get based on environment stimulus which is received by sense (it means that perception is the response of something directly that they experience).[8] It means perception is the option that a process receiving of something by the students toward their experience that has been happening or been passed but useful for themselves.

Perception also has mean as, something process by which organism interpret and organize sensation to product a meaningful experience of the word.[9] Sensations usually refer to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, and tongue oe skin perception. It means better describes one's ultimate experience of the word and typically involves further processing of sensory input. In practice,

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[7] Sarlito Wirawan Sarwono, *Psikologi Umum, Bulan Bintang*, Jakarta:1976,p.675
[8] Ibid p.36
[9] Sarlito Wirawan, *Pengantar Sosiologi Umum,* Jakarta Bintang, 1976, p.36

sensation and perception are virtually impossible to separate, because they are part of one continuous process.

Moreover, there are three aspects are needed before making a perception to something there are:

1. Conception. It is a process to collect opinion and thingking about an object through information or communication

2. Opinion. It is a process a employ direct contact regulary and systematically by doing a research

3. Observation. It is an introduction function to understand real object throught direct contact.[10]

So, from three aspects above can make the perception to semething, but between two ore more persons are different because determined by individual responses.

Besides that they are some problems that influence in giving perception, perception has closed relation: first, Education background, second, intellectually, third, psychology condition include, living problem,

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[10] In Irma Putri Ningsih thesis, *The Perception on English teachers towards the curriculum of high school education* unit, 2007, Unpublished STAIN Curup p.14

healthy and environment influence.[11] So, perception has closed relation to education, intellectually, psychology, living problem, healty and environment.

According to Richard, Perception is classified into three types, they are:

1. Visual perception, which is perception that is gained by seeing, because it is form of visual information and stimuli from outside.
2. Auditory perception is perception related to hearing
3. Speech perception that is a perception which deals with the spoken language, speech perception is expressed by our verbal ability.[12]

From three types above it can be concluded that persons will give the response of perception by seeing, hearing and last give opinion perception by speaking response. It can be conclude that perception is experinces about an object event or something else related to what is obtained by summarizing information and interpreting message.

2. The Concept of Teaching Technique

Technique in teaching is knowledge of the way in teaching that used by teacher.[13] Technique is a step or activity that the teacher in teaching

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[11] Sarlito, ET, AL, (in Lia Hajar thesis) Longman dictionary of *Applied Linguistics*, Logman Ltd, Hongkong:1992, p.12

[12] Richard, ET, AL, (in Lia Hartini Hajar thesis) *Longman dictionary of Applied Linguistics*, Logman Ltd, Hongkong:1992,p.12

[13] M. Subana dan Sunarti, opcit

English.[14] Teaching technique is some ways or activities used by teacher in class.[15] Teaching technique is activity of teachers and students in teaching learning process.[16] That means that teaching technique is the ways or activities that used by teacher in the class, where the technique must be mastered by teacher / lecturer. According to Paul and David that useful techniques for capaturing student interest address the inner need to know or to satisfy curiosity: thus the techniques are intrinsically satisfying.[17]

According to Jack c. R and Willy A. R said that, provide learners with opportunities to learn from auditory and visual experiences, which enable them to development flexibility in their learning styles and also to demonstrate the optimal use use of diffenent learning strategies and behaviors for different tasks.

1. Aural: oral activities. With careful selection and preparation, aural materials such as news reports on the radio will be fine tuned to a level accessible to particular groups of learners.

2. Visual: oral activities: because of the lack of opportunity in foreign language settings to internet with native speakers, the needed for exposure

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[14] Ibid

[15] Ibid

[16] Ibid

[17] Paul R Burder dan David M. Bryrd, 1999, *Methods for Effective teaching.* USA. A Viacom Company. P.283

too many kinds of scenes, situations, and accents as well as voices is particulary critical.

3. Material aided: oral activities: Appropriate reading materials facilitated by the teacher and structured with comprehsion questions can lead to creative peoduction in speech. Storytelling can be prompted with cartoon strips and sequences of pictures. Oral reports or summaries can be produced from articles in newspapers or from some well designed textbooks such as culturally speaking, by Genzel Cumming

4. Culture awareness: oral activities: culture plays an instrumental role in shaping speakers' communicative competence. Cultural learning illustrated by activities and strengthened throught physical will motivate students.

From the explanation above, it can be concluded that provide learners with opportunities to learn from auditory and visual experinces such as aural: oral activities with careful selection and preparation, aural materials, in designing activity, visual:oral activities: because of the lack of opportunity in foreign language setting to internet with native speakers, material aided: oral activities:appropriate reading materials facilitated by the teacher and structured with comprehension questions can lead to creative production in speech, and culture awareness: oral activities: culture plays an instrumental role in shaping speakers' communicative competence. So, "teachers consider

all the skills conjointly as they interact with each other in natural behavior, for in real life as in the classroom, most task of any complexity involve more than one macro skill.[18]

The requirements of using teaching as the following:

1. The technique must can arouse students' motivation, interest and passion to learn

2. The technique can stimulate students desire to learn detailed

3. The must can quarantee to development of students personality activity

4. The technique must can educate student in learn to technique self and way get knowlodge with personal effort

5. The technique must can invest and develop valuaes and students attitude in daily life.[19]

From fifth explanation above, it can known that in using technique of teaching, a teacher should pay attention to situation, condition, and purpose of learning. The teacher should be mastters some techniques well so it can choose the technique exactly to do teaching learning activity.

From that the theories above can be understand that a good technique is a technique that suitable with purpose that will get, using the technique

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[18] Nunan. D.C. 1989. *Teaching the Spoken Language, A resource quide, Newyork:* Garland Publishing.(in Jack C. Richards and Willy A.Renandya Books' p.206
[19] Ahmad Sabri, Strategi Belajar dan Mengajar dan Microteaching, Duantum teaching, Ciputat, 2007, p.49.

must pay attention to teachers ability to do that technique and also depend on students ability to make the teaching learning activity be effective. The technique here the techniques that used by English lectures on teaching speaking at IAIN Curup, Particulary, Speaking subject II and IV.

3. The theory of Technique in Teaching Speaking

Language teaching is defined as the activities which are intended to bring about language learning.[20] The goal of teaching speaking skills is communicative efficient.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities apporoach that combines language input, structured output, and communicative output.

1. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard outside of class. It gives learners the material they need to begin producing, language themselves.

2. Structured Output focuses on correct form. In structured output, students may have options for responses, but all of the require them to use the specific form or structure that the teacher has just ontroduced.

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[20] H.H Stern, 1983, *Fundamental Concepts of Lanaguage teaching*. Oxford University Press. China.P.21

3. Communicative Output, the learners' main purpose is to complete a task, such as obtaining information, developing, a travel plan, or creating a video.[21]

From the explanation above, it can be concluded that ti help srudents develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. In balanced activities apptoach, the teacher uses a variety of activities from these different categories of input and out put, it is more motivating and it is also more likely to result in effective language learning.

Hayrie suggest some suggestions for teachers in teaching speaking for English teachers while teaching oral language:

a. Provide maximum opportunity to students to speak language by providing a rich environtment that contains collaborative work, authentic materials and task, and shared knowledge.

b. Try to involve each student in every speaking activity; for this aim, practice different ways of students participation.

c. Reduce teacher speaking time in class while increasing students speaking time. Step back and observe students.

d. Indicate positive signs when commenting on a student's response.

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[21] http://www.nclrc.org/essentials/speaking/goalsspeak.html. April,2009

e. Ask eliciting questions such as "what do you mean?how did you reach that conclusion?" in order to prompt students to speak more.

f. Circulate around classroom to ensure that students are on the right track and see whwther they need your help while they work in groups or pairs.

g. Provide the vocabulary beforehand that students need in speaking activities.

h. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.[22]

From the quotation above, it can be concluded that teaching is presentation of yechnique by teacher to teach or presented material to students in class, so the lesson can get, understand and practiced by students as good. According to Barliner, expert teachers provide models of successful teaching that could serve as the scaffolding for nivince teachers to attain a greater degree af competence.[23]

Principles for teaching speaking:

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[22] Hayriye Kayi, op.cit

[23] Berlier, D.C, 1995, *The Development of Pedagogicial.In P.K sin P.T.K Tam (Eds), Quality in Educations: Insights from different perspective* (p. 1-14), Hongkong Educational Research Association. In avaible: Amy B.M, Understanding Expertice in Teaching, p.2

1. Be aware of the differences between second language and foreign language learning context. Speaking is learned in two broad contexts: foreign language (FL) context is one where the target language is not the language of communication in the society (e.g, learning English in Japan or studying Frebch in Australia. Learning speaking skills is very challenging for students in FL contexts, because they have few opportunities to use the targer language outside the classroom. A second language (SL) context is one where the target language is the language of communication in the Society (such as English in the UK Ot Spanish in Mexico). Second language learners include refuges, international students, and immigranys.

2. Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false stars, wird searches, etc.

3. Provide opportunities for students to talk using group work or pair work, and limiting teacher talk. Research has repeatedly demonstrated that teachers do approximately do to 80 percent of the talking in classrooms. It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking.

4. Plan speaking tasks that involve negotiation for meaning research suggests that learners make progress by communicating in the target language because interaction necessarily onvolves trying to understand and make yourself understood. This process is called negotiating meaning

5. Design classroom activities that activities that involve guidance and practice in both transactional and interactional speaking.[24]

From the explanation above, it can be known that the principles for teaching speaking, such as be aware of the differences between second language and foreign context, give students practice with both fluency and accuracy, provide opportunities for students to talk using grouf work oe pair work, and limiting teacher talk, plan speaking tasks that involve negotiation for meaning research suggests that lerners make progress by communicating in the target language, and design classroom activities. The principles are important for a teacher to motivate students in teaching speaking.

According to Hayrie some techniques to promote speaking:

1. Discussions

Discussion is similar with group discussion, the difference is only in the amount of people who applied this method. In the discussion, all of the students discuss one topic. In the group discussion there are several

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different topics, so the students should make several groups contains of 3 until 6 students, and each group discuss one topic which is different with the other group.

2. Role play

Role playing or role playing is a learning method in which there are pretend (acting) behavior of students according to predetermined roles, where students imitate the situations of characters in such a way with the aim of dramatizing and expressing behavior, expressions or movements.

3. Simulations

method is a method given to students, so that students can use a certain set of facts, concepts, and strategies. The use of this method provides opportunities for students to interact so that they can reduce fear. Simulation methods tend to be more dynamic in responding to physical and social symptoms, because through this method it is as if students are doing things that are real there. By simulating a case or problem, a person will more animate his existence.

4. Information Gap

Information gap is a learning technique that contains elements of play. Learning to convey information using the information gap technique

gives students the opportunity to practice speaking directly and individually so that students practice speaking.

5. Brainstorming

    The learning method Brainstorming (brainstorming) is a model in learning to generate many ideas from all students in discussion groups who try to overcome all obstacles and criticism. Central to brainstorming is the concept of postponing decisions.

6. Story telling

    Basically the method is a way of conveying learning carried out by the teacher to convey the content of the material to students so that students are interested in the material. The use of storytelling is appropriate for the lower grades of elementary school.

7. Interviews

    The interview method in the learning process is often called the interview method. In the large Indonesian dictionary, an interview is a conversation between two or more people and takes place between the source and the interviewer. The purpose of the interview is to get information in which the interviewer poses questions for the interviewee to answer.

8. Story completion

   Story Completion is a fun method. All students have the opportunity to speak in a speaking activity where they sit in a circle. The teacher starts telling stories, but after a few words, the teacher stops narrating. Each student begins to make a narrative from the point where the story stops.

9. Reporting

   convey information about something as it is as a result of systematic observation or analysis in a lesson.

10. Speech

   Learning English properly and correctly is by learning it systematically or in other words learning without skipping.

11. Playing cards

   The development of media playing cards and handouts in learning is a make a match model in teaching material and is believed to be able to train student activity during learning and can attract students' interest in learning

12. Picture narrating

The Narrating Pictures model is a learning model that combines the Example Non Example strategy using images as the medium with the Make a Match strategy using cards as the medium.

13. Picture Describing

The picture and picture method is a learning model that uses pictures and is paired / sorted into a logical sequence. ... The picture and picture learning model is a model where the teacher uses aids or image media to explain a material or facilitate students to actively learn.

14. Find the difference[25]

From the explanation above, it can be concluded that some activities to promote speaking such as discussion, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, speech, playing cards, picture narrating, and find the difference. From the speaking activities such as those above can contribute a great deal to students in developing basic interactive skills necessary for life. These activies make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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[25] Hayriye Kayi, op,cit

3.Review of Related Finding

This part is about the previous studies of similar research. The first research entitled An Analysis of the Students' Perception Toward Lecturers' Technique in Teaching Speaking at Fourth Semester Students in University of Pasir Pengaraian. This research is written by Mairiza This research published on Humanities and Social Sciences 2012. They used theory from Breen and Candlin which was cited by Richard and Rogers about Students peceptions toward Lecturers' Technique in Teaching Speaking. Three instruments were used on this research, questionnaire, Interview, and observation. For the participants of the research, they chose both of instructor and student to collect information. According to the research, they found that most of the positive questions and statements were got the high scores from the students. It means that most of the students do agree that the techniques used by the lecturer in teaching speaking are able to help them to improve their speaking skill.[26]

Second, the previously research is a dissertation entitled. Students' Perceptions Toward Teachers' Talk in English Classroom. This research was conducted by Jati Nugrahaeni. This research created the hypothesis that set

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[26] Mairiza et al. *"An Analysis of the Students' Perception Toward Lecturers' Technique in Teaching Speaking at Fourth Semester Students in University of Pasir Pengaraian"*

forth at the very beginning of this study is that, students' perceptions toward teachers talk in English classroom. According to the research, they found he students' perceptions toward English teacher's talk are very various. They have their own opinion with its strong reasons. For some students, the referential question is more challenging than display question. Referential question not only helps them to increase their English speaking ability but also can express their mind, ideas, and opinion. Although display question is considered easy question but does not suffice for increasing their English since they just recall or read the answer from text or previous material.[27]

The last, the research under title Students Perception of using drama to create students creativity in speaking skill was conducted by Wilda Zahara. The objectives of the research was to find out what are students' perception about using drama in speaking skill and how can drama improve students' creativity in speaking skill. This Study used a mix method, that was a combination between quantitative and qualitative research. The respondents were 29 students who had used drama as a technique in speaking class. The respondents was one unit (unit one) of third semester English Language Education Department students in academic year 2016/2017. The researcher got the data from interviewing and distributing questionnaire. The result of

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[27] Jati Nugrahaeini *"Students' Perceptions Toward Teachers' Talk in English Classroom"*

this study showed that the implementation of drama technique is effective to create students' creativity in speaking skill.[28]

Based on the evidence above, the researcher compared that there are some differences with their study, especially in choosing theory, the objectives of the study and sample usage. Also, the researcher found the similarities in with their research, that is investigate how the importance of the teachers' technique in the classroom to assist the students' ability in using language for communication.

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[28] Wilda Zahara "*title Students Perception of using drama to create students creativity in speaking skill*"

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Kind of the Research

This research is descriptive quantitative research, which is investigates the student perception toward lecturers' technique on teaching speaking at IAIN Curup. According to Nana Sudjana the descriptive research is to research state of event which is going happen and makes descrption about the fact situation or event.[29] With this research, the researcher tries to give descrption about types of lecturers' technique on teaching speaking and students' perception toward lectures' technique speaking at IAIN Curup.

B. Population and Sample of the Research

1. Population

Population is a set (or colletion) of all element process on more attribute of interest.[30] The population in this research is all students in academic year 2017-2018, for fifth semester are 3 calsses which consist of 54 students.

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[29] Nana Sudjana, *Tuntunan Penyusunan Karya Ilmiah* (Makalah Skripsi, thesis dan desertasi), Sinar Baru Al gensindo, Bandung, 2001,p.55

[30] Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan praktik*, Rhineka Cita, Jakarta:2002, p.130

Table 3.1

Data of English students on Academic years 2017-1018

No	Class	Male	Female	Total
1	PBI V A	7	8	15
2	PBI V B	4	12	16
3	PBI V C	4	19	23
		15	41	54

Source: Documentation of IAIN Curup

Based on the table above the number of population this research is 54 students.

2. Sample

According to Fraenkel et al, A sample in a research study is the group on which information is obtained.[31] To determine the sample of this researcher, total was employed in this research, it means the researcher took all the population as the sample, it involved all eight semester students of regular and non- regular classes of English study program. According to Sukarman Syarnubi, total sampling is a kind of sampling technique by deciding all member of research population as the sample.[32]

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[31] Ibid, p98

[32] Sukarman Syarnubi,"*Metodologi Penelitian kuantitatif dan kualitatif*". (Curup: LP2 STAIN, 2011), p102

The number of sample was given in following table.

Table 3.2

Sample of the Research

Data of English students on Academic years 2017-1018

No	Class	Number of Students
1	PBI V A	15
2	PBI V B	16
3	PBI V C	23
TOTAL		54

Source: Documentation of IAIN Curup

As Sugiyono said, if the population that is less than 100, whole of the population became the sample.[33] The purpose of taking all members within the population as sample in this research because the researcher wanted to find out and describe about students' perception toward the lectures' role in enhancing their communication ability if all member of population were taken as sample certainly the researcher would get the data completely.

C. Technique of Data Collecting

To collect the data researcher uses the following instruments:

Questionare is one of technique of collecting data by respondent.[34] This method is used to obtain of written information about lecturers technique in teaching speaking. In this research the researcher prepared the question by using alternative answer. The researcher has taken 25 item of questions. The

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[33] Sugiyono, *metode penelitian pendidikan* , (Bandung: Alfabeta, 2006) p116
[34] Ibid.137

questions number 1-17 about types of techniques used by lecturers on teaching speaking and the questions number 17-25 about students perceptions toward lecturers' technique speaking. The type of the questionnaire is close type, where is on question has three option as alternative answers. They were agrreing.

Always   2

Seldom   1

Never 0^{35}

D. Instrument of the Research

1. Questionnaire

Questionnaire is one of the techniques for collecting data. Questionnaire is a group of written questions on paper or the others and given to the respondents to be answered without any intervention from the researcher.[36]In this research, questionnaire is very important to get data. The researcher considered, that if the researcher asked about detailed information such as the expressions by using interview, the respondents will be difficult to give answer because, they need more time to remember how the lectures' technique in speaking 4. Therefore, the researcher used questionnaire to answer two research questions above. So, the respondents could have more

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[35] Suharmisi Arikunto, opcit. P.214
[36] Ibid.,

time to fulfill it. Questionnaire can be open-ended or close-ended.[37] Open-ended questionnaire is a list of questions that there is no open ended is a list of question that there is no standard question to these questions, and the data analysis more complex. It means the respondent need to write the answers in answer sheet, and give the explanation related to the question. In the other hand, close-ended questionnaire is used to generate statistic in quantitative research. As this questionnaire a set format and as most can be scanned straight into a computer for ease of analysis, greater number can be produced.[38] So, the respondents only give the checklist in the provided answer.

E. Validity

In this research used content validity. According to Singrimbun and Sofian Effendi, "in content of validity, the researchers should make the content of research instrument suitable with the research problem or give the descrption about the problems indicator of research".[39] To make the instrument is indicate valid or not, the researcher will determine the instrument by analyzing the content of questionare whether it is suitble which the theory are used, trying out the questionare to the 15 of non sample

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[37] Sugiyono, "Statistika Untuk Penelitian",(Jakarta: Rineka Cipta, 1998), p199
[38] Cathrine Dawson, "Practical Research Method", (United Kingdom: Deer Park Park Production), p31
[3939] (Irawan Suhartono*), In Ariani thesis. An Analysis of studentstrategy in writing English paragraph*, P.19.Thesis STAIN

students from the population, and to find invalid items from the questionare, than change to the valid items.

F. Reliability

After the validity of questionnaire had analyzed by using Ms. Excel. The reliability is measured by using Cronbach Alpha. Cronbach's alpha is the most common measure of internal consistency ("reliability").[40] It was commonly used when someone have multiple likert questions in a survey/questionnaire that form a scale and someone wish to determine if the scale is reliable. According Nunnally, this has resulted in a wide variance of test reliability. In the case of psychometric test, most fall within the range of 0.75 to 0.83 with at least one claiming a cronbach's alpha above 0.90.[41]

G. Technique of Data Analysis

The students' answer will be collected as the responses which are tabulated by using the percentage formula. The formula as followed:

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

P = Percentage

F = Total frequency each item

N = Number of students[42]

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[40] Nenny M utami Opcit.,p55

[41] 3 Ibid., p56

[42] Anas Sudjana, *Pengantar Statistik Pendidikan*, Raja Grafindo Persada, Jakarta:2004, p.43

CHAPTER IV

FINDING AND DISCISSION

A. Findings

In this chapter discuss the result of research that was implemented on 28-30 September at IAIN Curup. in implementing the study, the writer has gotten more information concerned with what is the types technique on teaching speaking and the students' perception toward lectures' technique on teaching speaking at IAIN Curup.

After the researcher took the data from the respondents, the researcher included in the table:

Table 4.1
Answer respondents

Item of Numbers	Options						Total	
	A/2		B/1		C/0		F	%
	F	%	F	%	F	%		
1	47	87.04%	7	12.96%	-	-	54	100%
2	-	-	8	14.81%	46	85.19%	54	100%
3	-	-	8	14.81%	46	85.19%	54	100%
4	-	-	7	12.96%	47	87.04%	54	100%
5	-	-	9	16.67%	45	83.33%	54	100%
6	30	55.56%	6	11.11%	18	33.33%	54	100%
7	28	51.85%	5	9.26%	21	38.89%	54	100%
8	28	-	7	12.96%	47	87.04%	54	100%
9	47	87.04%	7	12.96%	-	-	54	100%
10	-	-	-	-	54	100%	54	100%
11	-	-	5	9.26%	49	90,74%	54	100%
12	50	92.59%	4	7.41%	-	-	54	100%
13	-	-	1	1.85%	53	98.15%	54	100%
14	32	59.26%	-	-	22	40.74%	54	100%
15	47	87.04%	7	12.96%	-	-	54	100%

16	22	40.74%	-	-	32	59.26%	54	100%
17	40	74.07%	14	25.93%	-	-	54	100%
18	42	77,78%	12	22.22%	-	-	54	100%
19	40	74,07%	14	25.93%	-	-	54	100%
20	38	70,73%	16	29.63%	-	-	54	100%
21	45	83.33%	9	16.67%	-	-	54	100%
22	-	-	19	35.19%	35	64.81%	54	100%
23	36	66.67%	18	33.33%	-	-	54	100%
24	43	77.78%	11	20.37%	-	-	54	100%
25	42	77.78%	12	22.22%	-	-	54	100%

From the questionnaire, which is distributed to 54 respondents, each questionnaire contains 25 items. The questions numbers 1-17 about types of techniques used by lectures on teaching speaking and the questions number 10-25 about students' perception towards lectures' technique on teaching speaking. The items research should choose are choice of three alternative responses for each item: always, seldom and never. That is from data can be seen accounted by researcher. Further details about percentages of data can be seen on the following table.

a. **Types of Lectures' Technique on teaching speaking**

Table 4.2
Lectures use discussion technique in teaching speaking

Item	The Respondents answer	F	%
	Always	47	87.04%
1	Seldom	7	12.96%
	Never	-	-
Total		54	100%

Table 4.2 for item 1 *(Apakah Dosen Ketika mengajar speaking memberikan topic or tema yang telah ditentukan kemudian didiskusikan*

secara berkelompok dan mempersebtaikannya di depan kelas), the data shows

that 47 students (87.04%) answer always, 7 students (12,96%) answer seldom

and no one of students answer never. The result above showed the majority of

lectures using discussion as one technique on teaching speaking. Discussion is

one of important technique for lectures on teaching speaking at IAIN Curup,

because from the data no one of students answer never.

Table 4.3
Lectures use role play technique in teaching speaking

Item	The Respondents answer	F	%
	Always	-	-
2	Seldom	8	14.81%
	Never	46	85.19%
Total		54	100%

Table 4.3 for item 2 *(Apakah Dosen Ketika mengajar speaking*

memberikan informasi tentang berbagai aspek misalnya social, ekonomi,

pendidikan dll, dan anda diberikan kesempatan untuk mencari informasi-

informasi lebih banyak tentang topic yang diberikan kemudian

mempersentasikannya didepan kelas secara berkelompok/individu), the data

shows that no one students answer "always", 8 students (14.81%) answer

"seldom" and 46 students (85.19%) answer "never". The result above showed

the majority of lectures did not use role play as one technique on teaching

speaking.

Table 4.4
Lectures use simulation technique in teaching speaking

Item	The Respondents answer	F	%
3	Always	-	-
	Seldom	8	14.81%
	Never	46	85.19%
Total		54	100%

Table 4.4 for item 3 *(Apakah Dosen Ketika mengajar speaking memberikan kesempatan untuk anda membuat simulasi atau atau memperagakan tentang keadaan atau kondisi berbagai aspect dengan membawa alat peraga atau hal-hal yang penting sesuai dengan topics yang akan dijelaskan kemudian mempersentasikannya didepan kelas secara berkelompok/individu),* the data shows that no one students answer "always", 8 students (14.81%) answer "seldom" and 46 students (85.19%) answer "never". The result above showed the majority of lectures did not use simulation as one technique on teaching speaking.

Table 4.5
Lectures use role Information Gap technique in teaching speaking

Item	The Respondents answer	F	%
4	Always	-	-
	Seldom	7	12.96%
	Never	47	87.04%
Total		54	100%

Table 4.5 for item 4 *(Apakah Dosen Ketika mengajar speaking memberikan topik atau tema dan anda dituntut untuk menyelesaikan suatu masalah atau mengumpulkan informasi-informasi sesuai dengan topics yang*

diberikan berpasangan), the data shows that no one students answer "always", 7 students (12.96%) answer "seldom" and 47 students (87.04%) answer "never". The result above showed the majority of lectures did not use information gap as one technique on teaching speaking.

Table 4.6
Lectures use role Information Gap technique in teaching speaking

Item	The Respondents answer	F	%
	Always	-	-
5	Seldom	9	16.67%
	Never	45	83.33%
Total		54	100%

Table 4.6 for item 5 *(Apakah Dosen Ketika mengajar speaking memberikan topik atau tema dan anda diberikankesempatan untuk mengeluarkan ide-ide tentang topic atau tema tersebut dengan waktu yang dibatasi kemudian anda mempersentasikannya didepan kelas secara berkelompok atau individu),* the data shows that no one students answer "always", 9 students (16.67%) answer "seldom" and 45 students (83.33%) answer "never". The result above showed the majority of lectures did not use brainstorming as one technique on teaching speaking.

Table 4.7
Lectures use role Story Telling technique in teaching speaking

Item	The Respondents answer	F	%
	Always	30	55.56%
6	Seldom	6	11.11%
	Never	18	33.33%
Total		54	100%

Table 4.7 for item 6 *(Apakah Dosen Ketika mengajar speaking memberikan kesempatan untuk anda untukcmenceritakan pengalaman pribadi, impian masa depan, atau tentang teman kelasmu dll),* the data shows that 30 students (55.56%) answer "always", 6 students (11.11%) answer "seldom" and 18 students (33.33%) answer "never". The result above showed the majority of lectures using story telling as one technique on teaching speaking

Table 4.8
Lectures use role Interview technique in teaching speaking

Item	The Respondents answer	F	%
7	Always	28	51.85%
	Seldom	5	9.26%
	Never	21	38.89%
Total		54	100%

Table 4.8 for item 7 *(Apakah Dosen Ketika mengajar speaking memberikan kesempatan untuk mewawancarai orang-orang terkenal atau beberapa tokoh sesuai dengan topic yang diberikan),* the data shows that 28 students (51.85%) answer "always", 5 students (9.26%) answer "seldom" and 21 students (38.89%) answer "never". The result above showed the majority of lectures using interview as one technique on teaching speaking.

Table 4.9
Lectures use Story Completion technique in teaching speaking

Item	The Respondents answer	F	%
8	Always	-	-
	Seldom	7	12.96%
	Never	47	87.04%
Total		54	100%

Table 4.9 for item 8 *(Apakah Dosen Ketika mengajar speaking menceritakan tentang sebuah cerita setelah beberapa kalimat cerita tersebut dihentikan dan memberikan kesempatan untuk melanjudkan cerita tersebut dengan menggunakan bahasamu sendiri dengan posisi duduk membentuk sebuah lingkaran),* the data shows that no one students answer "always", 7 students (12.96%) answer "seldom" and 47 students (87.04%) answer "never". The result above showed the majority of lectures did not use story completion as one technique on teaching speaking.

Table 4.10
Lectures use Reporting technique in teaching speaking

Item	The Respondents answer	F	%
	Always	47	87.04%
9	Seldom	7	12.96%
	Never	-	-
Total		54	100%

Table 4.10 for item 9 *(Apakah Dosen Ketika mengajar speaking memberikan kesempatan untuk anda mencari informasi atau berita menarik misalnya dari majalah, koran atau aktivtas sehari-hari dll, kemudian melaporkan informasi tersebut didepan kelas secara kelompok atau individu),* the data shows that 47 students (87.04%) answer "always", 7 students (12.96%) answer "seldom" and no one students answer "never". The result above showed the several of lectures used reporting as one technique on teaching speaking. Reporting is one of important technique for lectures on

teaching speaking at IAIN Curup, because from the data no one of students answers "never".

Table 4.11
Lectures use Playing Card technique in teaching speaking

Item	The Respondents answer	F	%
10	Always	-	-
	Seldom	-	-
	Never	47	87.04%
Total		54	100%

Table 4.11 for item 10 *(Apakah Dosen Ketika mengajar speaking menggunakan kartu-kartu bergambar seperti hati, wajik, skop dd dimana setiap gambar tersebut disediakan tema atau topic kemudian membentuk 4 kelompok dan mempersentasikannya didepan kelas),* the data shows that no one students answer "always", no one students answer "seldom" and 54 students (100%) answer "never". The result above showed the majority of lectures did not use playing card as one technique on teaching speaking.

Table 4.12
Lectures use Picture Narrating technique in teaching speaking

Item	The Respondents answer	F	%
11	Always	-	-
	Seldom	5	9.26%
	Never	49	90.74%
Total		54	100%

Table 4.12 for item 11 *(Apakah Dosen Ketika mengajar speaking memberikan kesempatan untuk memilih gambar yang sudah disediakan atau anda menentukan sendiri kemudian menceritakan narrating) tentang gambar*

tersebut di depan kelas secara berkelompok atau individu), the data shows that no one students answer "always", 5 students (9.26%) answer "seldom" and 49 students (90.74%) answer "never". The result above showed the majority of lectures did not use picture narrating as one technique on teaching speaking.

Table 4.13
Lectures use picture describing technique in teaching speaking

Item	The Respondents answer	F	%
	Always	50	92.59%
12	Seldom	4	7.41%
	Never	-	-
Total		54	100%

Table 4.13 for item 12 *(Apakah Dosen Ketika mengajar speaking memberikan kesempatan untuk memilih gambar yang sudah disediakan atau anda menentukan sendiri kemudian menggambarkan atau melukis (describing) gambar tersebut didepan kelas secara kelompok atau individu),* the data shows that 50 students (92.59%) answer "always", 4 students (7.41%) answer "seldom" and no one students answer "never". The result above showed the majority of lectures used picture describing as one technique on teaching speaking. Picture describing is one of important technique for lectures on teaching speaking at IAIN Curup, because from the data no one of students answers "never".

Table 4.14

Lectures use Find the Difference technique in teaching speaking

Item	The Respondents answer	F	%
	Always	-	-
13	Seldom	1	1.85%
	Never	53	98.15%
Total		54	100%

Table 4.14 for item 13 *(Apakah Dosen Ketika mengajar speaking memberikan dua gambar yang berbeda kemudian mencari perbedaan dan persamaan dari gambar yang diberikan dan di presentasikan di depan kelas secara berkelompok atau individu),* the data shows that no one students answer "always", 1 student (1.85%) answer "seldom" and 53 students (98.15%) answer "never". The result above showed the majority of lectures did not use find the difference as one technique on teaching speaking.

Table 4.15
Lecturers use drama technique in teaching speaking

Item	The respondents Answer	F	%
14	Always	32	59, 26 %
	Seldom	-	-
	Never	22	40, 74 %
Total		54	100%

Tabel 15, for item 14 (Apakah Dosen ketika speaking memberikan kesempatan untuk anda bermain peran (drama) secara berkelompok?), the data shows that 32 students (59, 26%) answer "always", no one of students answer

"seldom" and 22 students (40,74%) answer "never", The result above showed

several of lecturers used drama as one technique on teaching speaking.

Tabel 4.16

Lecturers use debate technique in teaching speaking

Item	The respondents Answer	F	%
15	Always	47	87,04 %
	Seldom	7	12,96%
	Never	-	-
Total		54	100%

Table 16, for item 15 (Apakah Dosen ketika mengajar speaking

memberikan topic/tema kemudian anda di tuntut untuk berfikir mencari

informasi lebih banyak tentang topic / tema tersebut dan membentuk

kelompok untuk mempertahankan opini masing – masing?), the data shows

that 47 students (87, 04%) answer "always", 7 students (12,96%) answer

"seldom" and no one of students answer " never". The result obove showed

themojority of lecturers used debate as one technique on teaching speaking.

Debata is one of important technique for lecturers on teaching speaking at

IAIN CURUP, because from the data no one of students answers "never".

Tabel 4.17
Lecturers use speech technique in teaching speaking

Item	The respondents Answer	F	%
16	Always	22	40,74 %
	Seldom	-	-
	Never	32	59,26 %
Total		54	100%

Table 17, for item 16 (Apakah Dosen ketika mengajar speaking memberikan kesempatan anda untuk berpidato (speech)?), Apakah Dosen ketika mengajar speaking menggunakan teknik yang bervariasi?), the data shows that 22 students (40,74%) answer "always", no one of student answer "seldom" and 32 students answer "never". The result above showed several of lucturers used speech as one technique on teaching speaking.

Tabel 4.18
The score interpretation criteria[43]

No	Number	Interpretation
1	0 % - 20 %	Very weak
2	21% - 40 %	Weak
3	41% - 60%	Enough
4	61% - 80%	Strong
5	81% - 100%	Very strong

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[43] Drs. Risuan, M. B. A, Skala Pengukuran variabel – variabel penelitian, Bandung:alfabeta, 2005, p,.15

Tabel 4.19
Final analysis of lecturers' technique on teaching speaking at IAIN Curup

No	The total of percentage the techniques is used by English lecturer on teaching speaking	Types of techniques on eaching speaking
1	87, 04%	Discussion
2	55, 56%	Storytelling
3	51, 85%	Interview
4	87,04%	Reporting
5	92,59	Picture describing
6	59,26%	Drama
7	87,04%	Debate
8	40,74	Speech

Based on the result above, it showed that the lecturer using some techniques on teaching speaking in the class, such as discussion, storytelling, interview, reporting, picture desscribing, drama, debate, and speech. The dominant techniques is used lecturers' on teaching speaking to improve students speaking ability are discussion (87,04%), reporting (87,04%), picture describing (92,59%), and debate (87,04%), It means the interpretation is very strong.

b. Students' perception toward lecturers' technique on teaching speaking

Table 4.20
Lecturers use various techniques in teaching speaking

Item	The respondents Answer	F	%
17	Always	40	74,04%
	Seldom	14	25,93%
	Never	-	-
Total		54	100%

Table 20, for item 17 (Apakah teknik Dosen dalam mengajar speaking, anda merasa selalu berbeda-beda disetiap pertemuan atau bervariasi didalam kelas?), the data shows that 40 students (74,04%) answer "always", 14 students (25, 93%) answer "seldom" and no one student answer "never". The result above showed the majority of students have perception toward lecturers' technique on teaching speaking use variouus techniques in every meeting of teaching.

Table 4.21
Lecturers' technique can motivate the students to speaking

Item	The respondents Answer	F	%
18	Always	42	77,78%
	Seldom	12	22,22%
	Never	-	
	Total	54	100%

Table 21, for item 18 (Apakah teknik yang digunakan oleh dosen dalam mengajar speaking, anda merasa dapat membangkitkan motivasi dan

minat anda untuk berbicara (speaking)?), the data shows that 42 students (77,78%) answer "always", 12 students (22,22%) answer "seldom" and no one student answer "never". The result above showed the majority of students have perception toward lecturers' technique on teaching speaking is very important because can motivate student to speaking the class.

Table 4.22
Lecturers' technique can involve and creative of the students in learning process

Item	The respondents Answer	F	%
19	Always	40	74,04%
	Seldom	14	25,93%
	Never	-	-
	Total	54	

Table 22, for item 19 (Apakah teknik dosen dalam mengajar speaking anda merasa keterlibatan dan kreativitas dalam aktivitas speaking di kelas sangat ditekankan?), the data shows that 40 students (74,04%) answer "always", 14 students (25,93%) answer "seldom" and no one student answer "never". The result above showed the majority of students have perception toward lecturers' technique on teaching speaking can involve and creativity of the students in learning process.

Table 4.23
Lecturers' techniques make the students active to speaking

Item	The respondents Answer	F	%
20	Always	38	70,37%
	Seldom	16	29,63%
	Never	-	-
	Total	54	100%

Table 23, for item 20 (Apakah teknik yang digunakan dosen dalam mengajar speaking anda merasakan dapat merangsang dan memberikan dorongan untuk aktif berbicara (speaking) sehingga suasana kelas menjadi lebih interaktif dan komunikatif?), the data shows that 38 students (70,37%) answer "always", 16 students (29,63%) answer "seldom" and no one student answer "never". The result above showed several of students have perception toward lecturers' technique on teaching speaking make students become active to speaking in learning process.

Table 4.24
Lecturers' techniques provide opportunities for students to speaking and limiting lecturer talk

Item	The respondents Answer	F	%
21	Always	45	83, 33%
	Seldom	9	16,67%
	Never	-	-
	Total	54	100%

Table 24, for item 21 (Apakah teknik yang digunakan dosen dalam mengajar speaking anda merasa lebih banyak diberikan kesempatan utuk

berbicara (speaking)?), the data shows that 45 students (83,33%) answer "always", 9 students (9%) answer "seldom" and no one student answer "never". The result above showed the majority of students have perception toward lecturers' technique on teaching speaking provide opportunites for students to speaking and limiting lecturer talk.

Table 4.25
Lecturers' techniques can improve knowledge of students

Item	The respondents Answer	F	%
22	Always	32	59,26%
	Seldom	17	31,48%
	Never	5	9,26%
	Total	54	100%

Table 25, for item 22 (Apakah teknik Dosen ketika mengajar speaking, anda menyukainya karena dapat meningkatkan ilmu pengetahuan atau pemahaman anda misalnya mengoreksi pronounciation, menambah vocabulary, dll?), the data shows that 32 students (59,26%) answer "always, 17 students (31,48%) answer "seldom" and 5 students 99,26%) answer "never". The result above showed the majority of students have perception toward lecturers' technique on teaching speaking never corrction pronunciation mistakes or vocabulary while they are speaking.

Table 4.26
Lecturers' techniques sultable with the condition of students

Item	The respondents Answer	F	%
20	Always	36	66,67%
	Seldom	18	33,33%
	Never	-	-
	Total	54	100%

Table 26, for item 23 (Apakah teknik yang digunakan oleh Dosen anda merasa sesuai dengan kemampuan atau kondisi anda (dapat dikerjakan oleh anda)?), the data shows that 36 students (66,67%) answer "always", 18 students (33,33%) answer "seldom" and no one of student answer "never". The result above showed the majority of students have perception toward lecturers' technique on leaching speaking sultable with the condition or skill of students.

Table 4.27
Lecturers' techniques can easy to understand the materials

Item	The respondents Answer	F	%
24	Always	43	79,63%
	Seldom	11	20, 37%
	Never	-	-
	Total	54	100%

Table 27, for item 24 (Apakah teknik yang digunakan dalam mengajar speaking, anda merasa dapat memudahkan dalam menguasai materi?), the

data shows that 43 students (79,63%) answer "always", 11 students (20,37%) answer "seldom" and no one of student answer "never". The result above showed the majority of students have perception toward lecturers' technique on teaching speaking can to understand the materials.

Table 4.28
Lectures techniques can improve skill of students in teaching speaking

Item	The Respondents answer	F	%
	Always	43	79,63%
13	Seldom	11	20,37
	Never	-	
Total		54	100%

Table 28, for item 25 (Apakah teknik yang digunakan oleh dosen anda merasa dapat meningkatkan skill speaking anda?), the data show that 43 students (79,63%) answer "always", 11 students (22,22%) answer "seldom" and no one of student answer "never". The result above showed the techniques is used by lecturer on teaching speaking can improve the speaking skill of students.

Table 4.29
Final analysis of students' perception toward lecturers' technique on teaching speaking at IAIN Curup

NO	The total of percentage the students' perception toward lecturers' technique on teaching speaking	The students' perceptions toward lecturers' techniques on teaching speaking
1	74,07%	Lecturers use various techniques in teaching speakinglecturers'
2	77,78%	Lecturers' technique can motivate the students to speaking
3	74,04%	Lecturers' technique can involve and creative of the students in learning process
4	70,37%	Lecturers' technique make the students active to speaking
5	86,33%	Lecturers' technique provide opportunities for students to speaking and limiting lecturer talk
6	59,26%	Lecturers' technique can improve knowledge of students
7	66,67%	Lecturers' techniques suitable with the condition of students
8	79,63%	Lecturers technique can easy to understand the materials

9	77,78%	Lecturers' technique can improve speaking skill of students

Based on the result above, it can concluded that the students' perception toward lecturers' technique on teaching speaking in the class are very strong, strong, enough. It can be showed students' perception toward lecturers' techniques on teaching speaking, such as lecturers use various techniques in teachin speaking (70,07) it means the interpretation is strong, lecturers can motivate the students to speaking (70,37) it means the interpretation is strong, lecturers' technique can involve and creative of the students in learning process (74,04%) it means the intreperation is strong, lecturers' techniques make the students active to speaking (70,37) it means the interpretation is strong, lecturers' technique provide opportunities for students to speaking and limiting lecturer talk (83,33%) it means the interpretation is very strong, lecturers' technique can improve knowledge of students (59,26%) it means the interpretation is strong, lecturers' technique can easy to understand the materials (76,63%) it means the interpretation is strong, and lecturers' techniques can improve speaking skill of students (79,63%) it means the interpreatation is strong.

B. Discussion

From the result of questionnaire it has been found some technique is used by lecturer on teaching speaking, such as discussion, storytelling, interview, reporting, picture describing, drama, debate, and speech. The dominant techniques is used lecturers' on teaching speaking is ability is picture describing, the total of percentage is 92,59%. The second dominant technique that is used lecturers' on teaching speaking is discussion, reporting, and debate, the total of percentage is 87,04%. It means that using teaching speaking can increase the students motivation in learning speaking. The lecturer should be master some technique well. So, the lecturers can chose the effective technique to get some puepose and the lecturer can chose the technique exactly to do teaching learning ctivity. Techniques are important thing to build up students' ability comprehending the teaching process accurately and communicatively.

Based on finding the researcher concluded that the students' perception toward lecturers' technique on teaching speaking in the class is very interest and suitable with students need. It can be seen from students perception toward lecturers' technique on teaching speaking such as first, lecturers use various technique in teaching speaking (74,0 %) it means the interpretation is strong, it showed that the technique is used by lecturers on teaching speaking used various techniques because based on the explanation

above the lecturers used there are 8 techniques on teaching speaking. Second, lecturers' technique can motivate the students to speaking (70,37) it means the interpretation is strong, it showed that the technique is used by lecturers on teaching speaking can arouse students' motivation to speak. Third, lecturers technique can involve and creative of the students in learning process (70,04%) it means the interpretation is strong, it showed that the technique is used by lecturers on teaching speaking can involve and creative of the students in learning process thought the technique can stimulate students desire to learn detailed. Fourth, lecturers' technique make the students active to speak thought can arouse passion to learn. Fifth lecturers' technique provide opportunities for students to speaking and limiting lecturer talk (83,33) it means the interpretation is very strong , it showed that the technique is used by lecturers on teaching speaking can educate students in learn the technique self and way get knowledge with personal effort. Sixth, lecturers' techniques can improve knowledge of students (59,26%) it means the interpreatation is enough, it showed that the technique is used by lecturers on teaching speaking can to know way get knowledge with their effort and from lecturer. Seventh, lecturers' technique suitable with the condition of students (66,67%) it means the interpretation is strong, it showed that the technique is used by lecturers on teaching speaking can to use the technique based on the condition of student thought the technique can quarantee to development of students personality activity, eight, lecturers' techniques can easy to

understand the materials (79,63%) it means the interpretation is strong, it showed can easy to understand the materials (79.63%) it means the the interpretation is strong, it showed that the technique is used by lecturers on teaching speaking can improve speaking skill of students (79,63%) it means the interpretation is strong. It means the result from the data that the lecturers' technique is suitable with the condition that is needed in teachibg speaking.

From the result, it can be concluded that types of the lecturers' technique on teaching speaking are discussion, storytelling, interview, reporting, picture describing, drama, debate, and speech. The students' perception toward lecturers technique on teaching speaking is lecturers use various techniques in teaching speaking, lecturers technique can motivate the students to, lecturers technique can involve and creative of the students in learning process, lecturers technique provide opportunities for students to speaking and limiting lecturer talk, lecturers technique can improve knowledge of students, lecturers technique suitable with the condition of students, lectures technique make to easy for to understand the materials, and lecturers techniques xan improve speaking skill students. Finally, the types of technique on teaching speaking is used by lecturers has various techniques on teaching speaking and has a positive opinion from the students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis in chapter IV, there are some conclusion that can be taken:

1. There are some techniques used by lecturers' on teaching speaking such as discussion,storytelling, interview, reporting, picture describing, drama debate and speech. It means in the speaking IV such as discussion, reporting, picture describing, debate, speech. The techniques that are used are very important to inscrease speaking skill of student, and students' activeness in learning process more pressured.

2. The result of this of research showed that in generally the majority of English student at IAIN Curup had positive perception toward lecturers' technique on teaching speaking. It can be seen as follow:

    - The lecturers' technique used various technique in every meeting on teaching speaking.

    - The technique can increase of students motivation to speak in the class.

    - The technique is concern of students to involve and creative in teaching speaking process

- The techniques make students become active to speak in the class

- The lecturers provide opportunities for students to speak and limit lecturer tslk in the class

- The lecturers' techniques can improve knowledge of students

- The lecturers' suitable with the condition of students

- The lecturers' techniques easy to understand the materials

- Thetechnique is used by lecturers' can improve speaking skill of students.

B. Suggestion

1. For the lecturer

- The lecturer should be master of technique on teaching speaking because it make the condition is not boring in learning process

- The lecturers had good way teaching to develoed teaching technique on teaching speaking

- The lecturers must have skill in teaching speaking because speaking subject is very important to english ability of students

- The lecturer should technique that suitable with student need

- The lecturer must know students psychology. So, te lecturer know what is the students enjoy, know understand and have motivation in learning

2. For the students

- The students should more opened to express their idea toward teaching learning activity especially about teaching techniques

- The student should can active to follow teaching learning activity in the class.

3. For english study program

The english study program should more thinking and increasing the skill of lecturers on teaching speaking, particulary in using some techniques on teaching speaking. Because, speaking subject is very important to improve english ability of students.

4. For the reseacher

It is important for next reseacher who interested to study the techniques on teaching english especially teaching speaking, based on the theory and references in order to make the variation of technique on teaching english especially on teaching speaking and to get the better activities to use in the classroom english.

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APPENDIX

BLUEPRINT

Variable of research	Indicator	Number of questioner in the research
Types of techniques onteaching speaking	1. Discussion 2. Role play 3. Simulation 4. Information gap 5. Brainstorming 6. Storytelling 7. Interview 8. Story completion 9. Reporting 10. Playing card 11. Picture narrating 12. Picture describing 13. Find the different 14. Drama 15. Debate 16. Speech	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Students perception lecturers technique on teaching speaking	17. lecturers use various techniques in teaching speaking	17
	18. lecturers teaching can motivate the sttudents to speaking	18
	19. lecturers technique can involve and creative of the students in learning process	19
	20. lecturers techniques make the students active to speaking	20
	21. lecturers technique provide opportunities for students to speaking and limiting lecturer talk	21
	22. lecturers technique can improve knowledge of	22

	students	
	23. lecturers techniques suitable with condition of students	23
	24. lecturers techniques can easy to understand the materials	24
	25. lecturers technique can improve speaking sill of student	25

ANGKET PENELITIAN

Angket ini tentang persepsi mahasiswa terhadap teknik Dosen dalam mengajar

Speaking (berbicara IV di IAIN Curup

Nama Semester:

petunjuk Pengisian

1. Kuesioner ini bertujuan untuk mengetahui persepsi mahasiswa terhadap tekhnik Dosen dalam mengajar speaking (berbicara) IV di IAIN Curup
2. Nama dan identitas anda dijamin kerahasiaannselalu
3. Kuesioner ini terdiri dari 3 pilihan : Selalu (a), Kadang-kadang (b), Tidak pernah (c)
4. Berilah tanda silang (X) pada pilihan selalung anda anggap paling sesuai dengan selalung anda rasakan

Pertanyaan:

1. Apakah Dosen ketika mengajar speaking memberikan topic/tema yang telah didiskusikan ditentukan kemudian secara berkelompok dan memprepresentasikannya didepan kelas?
   a. Selalu b. Kadang-kadang c. Tidak pernah
2. Apakah Dosen ketika mengajar speaking memberikan informasi tentang berbagai aspek misalnselalu social, ekonomi, pendidikan, dll dan anda diberikan kesempatan untuk mencari informasi-informasi lebih banyak tentang topic yang mempresentasikannya kemudian didepan kelas secara diberikan berkelompok/individu?
   a. Selalu b. Kadang-kadang c. Tidak pernah
3. Apakah Dosen ketika mengajar speaking memberikan kesempatan untuk anda membuat simulasi atau memperagakan tentang keadaan/kondisi berbagai

aspek dengan membawa alat peraga atau hal-hal selalung penting sesuai dengan topic vang akan dijelaskan kemudian mempresentasikannya didepan kelas secara berkelompok/individu?

a. Selalu b. Kadang-kadang c. Tidak pernah

4. Apakah Dosen ketika mengajar speaking memberikan topic/tema dan anda dituntut untuk menyelesaikan suatu masalah atau mengumpulkan informasi-informasi sesuai dengan topic diberikan secara berpasangan?

a. Selalu b. Kadang-kadang c. Tidak pernah

5. Apakah Dosen ketika mengajar speaking memberikan topic/tema dan anda diberi kesempatan untuk mengeluarkan ide-ide tentang topic/tema tersebut dengan waktu selalung dibatasi kemudian anda mempresentasikannya didepan telas secara berkelompok/individu?

a. Selalu b. Kadang-kadang c. Tidak pernah

6. Apakah Dosen ketika mengajar speaking memberikan kesempatan untuk anda untuk menceritakan pengalaman pribadi, impian masa depan atau tentang teman kelasmu dll?

a. Selalu b. Kadang-kadang c. Tidak pernah

7. Apakah Dosen ketika mengajar speaking memberikan kesempatan untuk mewawancarai orang-orang terkenal atau beberapa tokoh sesuai dengan topic diberikan?

a. Selalu b. Kadang-kadang c. Tidak pernah

8. Apakah Dosen ketika mengajar speaking menceritakan tentang sebuah cerita setelah beberapa kalimat cerita tersebut dihentikan dan memberikan kesempatan anda untuk melanjutkan cerita tersebut dengan menggunakan bahasamu sendiri (berbicara bebas) dengan posisi duduk membentuk sebuah lingkaran?

a. Selalu b. Kadang-kadang c. Tidak pernah

9. Apakah Dosen ketika mengajar speaking memberikan kesempatan untuk anda mencari informasi/berita menarik misalnya dari majalah, Koran atau aktivitas

sehari-hari, dil kemudian melaporkan informasi tersebut didepan kelas secara kelompok/individu?

a. Selalu b. Kadang-kadang c. Tidak pernah

10. Apakah Dosen ketika mengajar speaking menggunakan kartu-kartu bergambar seperti hati, wajik, sekop, dll dimana setiap gambar tersebut disediakan tema/topic kemudian membentuk 4 kelompok dan mempresentasikannya didepan kelas?

a. Selalu b. Kadang-kadang c. Tidak pernah .

11. Apakah Dosen ketika mengajar speaking memberikan kesempatan untuk memilih gambar yang sudah disediakan atau anda menentukan sendiri kemudian menceritakan (narrating) tentang gambur- tersebut di depan kelas secara berkelompok/individu?

a. Selalu b. Kadang-kadang c. Tidak pernah

12. Apakah Dosen ketika mengajar speaking memberikan kesempatan untuk memilih gambar selalung sudah disediakan atau anda menentukan sendiri dian menggambarkan/melukiskan (describing) gambar tersebut didepan kelas secara berkelompok/individu?

a. Selalu b. Kadang-kadang c. Tidak pernah

13. Apakah Dosen ketika mengajar speaking memberikan dua gambar yang berbeda kemudian mencari perbedaan dan persamaan dari gambar yang diberikan dan dipresentasikan didepan kelas secara berkelompok/individu?

a. Selalu b. Kadang-kadang c. Tidak pernah

14. Apakah Dosen ketika mengajar speaking memberikan kesempatan untuk anda bermain peran (drama) secara berkelompok?

a. Selalu b. Kadang-kadang c. Tidak pernah

15. Apakah Dosen ketika mengajar speaking memberikan topic/tema kemudian anda di tuntut untuk berfikir mencari informasi lebih banyak tentang topic/tema tersebut dan membentuk kelompe untuk mempertahankan opini masing-masing (debate)?

a. Selalu b. Kadang-kadang c. Tidak permah

16. Apakah Dosen ketika mengajar speaking memberikan kesempatan anda untuk berpidato (speech)?

a. Selalu b. Kadang-kadang c. Tidak pernah

17. Apakah tekhnik Dosen dalam mengajar speaking anda merasakan selalu berbeda-beda disetiap pertemuan atau bervariasi didalam kelas?

a Selalu b. Kadang-kadang c. Tidak permah

18. Apakah tekhnik yang digunakan oleh dosen dalam mengajar speaking anda merasakan dapat membangkitkan motivasi dan minat anda untuk berbicara (speaking)?

a Selalu b. Kadang-kadang c. Tidak pemah

19. Apakah tekhnik dosen dalam mengajar speaking anda merasa keterlibatan dan kreativitas dalam aktivitas speaking kelas sangat ditekankan?

a. Selalu b. Kadang-kadang c. Tidak pernah

20. Apakah tekhnik yang digunakan dosen dalam mengajar speaking anda merasakan dapat merangsang dan memberikan dorongan untuk aktif berbicara peaking) sehingga suasana kelas menjadi lebih interaktif dan komunikatif?

a. Selalu b. Kadang-kadang c. Tidak pernah

21. Apakah tekhnik yang digunakan dosen dalam mengajar speaking anda merasa lebih banyak diberikan kesempatan untuk berbicara (speaking)?

a. Selalu b. Kadang-kadang c. Tidak pernah

22. Apakah tekhnik Dosen ketika mengajar speaking, anda menyukainya karena danat meningkatkan ilmu pengetahuan atau pemahaman anda misalnya mengoreksi pronounciation, menambah vocabulary, dll?

a. Selalu b. Kadang-kadang c. Tidak pernah

23. Apakah tekhnik yang digunakan oleh Dosen anda merasa sesuai dengan kemampuan atau kondisi anda (dapat dikerjakan oleh anda)?

a. Selalu b. Kadang-kadang c. Tidak pernah

24. Apakah tekhnik yang digunakan dalam mengajar speaking, anda merasa dapat memudahkan dalam menguasai materi?

a. Selalu b. Kadang-kadang c. Tidak pernah

25. Apakah tekhnik yang digunakan oleh dosen, anda merasa dapat meningkatkan skill speaking anda?

a Selalu b. Kadang-kadang c. Tidak pernah

BIOGRAPHY

Nana Herlina was born in Pg. Pedaro, 01th of October 1998. She is youngest daughter from Mr.Sirajudin and Mrs.Harmawelis. She has two sisters which name Kiki Herlina and April Citra Lisa. Her first studied is when he was 7 years old at SDN 02 Pg. Pedaro at 2004-2011. She finished her junior high school at SMP N 01 Bingin Kuning in 2013. Then, she sustained to Senior High School at SMAN 01 Bingin Kuning and graduated in 2016. She decided to continue her education at IAIN Curup and choose English Tadris Study Program in 2016, and now she has done her study with her undergraduate degree (S1) in August 2020.

APPENDIX

Nomor	: 139 /In.34/FT/PP.00.9/04/2020	3 April 2020
Lampiran	: Proposal Dan Instrumen	
Hal	: **Permohonan Izin Penelitian**	

Yth. **IAIN Curup**
    Kab. Rejang Lebong

Assalamu'alaikum Wr.,Wb.,

Dalam rangka penyusunan skripsi S.I pada Institut Agama Islam Negeri Curup :

Nama	:	Nana Herlina
NIM	:	16551030
Fakultas / Prodi	:	Tarbiyah / Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	Students Difficulies In Composing Sentence : Simple, Compound And Complex (TBI Students At IAIN Curup).
Waktu Penelitian	:	3 April s.d 3 Juli 2020
Tempat Penelitian	:	IAIN Curup Kabupaten Rejang Lebong

Mohon kiranya Bapak berkenan memberi izin penelitian kepada mahasiswa yang bersangkutan.

Demikian atas kerjasama dan izinnya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan I,

Abdul Rahman, M.Pd.I
NIP. 19720704 200003 1 004

Tembusan : Disampaikan Yth ;
1. Rektor
2. Warek I
3. Ka. Biro AUAK

KEPUTUSAN DEKAN FAKULTAS TARBIYAH
Nomor : *211* /In.34/FT/PP.00.9/12/2019
Tentang
PENUNJUKKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	: a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
	b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	: 1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
	2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
	3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
	4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
	5.	Keputusan Menteri Agama RI Nomor B.II/3/15447,tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
	6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
	7.	Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

M E M U T U S K A N :

Menetapkan

Pertama	:	1.	**Hadi Suhermanto, M.Pd** **19741113 199903 1 003**
		2.	**Henny Septia Utami, M.Pd** **1201609890**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :
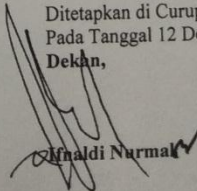
N A M A   : **Nana Herlina**
N I M   : **16551030**
JUDUL SKRIPSI : **Students Difficulties and Composing Sentences Simple Compound and Complex. (TBI Students at IAIN Curup)**

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada Tanggal 12 Desember 2019
Dekan,

Rifnaldi Nurmal

Tembusan : Disampaikan Yth ;
1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing I	Paraf Mahasiswa
1	01/01/2020	Revisi bab 1		
2	10/01/2020	Revisi bab 2		
3	15/02/2020	Revisi Bab 3		
4	10/03/2020	Acc bab 1-3		
5	11/05/2020	Revisi bab 4		
6	11/06/2020	revisi bab 4		
7	02/06/2020	revisi bab 4 dan 5		
8	08/08/2020	Acc 1-5		

No	Tanggal	Isi Konsultasi dan Catatan Pembimbing	Paraf Pembimbing II	Paraf Mahasiswa
1	06/01/2020	revisi bab 1		
2	05/02/2020	revisi bab 1-2		
3	25/03/2020	revisi bab 3		
4	17/04/2020	revisi bab 3		
5	10/06/2020	Acc bab 1-3		
6	15/07/2020	revisi bab 4-5		
7	01/08/2020	Acc bab 4-5		
8	04/08/2020	Acc 1-5		

KARTU KONSULTASI PEMBIMBING SKRIPSI

Nama : Nana Harina
NIM : 16551030
Fakultas : Tarbiyah
Pembimbing I : Hadi Suhamanto, M.Pd
Pembimbing II : Hanny Sapria Chami, M.Pd
Judul Skripsi : Students Difficulties in Writing Simple Compound and Complex Sentence.

Catatan :

❖ Kartu konsultasi ini harap dibawah setiap konsultasi dengan Pembimbing I atau Pembimbing II.

❖ Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing II minimal 5 (5) kali dibuktikan dengan kolom yang disediakan.

❖ Agar ada cukup waktu untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I

NIP

Pembimbing II

NIP

students' perception toward lecturers technique in teaching speaking

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