

The Students' Perception toward the Teachers' Teaching Method at the Tenth and Eleventh Grades of Pesantren Modern Datok Sulaiman Palopo

Wahibah

abstract

The objective of this research as “to find out the students’ perception toward the teachers’ teaching method at the tenth and eleventh grades of Pesantren Modern Datok Sulaiman Palopo.”

Introduction

Teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. There are consistently high correlations between students’ ratings of the “amount learned” in the course and their overall ratings of the teacher and the course. Those who learned more gave their teachers higher ratings (The all and Franklin, 2001:3).

The literature on teaching is crammed full of well researched ways that teachers can present content and skills that will enhance the opportunities for students to learn. It is equally filled with suggestions of what not to do in the classroom. However, there is no rule book on which teaching methods match up best to which skills and/or content that is being taught. Students often have little expertise in knowing if the method selected by an individual instructor was the best teaching method or just “a method” or simply the method with which the teacher was most comfortable (Doyle, 2008:6).

Research indicates that students are the most qualified sources to report on the extent to which the learning experience was productive, informative, satisfying, or worthwhile. While opinions on these matters are not direct measures of instructor or course effectiveness, they are legitimate indicators of student satisfaction, and there is substantial research linking student satisfaction to effective teaching (Theall and Franklin, 2001:6).

There is much debate within the higher education community on how teaching or teaching effectiveness may be defined. For instance, Cohen (2003:281), defines effective teaching as that which produces beneficial and purposeful student learning through the use of appropriate procedures. Braskamp and Ory (2004:40) include both teaching and learning in their definition, defining effective teaching as the creation of situations in which appropriate

learning occurs; shaping those situations is what successful teachers have learned to do effectively.

Based on the findings that is found by the researcher when teaching practice (PPL) at Pesantren Modern Datok Sulaiman Palopo particularly in tenth and eleventh grades that the English teachers use some methods in teaching their students. Some methods those are usually used by teachers are grammar-translation, audio-lingualism, and contextual teaching learning (CTL) method. These methods are used by the teachers in different times based on the students' need.

Based on the explanations above, the researcher is interested in conducting the research entitled "The Students' Perception toward the Teachers' Teaching Method at the Tenth and Eleventh Grades of Pesantren Modern Datok Sulaiman Palopo."

2.1 Some Pertinent Ideas

1. The Concept of Students

According to Bull (2011:441), students or learners can be defined as person who is studying at a college or university, person who is studying at secondary school, or any person interested in a particular subject. Whatever their reasons for learning (or the circumstances in which it takes place), it is sometimes tempting to see all students as being more or less the same. Yet there are marked differences, not only in terms of their age and level, but also in terms of different individual abilities, knowledge and preferences. We will examine some of these differences in this section (Harmer, 2010:14).

a. Learners Age

Learners are often described as children, young learners, adolescents, young adults or adults. Within education, the term children are generally used for learners between the ages of about 2 to about 14. Students are generally described as young learners between the ages of about 5 to 9, and very young learners are usually between 2 and 5. At what ages it is safe to call students adolescents is often uncertain, since the onset of adolescence is bound up with physical and emotional changes rather than chronological age. However, this term tends to refer to students from the ages of about 12 to 17, whereas young adults are generally thought to be between 16 and 20 (Scharle and Szabo, 2008:5).

1) Children

Children is young human being or son or daughter of any age (Bull, 2011:70). We know that children do not just focus on what is being taught, but also learn all sorts of other things at the same time, taking information from whatever is going on around them. We know that seeing, hearing and touching are just as important for understanding as the teacher's explanation. We are conscious, too, that the abstraction of, say, grammar rules, will be less effective the younger the students are. But we also know that children respond well to individual attention from the teacher and are usually pleased to receive teacher approval (Cameron, 2005:78).

2) Adolescents

According to Bull (2011:6), adolescents define as young person who is developing from a child into an adult. One of the greatest differences between adolescents and young children is that these older children have developed a greater capacity for abstract thought as they have grown up. In other words, their intellects are kicking in, and they can talk about more abstract ideas, teasing out concepts in a way that younger children find difficult. Many adolescents readily understand and accept the need for learning of a more intellectual type (Linstromberg, 2004:6).

3) Adults

According to Harmer (2010:268), adult is a word generally used to mean anyone who is over 18, though in ELT terms some material is designed for 'adults and young adults' which tends to mean anyone from 16 onwards. While Bull (2011:6) defines adults as person who grown to full size or strength. Older learners often (but not always) have a wider range of life experiences to draw on, both as individuals and as learners, than younger students do. They are often more disciplined than adolescents and apply themselves to the task of learning even when it seems fairly boring. They often have a clear understanding of why they are learning things, and can sustain their motivation by perceiving (and holding on to) long-term learning goals (Linstromberg, 2004:20).

Concerning with the some explanations above, the researcher concludes that based on the learners' age, there are three kinds of learner, they are children, adolescents and adults. However like that, we need to remember that there is a large degree of individual variation in the ways in which different children develop.

b. Learners Levels

According to Harmer (2006:16-17), teachers of English generally make three basic distinctions to categorise the language knowledge of their students: beginner, intermediate and advanced. Broadly speaking, beginners are those who don't know any English and

advanced students are those whose level of English is competent, allowing them to read unsimplified factual and fictional texts and communicate fluently. Between these two extremes, intermediate suggests a basic competence in speaking and writing and an ability to comprehend fairly straightforward listening and reading. However, as we shall see, these are rough and ready labels whose exact meaning can vary from institution to institution.

1) Beginners

According to Harmer (2010:269), beginner student is someone who knows little or none of the language they are going to study. While Bull (2011:34) defines beginner as person who is just starting to learn something. Success is easy to see at this level, and easy for the teacher to arrange. But then so is failure! Some adult beginners find that language learning is more stressful than they expected and reluctantly give up. However, if things are going well, teaching beginners can be incredibly stimulating. The pleasure of being able to see our part in our students' success is invigorating (Harmer, 2010:18).

2) Intermediate Students

According to Harmer (2010:269), intermediate student is a level usually reached after students have studied for about 200 class hours. Bull (2011:233) also defines intermediate as between elementary and advanced. Success is less obvious at intermediate level. Intermediate students have already achieved a lot, but they are less likely to be able to recognise an almost daily progress. On the contrary, it may sometimes seem to them that they don't improve that much or that fast anymore.

3) Advanced Students

Advanced students is the level students get to usually after about 500+ hours of classroom English, (Harmer, 2010:268). Students at this level already know a lot of English. There is still the danger of the plateau effect (even if the plateau itself is higher up!) so we have to create a classroom culture where students understand what still has to be done, and we need to provide good, clear evidence of progress.

Concerning with some explanations above, it can be concluded that there are three kinds of students' level, they are beginner, intermediate and advanced students. The three levels of students have different needs in learning English. Therefore teachers need to ascertain what students know before deciding what to focus on.

2. The Concept of Perception

a. Definition of Perception

Bull (2011:325) stated that perception is ability to perceive something or the way of seeing or understanding something. Whereas, Hoffman (2008:1) defined the perception in

three different explanations, they are the way you think about or understand someone or something, the ability to understand or notice something easily, and the way that you notice or understand something using one of your senses. While Webster's Pocket Dictionary (2010:456) defined the perception as the [ability](#) to [see](#), [hear](#), or [become aware](#) of something through the [senses](#).

Williams (2009:1) said that perception is the process of recognizing and interpreting sensory stimuli. Think of all the ways in which you experience the world around you. For example, you recognize your favorite food by its aroma and the way it looks. You recognize an orange by its round shape, citrus flavor, and its color. You recognize a song by listening to its melody and the singer's voice. It is through these sensory experiences that we interact with and interpret things in our world. Recognizing and interpreting sensory information, such as sound and smells, are all a part of perception.

Bodenhausen and Hugenberg (2008:1) stated that perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful. For example, let's look at our perception of words. Each letter of the alphabet is in itself a singular letter. When we perceive words, we think of them as one singular unit that is made up of smaller parts called letters. It is through this organization of letters into words that we are able to make something meaningful. That is, we perceive an entire word, and this word has a specific meaning that can be found in the dictionary.

Based on the some explanations above, it can be conclude that perception is the way to think about or understand someone or something.

b. Factors Affecting Perception

There are individual differences in perceptual abilities. Two people may perceive the same stimulus differently. The followings are factors affecting the perceptions of people who presented by Sharma (2014:7):

1) Perceptual learning

Based on past experiences or any special training that we get, every one of us learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skilled jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

2) Mental set

Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepared with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

3) Motives and need

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

4) Cognitive styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end.

3. The Concept of Teachers

a. Definition of Teachers

According to Bull (2011:455), teach is giving lessons to somebody, give somebody knowledge, skill, etc. Whereas, teacher is person who teaches especially in a school.

Djammarah (2002:23) says that the teacher is one of the human element in educational process in the education process in schools, teachers hold job double that as a teacher and educator. As a teacher of teachers on duty pouring a substance into the brain learning students, whereas as a teacher educator in charge of guiding and nurturing students to be amoral human being capable, active, creative, and independent.

Andrew (2005:69) defines that teachers are generally expected to be able to do the following: Clearly and cogently present information; give clear explanations; help students put their ideas into words; help students improve their communication skills; help students understand the meaning of written language; provide apt analogies to assist learning; communicate well with parents both in speech (be “well spoken”) and in writing, and communicate effectively administrators.

Based on the explanations above, the researcher clearly concludes that teacher is a person or thing that teaches something *especially* a person whose job is to teach students about certain subjects.

b. Who Teachers are in Class

According to Harmer (2010:23), when we walk into a lesson, students get an idea of who we are as a result of what we look like (how we dress, how we present ourselves) and the way we behave and react to what is going on. They take note, either consciously or subconsciously, of whether we are always the same or whether we can be flexible, depending on what is happening at a particular point in the lesson (Brown and McIntyre, 2003:78).

1) Personality

Discussing teacher personality is difficult for two reasons: in the first place there is no one ideal teacher personality. Some teachers are effective because they are 'larger than life', while others persuade through their quiet authority. But the other problem - as the respondent seemed to be saying to me in the comment above - is that students want not only to see a professional who has come to teach them, but also to glimpse the 'person as well' (Harmer, 2006:24).

2) Adaptability

What often marks one teacher out from another is how they react to different events in the classroom as the lesson proceeds. This is important, because however well we have prepared, the chances are that things will not go exactly to plan. Unexpected events happen in lessons and part of a teacher's skill is to decide what the response should be when they do (Brown and McIntyre, 2003:79).

3) Teacher roles

Part of a good teacher's art is the ability to adopt a number of different roles in the class, depending on what the students are doing. If, for example, the teacher always acts as a controller, standing at the front of the class, dictating everything that happens and being the focus of attention, there will be little chance for students to take much responsibility for their own learning, in other words, for them to have agency (Hedge, 2000:113).

Based on the explanations of who teachers are in class, the researcher can conclude that personality, adaptability and teacher roles are very important for a teacher because when the teacher have good personality and adaptability and also knowing their roles in the classroom, the teacher can give a good atmosphere in teaching English to their students.

c. Teacher Tasks

According to Harmer (2010:27-28), teaching does not just involve the relationship we have with students, of course. As professionals we are also asked to perform certain tasks.

1) Preparation

Effective teachers are well-prepared. Part of this preparation resides in the knowledge they have of their subject and the skill of teaching. But another feature of being well-prepared is having thought in advance of what we are going to do in our lessons. As we walk towards our classroom, in other words, we need to have some idea of what the students are going to achieve in the lesson; we should have some learning outcomes in our head (Scrivener, 2005:22).

2) Keeping Records

Many teachers find the administrative features of their job (taking the register, filling forms, writing report cards) irksome, yet such record keeping is a necessary adjunct to the classroom experience (Scrivener, 2005:23). There is one particularly good reason for keeping a record of what we have taught. It works as a way of looking back at what we have done in order to decide what to do next.

3) Being Reliable

Professional teachers are reliable about things like timekeeping and homework. It is very difficult to berate students for being late for lessons if we get into the habit (for whatever reason) of turning up late ourselves. It is unsatisfactory to insist on the prompt delivery of homework if it takes us weeks to correct it and give it back. Being reliable in this way is simply a matter of following the old idiom of 'practising what we preach' (Scrivener, 2005:24).

Based on the some explanations above, the researcher concludes that there are three teachers' task before and after teaching in the classroom they are preparation that is done before teaching, keeping records and being reliable that are done after teaching the students.

d. Teacher Skills

According to Harmer (2010:28), there are some theacher skill, they are:

1) Managing Classes

Effective teachers see classroom management as a separate aspect of their skill. In other words, whatever activity we ask our students to be involved in, or whether they are working with a board, a tape recorder or a computer, we will have thought of (and be able to carry out) procedures to make the activity successful. We will know how to put students into groups, or when to start and finish an activity (Harmer, 2010:28-29).

2) Matching Tasks and Groups

Students will learn more successfully if they enjoy the activities they are involved in and are interested or stimulated by the topics we (or they) bring into the classroom. ‘Teachers’, I was told when I conducted my interviews (see above), ‘should make their lessons interesting, so you do not fall asleep in them!’ Of course, in many institutions, topics and activities are decreed to some extent by the material in the coursebook that is being used. But even in such situations there is a lot we can do to make sure we cater for the range of needs and interests of the students in our classes (Harmer, 2010:29).

3) Variety

Good teachers vary activities and topics over a period of time. The best activity type will be less motivating the sixth time we ask the students to take part in it than it was when they first came across it. Much of the value of an activity, in other words, resides in its freshness (Harmer, 2010:29).

4) Destinations

When we take learning activities into the classroom, we need to persuade our students of their usefulness. Good activities should have some kind of destination or learning outcome, and it is the job of the teacher to make this destination apparent. Students need to have an idea of where they are going, and more importantly, to recognise when they have got there (Harmer, 2010:30).

Based on the explanations above, the researcher concludes that there are four skills that must be mastered by the teacher, they are managing classes, matching tasks and groups, variety and destinations.

e. Teacher Knowledge

According to some experts, teacher knowledge can be divided in four kinds, they are:

1) The Language System

Language teachers need to know how the language works. This means having a knowledge of the grammar system and understanding the lexical system: how words change their shape depending on their grammatical function, and how they group together into phrases. They need to be aware of pronunciation features such as sounds, stress and intonation (Petty, 2004:95).

2) Materials and Resources

When students ask the kind of complicated questions mentioned above, good teachers know where to find the answers. We need, in other words, to know about books and websites where such technical information is available. However, this is quite a challenge in today’s world, where the sheer number of coursebook titles released every year can sometimes seem

overwhelming, and where there are quite a significant number of grammar books and monolingual learners' dictionaries to choose from - to say nothing of the multitude of useful websites on the Internet (Scrivener, 2005:26).

3) Classroom Equipment

Over the last few decades the growth in different types of classroom equipment has been incredible. Once upon a time we only had pens, board and chalk to work with. But then along came the tape recorder, the language laboratory, video machines, the overhead projector, computers, data projectors and interactive whiteboards (Scrivener, 2005:26).

4) Keeping up-to-date

Teachers need to know how to use a variety of activities in the classroom, of course, but they also need to be constantly finding out about new ways of doing things. A good way of learning about new activities and techniques is to read the various teachers' magazines and journals that are available. There is now a wealth of information about teaching on the Internet, too. Magazines, books and websites often contain good descriptions of new activities and how to use them. We can also learn a lot from attending seminars and teachers' conferences, and listening to other teachers describing new activities and the successes they have had with them (Petty, 2004:96).

Concerning with the explanations above, the researcher concludes that teacher knowledge is focusing in four things that are the language system, materials and resources, classroom equipment and keeping up-to-date.

4. The Concept of Teaching Method

a. Definition of Teaching Method

Bull (2011:455) states that teaching is giving lesson to somebody, giving somebody knowledge, skill, etc. Bull (2011:277) also states that method is the way of doing something, the quality of being well planned and organized. Therefore can be concluded that teaching method is the way of giving lesson or knowledge to the students (Harmer, 2010:87).

Methods such as the Silent Way (where teachers do little talking and the onus is put on the students), or Community Language Learning (where bilingual teachers help students to translate what they want to say from their first language into the language they are learning) were advocated, and although they may not be used much any more - certainly not as they were originally envisaged - still some of the techniques they included have been incorporated into modern teaching practice (Palmer, 2001:49).

b. The Kinds of Teaching Method

The followings are the kinds of teaching method that is presented by some experts:

1) Grammar-translation

Harmer (2010:275) states that grammar-translation method is a popular method in the first half of the twentieth century which relied on translation between the target language and the L1 together, usually, with drilling for learning. While, Howatt (2004:151) states that the grammar-translation method introduced the idea of presenting students with short grammar rules and word lists, and then translation exercises in which they had to make use of the same rules and words. Grammar-translation still has relevance today, though it is not practised as a method in the same way. But most language learners translate in their heads at various stages anyway, and they (and we) can learn a lot about a foreign language by comparing parts of it with parts of our own mother tongue.

2) Audio-lingualism

According to Harmer (2010:270), audio/audio track is any individual sound file (such as a song or dialogue) on, say, a CD or a tape. Audio-lingualism was a methodology, popular in the 1940s-1970s, which relied on avoidance of error and used repeated and extensive drilling. According to Howatt (2004:156), the audio-lingual method capitalised on the suggestion that if we describe the grammatical patterns of English, we can have students repeat and learn them. In such structural-situational teaching, grammatical structures were presented in simple situations which exemplified their usage. Crucially, too, the structures were carefully graded so that students learnt the easy ones first before moving onto things that were more complex.

3) PPP (Presentation, Practice and Production)

Richards and Rodgers (2001:132) states that PPP is a teaching procedure which grew out of structural-situational teaching in which the teacher presents a situation and the language; the students then practice the new language (often through drilling), before they go on to produce the language for themselves, making their own original sentences, etc.

According to Harmer (2010:51), in PPP lessons or sequences, the teacher presents the context and situation for the language (e.g. describing someone's holiday plans) and both explains and demonstrates the meaning and form of the new language (for example, the 'going to' future - e.g. 'He's going to visit the Hermitage Museum'). The students then practice making sentences with 'going to' (this is often called controlled practice and may

involve drilling) before going on to the production stage in which they talk more freely about themselves ('Next week I'm going to see that new film') or other people in the real world ('My cousin's going to buy a new car', etc). The same procedure can also be used for teaching students functions, such as how to invite people, or for teaching vocabulary.

4) Communicative Language Teaching (CLT)

Harmer (2006:271) states that communicative activities are those where students use (activate) language to communicate real meaning, rather than just practising language. Communicative Language Teaching (CLT) is that which encourages students to communicate real meaning as a way of learning, and which emphasises language use, especially through concentrating on language functions. Community Language Learning was a methodology developed in the 1960s (with links to counselling) where bilingual teachers help students to say what they want to say in the language they are learning,

Hedge (2000:89) states that CLT has two main guiding principles:

- a) The first is that language is not just patterns of grammar with vocabulary items slotted in, but also involves language functions such as inviting, agreeing and disagreeing, suggesting, etc, which students should learn how to perform using a variety of language exponents (e.g. we can invite by saying 'Would you like to come to the cinema?').
- b) The second principle of Communicative Language Teaching is that if students get enough exposure to language, and opportunities for language use - and if they are motivated - then language learning will take care of itself.

5) Task-Based Learning (TBL)

Harmer (2010:284) states that task is something we ask students to do, such as solving a problem (in English), making a presentation or creating an advertisement. This is seen as different from, say, studying an item of language. While, Task-Based Learning (TBL) is an approach where students have to learn language to complete tasks, rather than just learning language 'because it is there'.

Nunan (2004:124) states that TBL is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language. For example, students perform real-life tasks such as getting information about bus timetables, or making a presentation on a certain topic. Later, after the task has been completed, they can look at the language they have used and work on any imperfections that have arisen, correcting grammatical mistakes or thinking about aspects of style. In other words, instead of language study leading to a task, the task itself is the main focus and jumping-off point for (possible) subsequent study later. This approach puts communicative activities at the heart of learning,

and as a result a TBL syllabus might well be a list of tasks and activities, not a list of language.

A typical TBL sequence starts with a pre-task (where students are introduced to the topic and told what the task will be). This is followed by a task cycle where the students plan the task, gathering language and information to do it, and then produce the piece of writing or oral performance that the task demands. In the final language focus phase, students analyse the language they used for the task, making improvements and practising any language that needs repair or development (Willis, 2006:78).

TBL, like a communicative methodology, has allowed teachers and students to concentrate on how we achieve things with language, and how we can use language for certain tasks. It is a significant departure from the original PPP sequence, since it takes the third element (production) as the starting point, not the end-point of the procedure (Willis, 2006:78).

6) Total Physical Response (TPR)

Total Physical Response (TPR) is the name given to a learning strategy which has been developed and promoted by Professor James Asher of San José State University in California. It is now being practised successfully by many teachers all over the world. Its scope, however, seems limited: it is not known to be used beyond beginner level (Muhren, 2003:1).

TPR (total physical response) is a method of teaching language using physical movement to react to verbal input in order to reduce student inhibitions and lower their affective filter. It allows students to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. In order to implement TPR effectively, it is necessary to plan regular sessions that progress in a logical order, and to keep several principles in mind (Asher, 1960:1).

The basic technique of TPR is simple. Learners act out commands given by the teacher or their fellow pupils (at a later stage). These commands, or series of commands, are simple at the beginning (stand up, sit down) but after some time they may become more complex (I want the boys to stand in a circle please). A TPR sequence can be a chain of actions relating to a compound task (take pen and paper, sit down, begin at the top of your paper, write down: Dear ...) or even contain a story-line (Muhren, 2003:1).

Learners are totally involved in TPR activities because they are allowed to concentrate on one thing only: they act out what they've heard. There is no pressure on them to speak the foreign language yet. This is with good reason. Before any learner can start to speak a foreign language spontaneously and creatively he or she must feel the inner readiness to do so. When

learners are ready they feel that the words of the language - sound and meaning integrated and combined into larger utterances - spring from within themselves (Muhren, 2003:1).

7) Contextual Teaching and Learning (CTL)

Hudson and Whishler (2003:1) state that Contextual Teaching and Learning (CTL) is defined as a way to introduce content using a variety of active learning techniques designed to help students connect what they already know to what they are expected to learn, and to construct new knowledge from the analysis and synthesis of this learning process. A theoretical basis for CTL is outlined, with a focus on Connection, Constructivist, and Active Learning theories. A summary of brain activity during the learning process illustrates the physiological changes and connections that occur during educational activities. Three types of learning scenarios (project-based, goal-based, and inquiry-oriented) are presented to illustrate how CTL can be applied by practitioners.

Contextual teaching and learning helps students connect the content they are learning to the life contexts in which that content could be used. Teaching students to program computers by letting them practice on real computers is a step in the right direction, but there is more to contextual teaching than just letting students practice on the same equipment they might encounter in the real world. First, they must be made aware of how the work they are doing relies on skills they already have (reading, writing, logic, etc.) (Berns and Erickson, 2007:1).

Incorporating the principals of contextual teaching helps to promote authentic learning and increases students' success by allowing them to make connections as they construct knowledge. In his writings, well-known Swiss biologist, philosopher, and child psychologist, Jean Piaget views the origin of knowledge as genetic epistemology, which he also calls constructivism, due to his belief that "knowledge acquisition is a process of continuous selfconstruction" (Hudson and Whishler, 2003:2).

8) Three – Phase Technique

The following are the kinds of three-phase techniques those are three-phase techniques of listening and reading that presented by some experts:

a) Three – Phase Technique of Listening

Chang and Lu (2013:1) state that in general, the teaching materials used in a typical listen lesson currently involve three sequential phases: pre-listening, while-listening, and post-listening, containing activities that are linked with bottom-up and top-down listening. Of these phases, pre-listening prepares learners for both top-down and bottom-up processing through activities involving prior knowledge, making predictions, and revealing key vocabulary, all of which are especially beneficial for low achievers rather than high

achievers. However, it does not mean pre-listening activities are limited in their effectiveness for high-achievers; as a matter of fact, they serve as good listening comprehension support for long texts and complicated authentic materials for high achievers as well. The effects of pre-listening activities using visual input can be variable, depending who is doing comprehending and how the visual materials are presented.

b) Three – Phase Technique of Reading

Toprak and Almacioglu (2009:23) state that to encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur.

- (1) "Pre-reading" (warm-up, into, before reading) activities introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary schemata.
- (2) "While-reading" (during, through reading) exercises help students develop reading strategies, improve their control of the foreign language, and decode problematic text passages.
- (3) "Post-reading" (after, follow-up, beyond reading) exercises first check students' comprehension and then lead students to a deeper analysis of the text, when warranted.

3.1 Research Design

The researcher applied descriptive research. This research was used to describe the students' perception toward the teachers' teaching method at the tenth and eleventh grades of Pesantren Modern Datok Sulaiman Palopo.

3.2 Time and Location of the Research

The researcher conducted his research in August 2015. The location of the research was in Pesantren Modern Datok Sulaiman Palopo particularly in its Senior High School that was in the tenth and eleventh grades.

3.3 Population and Sample

The researcher took the population from the tenth and eleventh grades students of Pesantren Modern Datok Sulaiman Palopo in academic year 2015/2016. In the tenth grade consisted of 2 classes which each class consisted of 25 students and in the eleventh grade consisted of 3 classes (2 classes of natural science and 1 class of social science) which each class consisted of 25 students. Therefore, the total number of population in this research was 125 students.

The researcher used purposive sampling technique in determining 1 class in each grade because there were two grades those might be researched. Therefore, there were 2 classes those were used in this research that was 1 class of tenth grade (class of X.1) and 1 class of eleventh grade (class of XI IPA.2). The total number of sample of this research was 50 students.

3.4 Instrument of the Research

The instrument that was used in this research was questionnaire. The questionnaire consisted of statements related to the students' perception toward the teachers' teaching method. The questionnaire consisted of 20 statements. The instrument items of questionnaire were provided in Likert scale. The Likert scale which was modified in five alternative answers that consisted of strongly agree (SA), agree (A), doubt (D), disagree (DA) and strongly disagree (SDA). Each answer had score according to the positive item. The positive item had score for each option were SA=5, A=4, D=3, DA=2, SDA=1.

3.5 Procedure of Collecting Data

To collect the data, the researcher used the following procedures:

1. The researcher came to the class (tenth and eleventh grades) and met with the students who were going to be used as sample.
2. The researcher explained what the students wanted to do as long as they were in the class in 15 minutes.
3. The researcher distributed the questionnaire to the students.
4. The researcher asked the students to answer the questionnaire in 60 minutes.
5. The researcher collected the questionnaire and analyzed it.

3.6 Technique of Data Analysis

In analyzing data, the researcher used the techniques below:

1. The following criteria was used in scoring the students' perception toward the teachers' teaching method:

Table 1. Likert scale categories

Positive statement	
Category	Score
Strongly agree	5
Agree	4
Doubt	3
Disagree	2
Strongly disagree	1

Source: (Gay, 2006:292)

2. The percentage of the students' perception was calculated as follow:

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

Where :

P = Rate percentage
 Fq = Frequency of respondents
 N = Total sample

(Gay, 2006:410)

4.1 Discussions

Based on the findings in the previous part, the researcher presents the discussion of the data. This section presents the result of data analysis. It aims to find the students' perception toward the teachers' teaching method at the tenth and eleventh grades of Pesantren Modern Datok Sulaiman Palopo. Especially in this research, the kinds of method that was meant namely total physical response, three – phase technique of listening and reading, contextual teaching and learning, and grammar translation.

In this research there were two kinds of sample that was sample at the tenth and eleventh grades. Therefore, the researcher divided calculating data in two parts. The first part was calculating data in the questionnaire of tenth grade students and the second part was calculating data in the questionnaire of eleventh grade students.

The following discussions were the result of calculating data in the students' questionnaire of tenth grade:

In the first statement that was "I like my English teacher's teaching method when I am taught" was answered strongly agree by 6 students (24%), agree by 17 students (68%), and doubt by 2 students (8%). It can be seen that in the first statement, most of students answered agree. Therefore, it can be concluded that the students liked their teacher's teaching method.

In the second statement that was "I like my English teacher uses many kinds of method in teaching English" was answered strongly agree by 10 students (40%), agree by 14 students (56%), and doubt by 1 student (4%). It can be seen that in the second statement, most of

students answered agree. Therefore, it can be concluded that the students liked their English teacher used many kinds of method in teaching English.

In the third statement that was “I like my English teacher uses different method in different time too based on our need” was answered strongly agree by 8 students (32%), agree by 14 students (56%), and doubt by 3 students (12%). It can be seen that in the third statement, most of students answered agree. Therefore, it can be concluded that the students liked their English teacher used different method in different time too based on the students’ need.

In the fourth statement that was “I like the method of total physical response (TPR) that is used by English teacher when teaching speaking” was answered strongly agree by 8 students (32%), agree by 17 students (68%). It can be seen that in the fourth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of total physical response (TPR) that was used by English teacher when teaching speaking.

In the fifth statement that was “I like the method of three – phase technique (pre listening, while listening, post listening) that is used by English teacher when teaching listening” was answered strongly agree by 6 students (24%), agree by 18 students (72%), and doubt by 1 student (4%). It can be seen that in the fifth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of three – phase technique (pre listening, while listening, post listening) that was used by English teacher when teaching listening.

In the sixth statement that was “I like the method of three – phase technique (pre reading, while reading, post reading) that is used by English teacher when teaching reading” was answered strongly agree by 4 students (16%), agree by 20 students (80%), and doubt by 1 student (4%). It can be seen that in the sixth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of three – phase technique (pre reading, while reading, post reading) that was used by English teacher when teaching reading.

In the seventh statement that was “I like the method of contextual teaching and learning (CTL) that is used by English teacher when teaching writing” was answered strongly agree by 7 students (28%), agree by 17 students (68%), and doubt by 1 student (4%). It can be seen that in the seventh statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of contextual teaching and learning (CTL) that was used by English teacher when teaching writing.

In the eighth statement that was “I like the method of total physical response (TPR) that is used by English teacher when teaching vocabulary” was answered strongly agree by 9 students (36%), agree by 14 students (56%), and doubt by 2 students (8%). It can be seen that

in the eighth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of total physical response (TPR) that was used by English teacher when teaching vocabulary.

In the ninth statement that was “I like the method of grammar translation that is used by English teacher when teaching grammar” was answered strongly agree by 9 students (36%), agree by 13 students (52%), and doubt by 3 students (12%). It can be seen that in the ninth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of grammar translation that was used by English teacher when teaching grammar.

In the tenth statement that was “I can understand the materials of speaking by the method of total physical response (TPR) that is used by the English teacher” was answered strongly agree by 5 students (20%), agree by 18 students (72%), and doubt by 2 students (8%). It can be seen that in the tenth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of speaking by the method of total physical response (TPR) that was used by the English teacher.

In the eleventh statement that was “I can understand the materials of listening by the method of three – phase technique (pre listening, while listening, post listening) that is used by the English teacher” was answered strongly agree by 5 students (20%), agree by 18 students (72%), and doubt by 2 students (8%). It can be seen that in the eleventh statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of listening by the method of three – phase technique (pre listening, while listening, post listening) that was used by the English teacher.

In the twelfth statement that was “I can understand the materials of reading by the method of three – phase technique (pre reading, while reading, post reading) that is used by the English teacher” was answered strongly agree by 8 students (32%), agree by 16 students (64%), and doubt by 1 student (4%). It can be seen that in the twelfth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of reading by the method of three – phase technique (pre reading, while reading, post reading) that was used by the English teacher.

In the thirteenth statement that was “I can understand the materials of writing by the method of contextual teaching and learning (CTL) that is used by the English teacher” was answered strongly agree by 6 students (24%), agree by 16 students (64%), and doubt by 3 students (12%). It can be seen that in the thirteenth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of

writing by the method of contextual teaching and learning (CTL) that was used by the English teacher.

In the fourteenth statement that was “I can understand the materials of vocabulary by the method of total physical response (TPR) that is used by the English teacher” was answered strongly agree by 9 students (36%), agree by 15 students (60%), and doubt by 1 student (4%). It can be seen that in the fourteenth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of vocabulary by the method of total physical response (TPR) that was used by the English teacher.

In the fifteenth statement that was “I can understand the materials of grammar by the method of grammar translation that is used by the English teacher” was answered strongly agree by 3 students (12%), agree by 20 students (80%), and doubt by 2 students (8%). It can be seen that in the fifteenth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of grammar by the method of grammar translation that was used by the English teacher.

In the sixteenth statement that was “I am more active in learning English by the methods those are used by the teacher” was answered strongly agree by 4 students (16%), agree by 17 students (68%), and doubt by 4 students (16%). It can be seen that in the sixteenth statement, most of students answered agree. Therefore, it can be concluded that the students were more active in learning English by the methods those were used by the teacher.

In the seventeenth statement that was “My interaction in learning improves more after learning English by teacher’s teaching method” was answered strongly agree by 7 students (28%), agree by 13 students (52%), and doubt by 5 students (20%). It can be seen that in the seventeenth statement, most of students answered agree. Therefore, it can be concluded that the students’ interaction in learning improved more after learning English by teacher’s teaching method.

In the eighteenth statement that was “I am more enthusiasts in joining teaching learning process because the methods those are used by the English teacher is interesting” was answered strongly agree by 11 students (44%), agree by 9 students (36%), and doubt by 5 students (20%). It can be seen that in the eighteenth statement, most of students answered strongly agree. Therefore, it can be concluded that the students were more enthusiasts in joining teaching learning process because the methods those were used by the English teacher was interesting.

In the nineteenth statement that was “I get a lot of new information about English after learning by the methods those are used by the English teacher” was answered strongly agree by 10 students (40%) and agree by 15 students (60%). It can be seen that in the nineteenth statement, most of students answered agree. Therefore, it can be concluded that the students

got a lot of new information about English after learning by the methods those were used by the English teacher.

In the twentieth statement that was “I get good grade after learning English by the methods those are used by the English teacher” was answered strongly agree by 8 students (32%), agree by 13 students (52%), and doubt by 4 students (16%). It can be seen that in the twentieth statement, most of students answered agree. Therefore, it can be concluded that the students got good grade after learning English by the methods those were used by the English teacher.

The result of the research shows that the students gave very positive perception toward the teachers’ teaching method in tenth grade of Pesantren Modern Datok Sulaiman Palopo. It was supported by the mean score of the students’ attitude score that was 83.92 that can be classified as very positive perception (can be seen in the appendix 4).

The following discussions were the result of calculating data in the students’ questionnaire of eleventh grade:

In the first statement that was “I like my English teacher’s teaching method when I am taught” was answered strongly agree by 3 students (12%), agree by 22 students (88%). It can be seen that in the first statement, most of students answered agree. Therefore, it can be concluded that the students liked their teacher’s teaching method.

In the second statement that was “I like my English teacher uses many kinds of method in teaching English” was answered strongly agree by 10 students (40%), agree by 14 students (56%), and doubt by 1 student (4%). It can be seen that in the second statement, most of students answered agree. Therefore, it can be concluded that the students liked their English teacher used many kinds of method in teaching English.

In the third statement that was “I like my English teacher uses different method in different time too based on our need” was answered strongly agree by 10 students (40%), agree by 12 students (48%), and doubt by 3 students (12%). It can be seen that in the third statement, most of students answered agree. Therefore, it can be concluded that the students liked their English teacher used different method in different time too based on the students’ need.

In the fourth statement that was “I like the method of total physical response (TPR) that is used by English teacher when teaching speaking” was answered strongly agree by 7 students (28%), agree by 13 students (52%), and doubt by 5 students (12%). It can be seen that in the fourth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of total physical response (TPR) that was used by English teacher when teaching speaking.

In the fifth statement that was “I like the method of three – phase technique (pre listening, while listening, post listening) that is used by English teacher when teaching listening” was answered strongly agree by 7 students (28%), agree by 9 students (36%), doubt by 8 students (32%), and disagree by 1 student (4%). It can be seen that in the fifth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of three – phase technique (pre listening, while listening, post listening) that was used by English teacher when teaching listening.

In the sixth statement that was “I like the method of three – phase technique (pre reading, while reading, post reading) that is used by English teacher when teaching reading” was answered strongly agree by 4 students (16%), agree by 14 students (56%), and doubt by 7 students (28%). It can be seen that in the sixth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of three – phase technique (pre reading, while reading, post reading) that was used by English teacher when teaching reading.

In the seventh statement that was “I like the method of contextual teaching and learning (CTL) that is used by English teacher when teaching writing” was answered strongly agree by 8 students (32%), agree by 12 students (48%), doubt by 4 students (16%), and disagree by 1 student (4%). It can be seen that in the seventh statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of contextual teaching and learning (CTL) that was used by English teacher when teaching writing.

In the eighth statement that was “I like the method of total physical response (TPR) that is used by English teacher when teaching vocabulary” was answered strongly agree by 11 students (44%), agree by 10 students (40%), and doubt by 4 students (16%). It can be seen that in the eighth statement, most of students answered strongly agree. Therefore, it can be concluded that the students liked the method of total physical response (TPR) that was used by English teacher when teaching vocabulary.

In the ninth statement that was “I like the method of grammar translation that is used by English teacher when teaching grammar” was answered strongly agree by 9 students (36%), agree by 11 students (44%), and doubt by 5 students (20%). It can be seen that in the ninth statement, most of students answered agree. Therefore, it can be concluded that the students liked the method of grammar translation that was used by English teacher when teaching grammar.

In the tenth statement that was “I can understand the materials of speaking by the method of total physical response (TPR) that is used by the English teacher” was answered strongly agree by 7 students (28%), agree by 12 students (48%), and doubt by 6 students

(24%). It can be seen that in the tenth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of speaking by the method of total physical response (TPR) that was used by the English teacher.

In the eleventh statement that was “I can understand the materials of listening by the method of three – phase technique (pre listening, while listening, post listening) that is used by the English teacher” was answered strongly agree by 6 students (24%), agree by 8 students (32%), doubt by 9 students (36%), and disagree by 2 students (8%). It can be seen that in the eleventh statement, most of students answered doubt. Therefore, it can be concluded that the students did not quite understand the materials of listening by the method of three – phase technique (pre listening, while listening, post listening) that was used by the English teacher.

In the twelfth statement that was “I can understand the materials of reading by the method of three – phase technique (pre reading, while reading, post reading) that is used by the English teacher” was answered strongly agree by 5 students (20%), agree by 13 students (52%), doubt by 6 students (24%), and disagree by 1 student (4%). It can be seen that in the twelfth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of reading by the method of three – phase technique (pre reading, while reading, post reading) that was used by the English teacher.

In the thirteenth statement that was “I can understand the materials of writing by the method of contextual teaching and learning (CTL) that is used by the English teacher” was answered strongly agree by 6 students (24%), agree by 14 students (56%), and doubt by 5 students (20%). It can be seen that in the thirteenth statement, most of students answered agree. Therefore, it can be concluded that the students could understand the materials of writing by the method of contextual teaching and learning (CTL) that was used by the English teacher.

In the fourteenth statement that was “I can understand the materials of vocabulary by the method of total physical response (TPR) that is used by the English teacher” was answered strongly agree by 12 students (48%), agree by 11 students (44%), and doubt by 2 students (8%). It can be seen that in the fourteenth statement, most of students answered strongly agree. Therefore, it can be concluded that the students could understand the materials of vocabulary by the method of total physical response (TPR) that was used by the English teacher.

In the fifteenth statement that was “I can understand the materials of grammar by the method of grammar translation that is used by the English teacher” was answered strongly agree by 9 students (36%), agree by 8 students (32%), and doubt by 8 students (32%). It can be seen that in the fifteenth statement, most of students answered strongly agree. Therefore, it

can be concluded that the students could understand the materials of grammar by the method of grammar translation that was used by the English teacher.

In the sixteenth statement that was “I am more active in learning English by the methods those are used by the teacher” was answered strongly agree by 6 students (24%), agree by 9 students (36%), doubt by 8 students (32%), and disagree by 2 students (8%). It can be seen that in the sixteenth statement, most of students answered agree. Therefore, it can be concluded that the students were more active in learning English by the methods those were used by the teacher.

In the seventeenth statement that was “My interaction in learning improves more after learning English by teacher’s teaching method” was answered strongly agree by 3 students (12%), agree by 15 students (60%), and doubt by 7 students (28%). It can be seen that in the seventeenth statement, most of students answered agree. Therefore, it can be concluded that the students’ interaction in learning improved more after learning English by teacher’s teaching method.

In the eighteenth statement that was “I am more enthusiasts in joining teaching learning process because the methods those are used by the English teacher is interesting” was answered strongly agree by 7 students (28%), agree by 12 students (48%), and doubt by 6 students (24%). It can be seen that in the eighteenth statement, most of students answered agree. Therefore, it can be concluded that the students were more enthusiasts in joining teaching learning process because the methods those were used by the English teacher was interesting.

In the nineteenth statement that was “I get a lot of new information about English after learning by the methods those are used by the English teacher” was answered strongly agree by 5 students (20%), agree by 15 students (60%), and doubt by 5 students (20%). It can be seen that in the nineteenth statement, most of students answered agree. Therefore, it can be concluded that the students got a lot of new information about English after learning by the methods those were used by the English teacher.

In the twentieth statement that was “I get good grade after learning English by the methods those are used by the English teacher” was answered strongly agree by 3 students (12%), agree by 11 students (44%), doubt by 10 students (40%), and disagree by 1 student (4%). It can be seen that in the twentieth statement, most of students answered agree. Therefore, it can be concluded that the students got good grade after learning English by the methods those were used by the English teacher.

The result of the research shows that the students gave positive perception toward the teachers’ teaching method in eleventh grade of Pesantren Modern Datok Sulaiman Palopo. It

was supported by the mean score of the students' attitude score that was 80.52 that can be classified as positive perception (can be seen in the appendix 6).

In order that it can be easy to understand the result of this research, the researcher presents the figure 2 below:

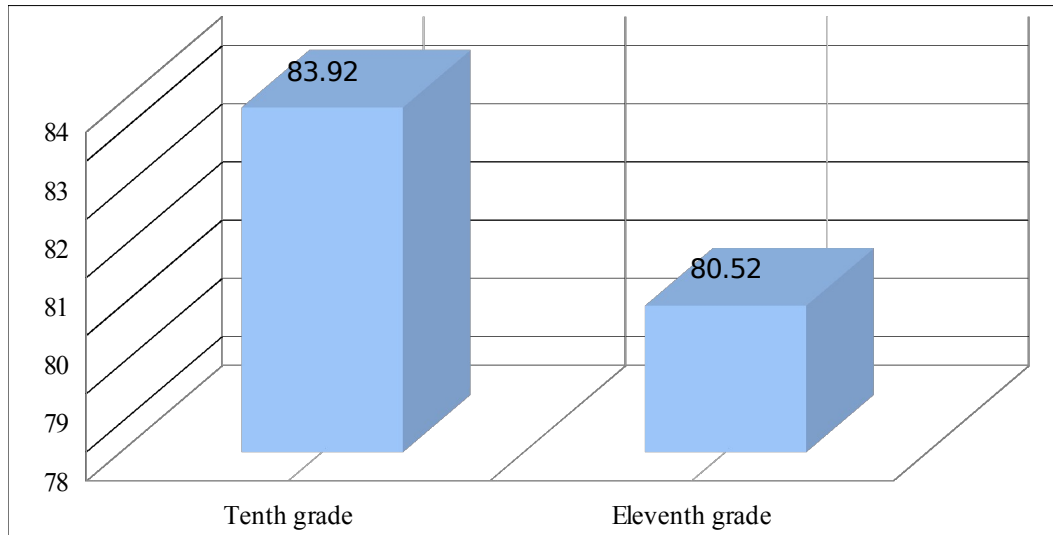


Figure 2. The mean score of the students' attitude score in the tenth and eleventh grade

Figure 2 shows that the mean score of the students' attitude score in the tenth grade was 83.92 that can be classified as very positive perception (can be seen in the appendix 4). The mean score of the students' attitude score in the eleventh grade was 80.52 that can be classified as positive perception (can be seen in the appendix 6).

Based on the result of discussions above about the students' perception toward the teachers' teaching method at the tenth and eleventh grades of Pesantren Modern Datok Sulaiman Palopo, it related to the explanation from Harmer (2010:58) that talked about the fact that different times have thrown up different theories and different methods, including the Lexical Approach (which argues that language consists of a series of lexical phrases and that these should be the object of study) and methods from the 1970s which purported to have a humanistic emphasis.

The acquisition-versus-learning debate may seem to be a relatively recent argument, yet for as long as languages have been taught people have argued about the best way of doing it, and how to help students to learn more effectively. The great linguist Harold Palmer made a similar distinction between spontaneous and studial capacities in a book published in 1921. And this was just one of many writings before and since which have tried to pin down what makes a good language lesson or an effective method. Current teaching practice is the direct result of such argument and discussion, and not only on the subject of acquisition and learning. Both abstract theory and practical techniques have been debated, have gone in and

out of fashion, and have influenced what was and is included in classrooms and teaching materials (Harmer, 2010:48).

5.1 Conclusions

Based on the findings and discussion in the previous chapter, the researcher concludes that the students' perception toward the teachers' teaching method in Pesantren Modern Datok Sulaiman Palopo is very positive in the tenth grade and positive in eleventh grade. It is supported by the mean score of the students' attitude score in the tenth grade that is 83.92 that can be classified as very positive attitude and the mean score of the students' attitude score in the eleventh grade that is 80.52 that can be classified as positive attitude. By very positive and positive attitude, it means the students' like the teachers' teaching method when teaching English.

5.2 Suggestions

Based on the conclusions above, the researcher would like to put forward some suggestion as follow:

1. The English teachers of Senior High School in Pesantren Modern Datok Sulaiman Palopo are suggested to use many kinds of method, not only use total physical response, three – phase technique of listening and reading, contextual teaching and learning, and grammar translation, but the teacher can use other methods such as silent way, audio-lingualism, PPP (presentation, practice, production), and communicative language teaching.
2. The tenth and eleventh grade students of Pesantren Modern Datok Sulaiman Palopo are suggested to always improve their knowledge of English.
3. The next researchers are suggested to use the method of silent way, audio-lingualism, PPP (presentation, practice, production), and communicative language teaching to improve the students' knowledge of English.

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