



UIN SUSKA RIAU

STUDENTS' PERCEPTION OF LECTURER'S TEACHING METHOD
AT DEPARTMENT OF ENGLISH EDUCATION
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU



UIN SUSKA RIAU

By

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FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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By

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Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor's Degree of English Education
(S. Pd)

**ENGLISH EDUCATION DEPARTMENT
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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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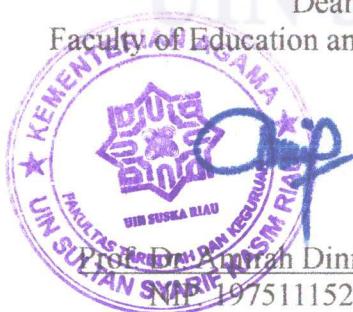
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ABSTRACT

Ririn Maisya Taqydarria (2025) : Students' Perception of Lecturer's Teaching Method at Department of English Education State Islamic University Sultan Syarif Kasim Riau

This study investigates students' perceptions of the lecturer's teaching method at the Department of English Education, State Islamic University of Sultan Syarif Kasim Riau. The research aims to explore how students perceive the implementation of the teaching method used by the lecturer and how it influences their learning experiences in the classroom. This study employed a qualitative descriptive research design. The participants were students of the English Education Department who had experienced the lecturer's teaching method during the teaching and learning process. Data were collected through interviews to obtain in-depth information regarding students' opinions, feelings, and experiences. The data were analyzed using thematic analysis, involving data reduction, data display, and conclusion drawing. The findings reveal that most students had positive perceptions of the lecturer's teaching method, as it helped them understand the material more easily, encouraged active participation, and created an engaging learning environment. However, some students also reported challenges, such as limited time for discussion and differences in learning styles. In conclusion, the lecturer's teaching method was generally perceived positively by students and contributed to improving their motivation and participation in learning. The results of this study are expected to provide useful insights for lecturers in improving teaching strategies in English education.





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ABSTRAK

Ririn Maisya Taqydarria (2025) : Persepsi Mahasiswa terhadap Metode Pengajaran Dosen di Departemen Pendidikan Bahasa Inggris Universitas Islam Negeri Sultan Syarif Kasim Riau

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap metode pengajaran dosen di Departemen Pendidikan Bahasa Inggris, Universitas Islam Negeri Sultan Syarif Kasim Riau. Penelitian ini bertujuan untuk mengeksplorasi bagaimana mahasiswa memandang penerapan metode pengajaran yang digunakan oleh dosen serta pengaruhnya terhadap pengalaman belajar mereka di dalam kelas. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Partisipan penelitian ini adalah mahasiswa Departemen Pendidikan Bahasa Inggris yang telah mengikuti proses pembelajaran dengan metode pengajaran dosen tersebut. Data dikumpulkan melalui wawancara untuk memperoleh informasi yang mendalam mengenai pendapat, perasaan, dan pengalaman mahasiswa. Data dianalisis menggunakan analisis tematik yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap metode pengajaran dosen karena metode tersebut membantu mereka memahami materi dengan lebih mudah, mendorong partisipasi aktif, serta menciptakan suasana belajar yang menarik. Namun, beberapa mahasiswa juga menyampaikan adanya tantangan, seperti keterbatasan waktu untuk diskusi dan perbedaan gaya belajar. Oleh karena itu, dapat disimpulkan bahwa metode pengajaran dosen secara umum dipersepsikan positif oleh mahasiswa dan berkontribusi dalam meningkatkan motivasi serta partisipasi belajar. Hasil penelitian ini diharapkan dapat memberikan wawasan yang bermanfaat bagi dosen dalam meningkatkan strategi pengajaran di bidang pendidikan bahasa Inggris.

ملخص

ريين ماسيا تقيداريا، (٢٠٢٥): تصورات الطلاب تجاه طريقة التدريس للمحاضر في قسم تعليم اللغة الإنجليزية في الجامعة الإسلامية بريماو

هذا البحث يتناول تصورات الطلاب عن طرق تدريس المحاضرين في قسم تعليم اللغة الإنجليزية في جامعة السلطان الشريف قاسم الإسلامية الحكومية بريماو. الهدف من هذا البحث هو معرفة تصورات الطلاب لطرق تدريس المحاضرين. تصميم البحث المستخدم في هذا البحث هو منهج كيفي ذو تصميم وصفي. والمشاركون في هذا البحث هم طلاب قسم تعليم اللغة الإنجليزية الذين حصلوا على درس تصميم الوسائل التعليمية. يستخدم هذا البحث تقنيةأخذ العينات المادفة. بعد ذلك، تم استخدام الاستبيانات والمقابلات لجمع البيانات. أظهرت نتائج الاستبيانات والمقابلات أن هناك طريقة واحدة يستخدمها المحاضرون في تدريس تصميم الوسائل التعليمية لتدريس اللغة الإنجليزية وهي التعلم التعليمي السياقي. تظهر النتائج أن الطلاب يحبون هذه الطريقة، ويتعلمون المواد بسهولة. من إجمالي ٨٠ إجابة مقدمة من المشاركين الذين ذكروا أنهم أحبوا هذه الطريقة، كانت هناك ١٩ إجابة موافقة من المخبر "م.ر"، و ٦ إجابات موافقة بشدة من المخبر "س"، ونفس النتائج للإجابات غير الموافقة مع ٨ إجابات من المخبرين "ه" و "س" و "ي" و "م.ر". ومع ذلك، هناك أيضا طلاب يواجهون صعوبة في الحصول على أفكار لتطوير الوسائل التعليمية.





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CHAPTER I

INTRODUCTION

A. Baground of the Problem

Teaching methods play a crucial role in Teaching English as a Foreign Language (TEFL) because they directly influence how learners understand, practice, and use the target language. An effective teaching method assists teachers in organizing learning activities, selecting appropriate materials, and creating meaningful classroom interactions. Richards and Rodgers (2014) state that teaching methods provide a systematic framework that guides teachers in achieving instructional objectives. In the TEFL context, where learners often have limited exposure to English outside the classroom, the application of suitable teaching methods such as Communicative Language Teaching (CLT) and Contextual Teaching and Learning (CTL) is essential to enhance students' motivation, engagement, and communicative competence.

Furthermore, teaching methods in TEFL significantly contribute to learners' language development and learning autonomy. Brown (2007) emphasizes that teaching methods should accommodate learners' needs, learning styles, and proficiency levels to achieve effective language learning. When student-centered methods are implemented, learners are encouraged to actively participate, collaborate with peers, and practice language skills in meaningful and real-life contexts. This approach not only improves students' linguistic competence but also builds confidence in using English for communication. Therefore, selecting and implementing appropriate teaching methods is fundamental to creating an effective and meaningful TEFL learning environment.

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Several previous studies have examined the effectiveness of teaching methods in TEFL and reported positive impacts on students' learning outcomes. Studies conducted by Al-Humaidi and Al-Tamimi (2019) and Rahmawati (2020) found that student-centered teaching methods, including CLT and CTL, significantly improved students' participation, motivation, and communicative skills in EFL classrooms. Similarly, Putri and Suryadi (2021) revealed that interactive and contextual teaching strategies helped students better understand language materials and apply them in real-life situations. Although these studies highlight the effectiveness of student-centered methods, they also report challenges such as time limitations and differences in students' learning styles.

In recent decades, there has been a noticeable shift from teacher-centered to student-centered teaching methods in TEFL. Traditional teacher-centered approaches emphasize knowledge transmission, where the teacher functions as the main source of information and students play a relatively passive role. In contrast, contemporary language teaching theories stress the importance of active learner involvement, interaction, and meaningful communication. Richards (2015) explains that student-centered methods such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) encourage learners to take responsibility for their learning through collaborative activities and authentic language use. Brown (2007) also argues that student-centered instruction fosters learner autonomy, critical thinking, and communicative competence, which are essential for successful EFL learning.

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Various teaching methods in TEFL emphasize a student-centered approach by actively involving learners in the learning process. Communicative Language Teaching (CLT) focuses on meaningful interaction and communication through real-life situations and collaborative activities (Richards & Rodgers, 2014). Task-Based Language Teaching (TBLT) engages learners in completing authentic tasks that promote language use as a tool for communication rather than isolated knowledge (Ellis, 2003). In addition, Contextual Teaching and Learning (CTL) connects language instruction to students' real-life experiences, enabling learners to understand and apply language meaningfully (Johnson, 2002). These student-centered methods promote learner autonomy, participation, and critical thinking, making them particularly suitable for EFL classrooms.

Students' perception is considered a valid indicator of teaching effectiveness because it reflects learners' direct experiences with teaching methods, classroom interaction, and instructional practices. As primary participants in the learning process, students are able to evaluate how well teaching strategies support their understanding, motivation, and engagement. Marsh and Roche (1997) argue that students' perceptions provide reliable feedback on teaching quality, particularly regarding instructional clarity, organization, and interaction. Moreover, Biggs and Tang (2011) assert that effective teaching should be evaluated based on how well it facilitates student learning, making students' perceptions an important measure of instructional success in TEFL contexts.

To identify the current teaching method applied by the lecturer in the English Education Department, classroom observation was conducted. The observation focused on teaching strategies, classroom activities, and lecturer-student interaction during the learning process. The findings showed that the lecturer predominantly applied a student-centered approach by encouraging active student participation through discussions, group work, and question-and-answer sessions.



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Learning materials were presented contextually by connecting lesson content to real-life situations. The lecturer also acted as a facilitator by guiding students, providing feedback, and promoting collaboration. Overall, the observation indicated that the teaching method emphasized active learning, interaction, and student engagement.

Although student-centered teaching methods are widely promoted in TEFL, it remains necessary to investigate whether the teaching methods currently applied align with students' learning preferences. At the Department of English Education, State Islamic University of Sultan Syarif Kasim Riau, lecturers are encouraged to implement innovative teaching strategies; however, students' perspectives on the suitability of these methods have not been sufficiently explored. Most existing studies emphasize quantitative learning outcomes, while limited attention has been given to students' learning experiences and preferences through qualitative research. This gap highlights the need to explore students' perceptions to determine whether current teaching methods effectively meet their learning preferences.

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B. Identification of the Problem

Based on the background of the study, several problems can be identified.

First, although student-centered teaching methods are widely promoted in TEFL, it is unclear whether the teaching methods currently applied by lecturers align with students' learning preferences. Second, students' perceptions of lecturers' teaching methods in the English Education Department at State Islamic University of Sultan Syarif Kasim Riau have not been sufficiently explored. Third, most previous studies focus on quantitative learning outcomes, while limited qualitative research examines students' experiences, perceptions, and learning preferences.

These issues indicate the need for an in-depth qualitative investigation of students' perceptions toward lecturers' teaching methods.

C. Limitation of the Problem

This study is limited to investigating students' perceptions of the lecturer's teaching method at the Department of English Education, State Islamic University of Sultan Syarif Kasim Riau. The research focuses solely on students who have experienced the lecturer's teaching method, and therefore the findings may not be generalized to other departments or institutions. In addition, this study employs a qualitative approach using interviews as the main data collection technique, which reflects students' subjective perceptions and experiences. Consequently, the results are not intended to measure teaching effectiveness quantitatively but to provide in-depth insights into students' perceptions and learning preferences.

D. Formulation of the Problem

Based on the limitation of the problem, the research question of this study is formulated as follows:

How do students perceive the lecturer's teaching method in relation to their learning preferences at the Department of English Education, State Islamic University of Sultan Syarif Kasim Riau?

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E. Objective of the Research

The objective of this research is to investigate students' perceptions of the lecturer's teaching method and its alignment with students' learning preferences at the Department of English Education, State Islamic University of Sultan Syarif Kasim Riau.

F. Significance of The Research

The results of this research are expected to give meaningful contributions both academically and practically, particularly for the Faculty of Education and Teacher Training. Academically, this study enriches references related to Teaching English as a Foreign Language (TEFL), especially studies on students' perceptions of lecturers' teaching methods and their alignment with students' learning preferences. Practically, the findings are expected to provide constructive input for lecturers of the English Education Department at State Islamic University of Sultan Syarif Kasim Riau in evaluating and improving teaching methods to better suit students' learning needs. Furthermore, this research may be used as a reference for future students of the Faculty of Education and Teacher Training who conduct similar research in the field of English education

G. Definition of Terms

To ensure clarity and avoid ambiguity, the key terms used in this study are defined as follows:

1. Students' Perception

Students' perception refers to students' interpretations, judgments, and responses toward the lecturer's teaching method based on their learning experiences in the classroom. Perception is a process by which individuals select, organize, and interpret information to give meaning to their environment (Robbins & Judge, 2017). In this study, students' perception focuses on how students perceive and evaluate the lecturer's teaching method in relation to their learning preferences.

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2. Components of Perception

Teaching method refers to a systematic set of procedures and strategies used by lecturers to present learning materials, manage classroom activities, and facilitate learning. Richards and Rodgers (2014) define teaching methods as instructional frameworks that guide teachers' roles, learning activities, and classroom interaction. In this study, teaching method refers to the approaches applied by the lecturer in teaching English.

3. Student-Centered Teaching Method

Student-centered teaching method is an instructional approach that emphasizes students' active involvement, interaction, and responsibility in the learning process. According to Brown (2007), student-centered instruction encourages learners to actively construct knowledge rather than passively receive information. In this research, it refers to teaching practices that promote discussion, collaboration, and active participation.

4. Learning Preferences

Learning preferences refer to learners' preferred ways of receiving, processing, and engaging with learning materials. Fleming (2001) explains that learning preferences influence how students respond to teaching strategies and learning environments. In this study, learning preferences are understood as students' tendencies toward certain teaching methods and learning activities that support their understanding and motivation.

5. English Education Department

The English Education Department refers to an academic department within the Faculty of Education and Teacher Training at the State Islamic University of Sultan Syarif Kasim Riau, where this research was conducted and where students are prepared to become English teachers.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This study is grounded in several theoretical perspectives related to teaching methods in Teaching English as a Foreign Language (TEFL), student-centered learning, students' perceptions, and learning preferences. These theories form the foundation for understanding how lecturers' teaching methods influence students' learning experiences and perceptions.

1. Teaching English as a Foreign Languange (TEFL)

Teaching English as a Foreign Language (TEFL) refers to the process of teaching English to learners in contexts where English is not used as the primary language of daily communication. In such contexts, English is mainly learned in formal educational settings, and learners have limited exposure to the language outside the classroom. Therefore, the effectiveness of English instruction largely depends on appropriate teaching methods, learning materials, classroom interaction, and consideration of learners' needs and preferences.

According to Richards and Rodgers (2014), teaching methods in TEFL provide a systematic framework that guides teachers in planning lessons, selecting materials, and organizing classroom activities. Effective TEFL instruction emphasizes communicative competence, which includes grammatical, sociolinguistic, discourse, and strategic competence. This perspective aligns with the Communicative Language Teaching (CLT) approach, which prioritizes meaningful interaction and the use of language for real-life communication (Brown, 2014).

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In recent years, attention has shifted from teacher-centered instruction to learner-centered approaches. This shift highlights the importance of understanding students' learning preferences in the TEFL classroom. Learning preferences refer to learners' favored ways of receiving, processing, and engaging with information, such as visual, auditory, kinesthetic, collaborative, or individual learning styles. Reid (1995) argues that acknowledging learners' preferences can enhance motivation, participation, and learning outcomes in foreign language classrooms.

Several studies indicate that mismatches between teachers' instructional preferences and students' learning preferences may negatively affect students' engagement and comprehension. Conversely, when teaching methods align with students' preferences, learners tend to show more positive attitudes toward English learning and greater classroom participation. For instance, interactive activities such as group discussions, role plays, problem-based tasks, and real-life simulations are often preferred by EFL students because they allow active involvement and practical language use.

Teachers' teaching preferences also play a crucial role in TEFL. Teaching preferences refer to teachers' favored instructional strategies, classroom roles, and assessment practices, which are often influenced by their educational background, teaching experience, and beliefs about language learning. Borg (2003) states that teachers' beliefs strongly shape their classroom practices, including their choice of methods and activities. Therefore, professional awareness and reflective practice are essential for teachers to balance their own preferences with students' learning needs.

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In addition, contextual factors such as curriculum demands, institutional policies, class size, and cultural expectations influence both teaching practices and preferences in TEFL contexts. In Indonesian EFL settings, for example, teachers are encouraged to implement communicative and contextual approaches while still meeting curriculum standards and assessment requirements. As a result, teachers must adapt their methods flexibly to accommodate students' preferences while achieving instructional objectives.

In conclusion, TEFL effectiveness is closely related to the compatibility between teaching methods, teachers' instructional preferences, and students' learning preferences. Understanding students' perceptions and preferences toward teaching methods can provide valuable insights for improving English instruction. Therefore, examining TEFL practices from the perspective of preferences is essential to create meaningful, engaging, and effective English learning experiences.

Furthermore, the role of classroom interaction is central to effective TEFL instruction, particularly in learner-centered environments. Interaction allows learners to negotiate meaning, receive feedback, and practice language forms in meaningful contexts. Long (1996) emphasizes that interaction facilitates second language acquisition by providing opportunities for learners to modify their output and notice linguistic features. In EFL classrooms, where exposure to English is limited, interactive teaching methods become essential in creating opportunities for authentic language use and communicative practice.

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Assessment practices in TEFL also influence students' perceptions of teaching methods. Formative assessment, such as feedback during classroom activities, peer assessment, and reflective tasks, supports learners' language development by focusing on the learning process rather than solely on final outcomes. According to Brown and Abeywickrama (2019), assessment should be aligned with instructional goals and teaching methods to ensure consistency and fairness. When assessment practices correspond with interactive and student-centered teaching approaches, students tend to perceive the learning process as more supportive and motivating.

Moreover, motivation is a key factor that mediates the relationship between teaching methods and students' learning outcomes in TEFL contexts. Dörnyei (2001) argues that teaching strategies that promote autonomy, relevance, and interaction can significantly enhance learners' motivation to use the target language. When students perceive teaching methods as engaging and relevant to their needs, they are more likely to participate actively and develop positive attitudes toward English learning.

From a pedagogical perspective, integrating various teaching methods that accommodate diverse learning preferences can create an inclusive learning environment. Lecturers are encouraged to combine different instructional strategies, such as visual materials, collaborative tasks, and experiential learning activities, to address students' differences. This approach not only supports students' language development but also fosters positive perceptions toward the lecturer's teaching method.

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Based on these considerations, TEFL instruction should be viewed as a dynamic and adaptive process that requires lecturers to continuously reflect on their teaching practices and students' responses. By understanding students' perceptions toward teaching methods, lecturers can evaluate the effectiveness of their instructional strategies and make necessary adjustments to enhance learning quality. Consequently, students' perceptions serve as an important indicator in assessing the success of TEFL instruction in higher education contexts.

2. Students-Centered Learning

Student-Centered Learning (SCL) is an instructional approach that places learners at the core of the teaching and learning process. In SCL, students are encouraged to take an active role in constructing knowledge, while teachers function primarily as facilitators, guides, and motivators rather than sole knowledge providers. This approach contrasts with traditional teacher-centered learning, which emphasizes lecture-based instruction and passive student participation.

In the context of Teaching English as a Foreign Language (TEFL), Student-Centered Learning is particularly relevant because language acquisition requires active engagement, interaction, and meaningful communication. According to Richards (2015), effective language learning occurs when learners are actively involved in using the target language for authentic purposes. SCL supports this principle by promoting communicative activities such as group discussions, role plays, problem-solving tasks, and project-based learning.

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One of the key characteristics of Student-Centered Learning is its emphasis on learners' needs, interests, learning styles, and preferences. Brown (2014) asserts that acknowledging learners' individual differences enhances motivation and autonomy in language learning. When students are given opportunities to express ideas, collaborate with peers, and relate learning materials to real-life experiences, they are more likely to develop confidence and communicative competence in English.

Furthermore, Student-Centered Learning encourages learner autonomy, which is essential in EFL contexts where exposure to English outside the classroom is limited. Learner autonomy enables students to take responsibility for their own learning through self-reflection, independent practice, and active participation. Benson (2011) highlights that autonomous learners tend to achieve better language proficiency because they engage more deeply with learning tasks and continue learning beyond the classroom.

Teachers' roles in Student-Centered Learning shift from authoritative instructors to facilitators who design meaningful learning experiences and provide constructive feedback. This role transformation requires teachers to be flexible in selecting teaching methods and materials that align with students' learning preferences. However, Borg (2003) notes that teachers' beliefs and prior experiences influence how effectively they implement student-centered approaches in the classroom.

Despite its advantages, the implementation of Student-Centered Learning in TEFL faces challenges, such as large class sizes, limited instructional time, curriculum demands, and students' unfamiliarity with active learning roles. In some EFL contexts, students may initially feel reluctant to participate due to low language proficiency or cultural expectations. Therefore, teachers need to gradually introduce student-centered activities and provide supportive learning environments.

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In conclusion, Student-Centered Learning plays a significant role in enhancing the effectiveness of TEFL by fostering active participation, learner autonomy, and meaningful language use. By aligning teaching practices with students' needs and preferences, SCL contributes to positive learning experiences and improved English language proficiency.

In Student-Centered Learning environments, students' perceptions toward teaching methods become a crucial indicator of instructional effectiveness. When learners perceive teaching practices as supportive, engaging, and relevant to their learning needs, they are more likely to participate actively in classroom activities. According to Marsh and Roche (1997), students' evaluations provide valuable insights into the quality of teaching, particularly in terms of interaction, clarity, and classroom atmosphere. In TEFL contexts, positive student perceptions are often associated with increased willingness to communicate in the target language.

Moreover, Student-Centered Learning promotes a collaborative learning atmosphere that encourages peer interaction and social negotiation of meaning. Through collaborative activities, such as pair work and group discussions, students are exposed to diverse language input and opportunities for feedback. Vygotsky's sociocultural theory emphasizes that learning occurs through social interaction within the Zone of Proximal Development (ZPD), where learners benefit from guidance and collaboration with more capable peers. This theoretical perspective supports the use of student-centered strategies in EFL classrooms to enhance language development.

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Assessment in Student-Centered Learning also differs from traditional approaches by emphasizing formative and process-oriented evaluation. Continuous feedback, peer assessment, and self-assessment are commonly used to support students' learning progress. Brown and Abeywickrama (2019) argue that formative assessment aligns well with student-centered instruction because it helps learners reflect on their strengths and areas for improvement. When assessment practices are perceived as fair and supportive, students tend to develop more positive attitudes toward the learning process.

In higher education EFL contexts, Student-Centered Learning is increasingly viewed as a means to develop not only language proficiency but also critical thinking, collaboration, and problem-solving skills. These skills are essential for students' academic and professional development. By engaging students in meaningful and authentic tasks, student-centered instruction prepares learners to use English effectively in real-world and academic settings.

Based on these perspectives, Student-Centered Learning can be considered a comprehensive approach that integrates instructional strategies, assessment practices, and classroom interaction to support effective TEFL instruction. Understanding students' perceptions toward Student-Centered Learning is therefore essential in evaluating how teaching methods influence students' engagement and learning outcomes. This perspective aligns with the focus of the present study, which examines students' perceptions of lecturers' teaching methods in the Department of English Education.

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3. Students' Perception

Students' perception refers to learners' views, interpretations, feelings, and evaluations of the teaching and learning process they experience in the classroom. In the context of Teaching English as a Foreign Language (TEFL), students' perception is a crucial factor because it influences motivation, engagement, participation, and ultimately learning outcomes. Understanding students' perceptions enables educators to evaluate the effectiveness of teaching methods and align instructional practices with learners' needs and expectations.

In student-centered learning environments, students' perceptions play an even more significant role. Student-Centered Learning (SCL) emphasizes active participation, collaboration, and learner autonomy, which require students to adapt to new learning roles. Recent studies indicate that when students perceive teaching methods as interactive, meaningful, and relevant to real-life contexts, they tend to demonstrate higher motivation and positive attitudes toward English learning (Hadiyanto, 2024). Positive perceptions are often associated with increased confidence, willingness to communicate, and active classroom involvement.

Several empirical studies in EFL contexts highlight that students generally perceive student-centered approaches as more engaging than traditional teacher-centered instruction. Indrapurnama et al. (2023) found that EFL students viewed student-centered learning activities, such as group discussions and communicative tasks, as effective in improving their speaking skills. These findings suggest that students' positive perceptions contribute to better language performance, particularly in productive skills.

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Students' perceptions are also shaped by teachers' instructional practices and classroom atmosphere. When lecturers act as facilitators, encourage interaction, and provide constructive feedback, students tend to perceive the learning environment as supportive and motivating. Yunus and Latief (2023) reported that Indonesian EFL students valued teaching practices that allowed them to express opinions, collaborate with peers, and actively construct knowledge. Such perceptions support the implementation of learner-centered approaches in higher education contexts.

However, not all students initially respond positively to student-centered learning. Some learners perceive challenges related to limited language proficiency, lack of confidence, or unfamiliarity with active learning roles. Mokhlis and Mohammadi (2025) emphasize that students' perceptions may vary depending on cultural background, prior learning experiences, and individual learning preferences. Therefore, teachers need to gradually introduce student-centered strategies and provide clear guidance to foster positive perceptions.

In conclusion, students' perception is a vital component in evaluating TEFL practices, particularly within student-centered learning frameworks. Investigating students' perceptions toward teaching methods provides valuable insights into how instructional strategies affect learners' motivation, engagement, and language development. Consequently, incorporating students' perspectives is essential for improving the quality and effectiveness of English language teaching.

From a psychological perspective, students' perception consists of several interrelated dimensions, including cognitive, affective, and behavioral components. The cognitive dimension relates to students' understanding and judgments of teaching methods, such as clarity of explanation and relevance of learning activities. The affective dimension refers to students' feelings, attitudes, and emotional responses toward the learning process, while the

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behavioral dimension is reflected in students' participation, effort, and engagement during classroom activities (Robbins & Judge, 2017). These dimensions collectively shape how students respond to instructional practices in TEFL classrooms.

In EFL learning environments, students' perceptions are particularly important because language learning often involves anxiety, self-confidence, and willingness to communicate. When students perceive teaching methods as supportive and non-threatening, they are more likely to take risks in using the target language. Horwitz, Horwitz, and Cope (1986) argue that positive learning perceptions can reduce foreign language anxiety and foster a more comfortable classroom atmosphere. This condition is essential for encouraging students to practice English actively and confidently.

Students' perceptions also influence their learning strategies and persistence in language learning. Learners who perceive teaching methods as effective and meaningful tend to invest more effort, engage in self-directed learning, and sustain motivation over time. Conversely, negative perceptions may lead to passive participation and reduced learning engagement. Therefore, understanding students' perceptions allows lecturers to identify potential barriers in the teaching and learning process and make pedagogical adjustments accordingly.

In higher education EFL contexts, students' perceptions can serve as an important evaluative tool for assessing the quality of instruction. Feedback derived from students' perceptions provides lecturers with insights into the strengths and weaknesses of their teaching practices. Marsh (2007) suggests that students' evaluations, when interpreted carefully, can contribute to professional development and instructional improvement. As a result, students' perceptions should be considered an integral part of reflective teaching practices in TEFL.



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Based on these considerations, examining students' perceptions toward lecturers' teaching methods is essential for understanding how instructional strategies influence students' learning experiences. This perspective reinforces the importance of the present study, which seeks to explore students' perceptions of lecturers' teaching methods in the Department of English Education. By focusing on students' voices, this research contributes to the improvement of student-centered and effective TEFL practices.

4. Learning preferences

Learning preferences refer to learners' favored ways of acquiring, processing, and engaging with new information during the learning process. In Teaching English as a Foreign Language (TEFL), learning preferences are particularly important because learners come from diverse linguistic, cultural, and educational backgrounds, which influence how they respond to instructional strategies. Understanding students' learning preferences enables teachers to design more effective and inclusive learning environments.

In student-centered learning contexts, learning preferences are closely related to learners' active involvement and autonomy. Student-centered approaches emphasize flexibility in teaching methods to accommodate different preferences, such as visual, auditory, kinesthetic, collaborative, or individual learning. According to Brown (2014), when instructional practices align with learners' preferences, students tend to show higher motivation, stronger engagement, and improved language performance.

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Recent studies in EFL settings indicate that many students prefer interactive and collaborative learning activities over passive learning. Hadiyanto (2024) found that EFL students favored group work, discussions, and problem-solving tasks because these activities allowed them to practice English meaningfully while developing communication and critical thinking skills. Such preferences support the implementation of student-centered and communicative approaches in TEFL classrooms.

Learning preferences also influence students' perceptions of teaching effectiveness. When learners feel that teaching methods suit their preferred ways of learning, they are more likely to perceive the learning process as enjoyable and meaningful. Mokhlis and Mohammadi (2025) reported that students who preferred learner-centered instruction showed more positive attitudes toward English learning and greater willingness to participate in classroom activities. This finding suggests a strong relationship between learning preferences and students' perceptions.

However, learning preferences are not fixed and may change depending on learning context, task type, and students' proficiency levels. Some learners may prefer teacher guidance in the early stages of language learning, while gradually developing a preference for independent or collaborative learning as their confidence increases. Therefore, teachers should not rely on a single teaching method but instead employ varied instructional strategies to address diverse learning preferences.

In the Indonesian EFL context, recognizing learning preferences is essential due to differences in students' prior learning experiences, which are often dominated by teacher-centered instruction. Gradual integration of student-centered activities can help students adapt to new learning roles while respecting their preferences and learning readiness.

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In conclusion, learning preferences play a significant role in the effectiveness of TEFL instruction. By understanding and accommodating students' learning preferences, teachers can enhance students' motivation, participation, and overall learning experience. Consequently, learning preferences should be considered an important component in evaluating and improving English teaching practices.

From a theoretical perspective, learning preferences are often conceptualized through learning style models that explain how learners process information. One widely recognized model is the VARK model, which categorizes learning preferences into visual, auditory, reading/writing, and kinesthetic modalities (Fleming, 2001). Although learners may exhibit dominant preferences, many students demonstrate multimodal learning tendencies, meaning they benefit from a combination of instructional strategies. In TEFL classrooms, the application of multimodal instruction allows learners to access language input through various channels, thereby supporting comprehension and retention.

Learning preferences are also closely connected to learner engagement and classroom interaction. When teaching methods incorporate activities that match students' preferred learning modes, learners are more likely to participate actively and sustain attention. Dörnyei (2001) emphasizes that teaching strategies which acknowledge individual differences can enhance learners' motivational disposition and persistence in language learning. Consequently, accommodating learning preferences contributes not only to cognitive processing but also to affective aspects of learning, such as enjoyment and confidence.

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In addition, learning preferences influence the types of learning strategies students employ in EFL learning. Learners who prefer visual learning may rely on note-taking and visual aids, while kinesthetic learners may benefit more from role plays and experiential tasks. Oxford (2011) argues that effective language learners select learning strategies that align with their preferences and learning contexts. Therefore, understanding students' learning preferences can help teachers guide learners toward appropriate strategy use that supports language development.

In higher education EFL contexts, awareness of learning preferences can inform curriculum design and instructional planning. Lecturers who integrate varied teaching methods—such as lectures, discussions, projects, and experiential learning—create flexible learning environments that accommodate diverse learner profiles. This flexibility is essential for fostering inclusive and equitable learning experiences in multilingual and multicultural classrooms.

Based on these perspectives, learning preferences should be viewed as a dynamic and contextual factor that interacts with teaching methods and students' perceptions. Investigating learning preferences alongside students' perceptions provides a more comprehensive understanding of how teaching practices influence students' engagement and learning outcomes. This approach supports the objectives of the present study, which examines students' perceptions of lecturers' teaching methods in relation to their learning preferences in the TEFL context.

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B. Relevant Research

Teaching English as a Foreign Language (TEFL), student-centered learning, students' perceptions, and learning preferences are interconnected concepts that collectively influence the effectiveness of English language instruction in EFL contexts. In TEFL settings, where English is not commonly used outside the classroom, the choice of teaching methods plays a crucial role in shaping learners' opportunities to practice and develop communicative competence. Richards and Rodgers (2014) emphasize that teaching methods provide a systematic framework for organizing instruction, guiding classroom interaction, and facilitating meaningful language use. Similarly, Brown (2014) argues that effective TEFL instruction should prioritize active engagement and meaningful communication rather than passive knowledge transmission.

Within this framework, student-centered learning has gained prominence as an instructional approach that places learners at the center of the learning process. Student-centered learning encourages active participation, collaboration, and learner autonomy, allowing students to construct knowledge through interaction and reflection (Benson, 2011). Recent studies in EFL contexts demonstrate that student-centered approaches enhance learners' motivation, engagement, and language skills, particularly when learning activities are aligned with students' needs and interests (Hadiyanto, 2024). As such, student-centered learning serves as an essential pedagogical foundation for improving teaching practices in TEFL classrooms.



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Students' perceptions are another critical component in evaluating the success of teaching methods. Students' perceptions refer to learners' attitudes, judgments, and emotional responses toward instructional practices and classroom environments. Research indicates that positive student perceptions are closely associated with higher motivation, increased participation, and improved learning outcomes (Mokhlis & Mohammadi, 2025). In EFL settings, students' perceptions provide valuable insights into how teaching methods are experienced and whether they support meaningful language learning (Yunus & Latief, 2023).

In addition, learning preferences play an important role in shaping students' engagement and perceptions of English learning. Learning preferences refer to learners' favored ways of processing information and participating in learning activities, such as collaborative learning, independent study, or interactive tasks (Reid, 1995). When teaching methods align with students' learning preferences, learners are more likely to feel comfortable, motivated, and actively involved in the learning process (Brown, 2014). Conversely, a mismatch between teaching methods and learning preferences may result in reduced engagement and negative perceptions.

Overall, relevant research suggests that effective TEFL instruction is influenced by the interaction between teaching methods, student-centered learning practices, students' perceptions, and learning preferences. Understanding these relationships is essential for lecturers to design instructional strategies that support positive learning experiences and enhance English language learning outcomes in EFL contexts.

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From a conceptual perspective, the relationship between teaching methods, student-centered learning, students' perceptions, and learning preferences can be understood as a dynamic and reciprocal process. Teaching methods implemented by lecturers serve as the primary instructional input, which is then experienced and interpreted by students through their individual learning preferences. These experiences shape students' perceptions of the teaching and learning process, which subsequently influence their motivation, engagement, and participation in EFL classrooms. As stated by Richards (2015), effective language instruction requires continuous alignment between instructional practices and learners' responses to ensure meaningful learning outcomes.

Furthermore, student-centered learning functions as a mediating approach that connects teaching methods with students' perceptions and learning preferences. By providing opportunities for interaction, collaboration, and autonomy, student-centered practices allow lecturers to accommodate diverse learning preferences while fostering positive learning experiences. When students perceive that teaching methods respect their preferences and encourage active involvement, they are more likely to develop positive attitudes toward English learning and demonstrate higher levels of engagement. This interaction highlights the importance of viewing students' perceptions not merely as outcomes but also as indicators of instructional quality in TEFL contexts.

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In higher education EFL settings, examining students' perceptions toward lecturers' teaching methods offers valuable pedagogical implications. Students' feedback can help lecturers reflect on the effectiveness of their instructional strategies and identify areas for improvement. According to Marsh (2007), incorporating students' perspectives into instructional evaluation contributes to reflective teaching and professional development. Therefore, understanding how teaching methods interact with student-centered learning and learning preferences is essential for enhancing the quality of English language instruction.

Based on these considerations, this study conceptualizes effective TEFL instruction as an integrated process involving appropriate teaching methods, student-centered learning practices, positive students' perceptions, and consideration of learning preferences. This conceptual understanding provides the foundation for the present research, which seeks to explore students' perceptions of lecturers' teaching methods in the Department of English Education. By investigating these interconnected variables, the study aims to contribute to the improvement of teaching practices and learning experiences in EFL contexts.

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C. Conceptual Framework

The conceptual framework of this study is built upon the interaction between pedagogical stimulus and student interpretation. At the primary stage, the Lecturer's Teaching Method serves as the external stimulus. Within the Department of English Education, this is manifested through various instructional strategies, particularly Student-Centered Learning (SCL), which emphasizes active engagement, collaborative tasks, and the facilitation of language acquisition.

However, the reception of these methods is not uniform. The process is mediated by the students' Learning Preferences (the "Internal Filter"). Each student possesses unique tendencies—whether visual, auditory, or kinesthetic—that influence how they engage with specific instructional activities. A teaching method that aligns with a student's preference is likely to be received more effectively than one that contradicts it.

According to Robbins & Judge (2013), the intersection of the teaching method and the student's learning preference is then processed through the three components of perception "ABC Model" (Affect, Behaviour and Cognitive) :

1. The Cognitive Component : The student evaluates the method based on their knowledge and understanding, determining whether the instruction is intellectually coherent and academically beneficial.
2. The Affective Component : This involves the emotional response, where the student develops feelings of motivation, interest, or conversely, boredom and anxiety toward the lecturer's approach.
3. The Conative (Behavioral) Component : This is reflected in the student's classroom engagement and their willingness to participate in the learning activities provided.

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Ultimately, the synthesis of these components culminates in the Final Perception. This perception manifest as either a positive evaluation, where the teaching method is deemed effective and supportive of English language mastery, or a negative evaluation, indicating a disconnect between the lecturer's instructional delivery and the students' educational needs.

Furthermore, the conceptual framework highlights that students' final perceptions are not static outcomes but are shaped through continuous interaction between instructional practices and learners' responses. As students experience repeated exposure to specific teaching methods, their perceptions may evolve based on the consistency, clarity, and relevance of the instructional strategies used by the lecturer. Teaching methods that consistently accommodate students' learning preferences and encourage active participation are more likely to foster sustained positive perceptions over time.

In the context of Teaching English as a Foreign Language (TEFL), this perceptual process is particularly significant because language learning requires continuous practice, confidence, and willingness to communicate. Positive final perceptions resulting from the alignment between teaching methods and learning preferences can lead to increased student motivation, greater classroom participation, and improved communicative competence. Conversely, negative perceptions may hinder students' engagement and reduce opportunities for meaningful language use, ultimately affecting language learning outcomes.

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Additionally, the framework acknowledges the role of contextual and situational factors that may influence students' perceptions, such as classroom atmosphere, peer interaction, assessment practices, and cultural expectations. Although these factors are not examined as primary variables in the present study, they form part of the broader learning environment that shapes how students interpret lecturers' teaching methods. Recognizing these contextual influences helps to situate students' perceptions within real classroom settings, particularly in higher education EFL contexts.

Based on this conceptual understanding, students' perceptions are viewed as a key indicator of instructional effectiveness. By analyzing students' cognitive, affective, and behavioral responses to lecturers' teaching methods, the study seeks to provide insights into how pedagogical practices can be refined to better align with students' learning preferences. This framework therefore supports the overall aim of the research, which is to explore students' perceptions of lecturers' teaching methods in the Department of English Education and to contribute to the improvement of TEFL instructional practices.

Student Learning Preferences
 (Filters : Visual, Auditory, Kinesthetic and Academic Expectations)
 Fleming (1992)

Lecturer Teaching Methods
 (Focus: Student-Centered Approaches)
 Richards & Rodgers (2014)



Students' Perception of Lecturer Teaching Method
 Larsen-Freeman (2000)

Cognitive Component

Affective Component

Conative Component

Final Students' Perception
Positive vs Negative Evaluation
 Walgito (2010)

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First Component: Lecturer's Teaching Method

At the top of the framework, the Lecturer's Teaching Method functions as the pedagogical stimulus. In the context of the Department of English Education, this study focuses on student-centered teaching approaches, which emphasize active learning, interaction, collaboration, and meaningful language use, as proposed by Richards and Rodgers (2014). These teaching methods represent what students directly experience in the classroom, such as group discussions, presentations, communicative tasks, and contextual learning activities.

Second Component: Student Learning Preferences (Internal Filter)

However, students do not respond to teaching methods in the same way. Therefore, Student Learning Preferences act as an internal filter that mediates how teaching methods are interpreted. Learning preferences include visual, auditory, and kinesthetic tendencies, as explained by Fleming. Each student processes instructional activities differently depending on these preferences.

When a teaching method aligns with students' learning preferences, it is more likely to be understood clearly and positively received. On the other hand, a mismatch between teaching methods and learning preferences may reduce engagement and comprehension.

Third Component: Students' Perception of Lecturer's Teaching Method

The interaction between the lecturer's teaching method and students' learning preferences leads to students' perceptions of the teaching method. This perception process is explained using the ABC Model of Perception proposed by Robbins and Judge.

ABC Model of Perception

Students' perceptions consist of three interconnected components:

Cognitive Component

This refers to students' evaluation of the teaching method based on their understanding and judgment. Students consider whether the teaching method is clear, logical, and academically beneficial.

Affective Component

This component involves students' emotional responses, such as motivation, interest, enjoyment, or negative feelings like boredom and anxiety toward the lecturer's teaching approach.

Conative (Behavioral) Component

This component is reflected in students' observable behaviors, such as participation in class discussions, engagement in activities, and willingness to use English during the learning process.

Final Component: Final Students' Perception

The combination of these three components results in the Final Students' Perception, which can be either positive or negative, as suggested by Waljito (2010). A positive perception indicates that students view the teaching method as effective, supportive, and suitable for improving their English skills. In contrast, a negative perception suggests a disconnect between the lecturer's teaching method and students' learning needs and preferences.

Conclusion of the Framework

In conclusion, this conceptual framework shows that students' perceptions of lecturers' teaching methods are shaped through a dynamic process involving pedagogical stimulus, learning preferences, and perceptual components. By examining these relationships, this study aims to understand how teaching methods are perceived by students and how these perceptions influence their engagement and learning experiences in the TEFL context.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This study employed a **descriptive qualitative research design**. According to Creswell (2014), qualitative research is an approach used to explore and understand the meaning individuals or groups ascribe to a social or human problem. In descriptive qualitative research, the researcher seeks to describe participants' experiences, perceptions, and views in detail without manipulating variables or testing hypotheses.

Sandelowski (2000) explains that descriptive qualitative research is appropriate when the goal of the study is to provide a comprehensive summary of specific events or experiences using everyday language. This design allows the researcher to present the participants' perspectives as accurately as possible, staying close to the data and avoiding high levels of interpretation.

In line with these views, the descriptive qualitative research design was chosen because the present study aims to describe students' perceptions of the lecturer's teaching method in the teaching and learning process. The focus of the study is not to measure the effectiveness of the teaching method or establish causal relationships, but rather to explore how students perceive, experience, and respond to the lecturer's teaching method based on their cognitive, affective, and conative dimensions.

Furthermore, Merriam and Tisdell (2016) state that qualitative descriptive studies are suitable for educational research when the researcher intends to understand participants' experiences within a specific context. Therefore, this design is considered appropriate to capture students' real experiences and viewpoints in a natural classroom setting.

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B. Setting

This research was conducted at the Department of English Education, State Islamic University of Sultan Syarif Kasim Riau (UIN Suska Riau). The study was carried out from **May until August 2024**. During this period, the researcher conducted the research activities, including preparing the research instruments, distributing questionnaires, conducting interviews, analyzing the data, and interpreting the research findings.

The research setting was selected because it provided direct access to students who had experienced the lecturer's teaching method being investigated. Conducting the research within this setting and time frame enabled the researcher to obtain authentic and in-depth data regarding students' perceptions based on their real learning experiences.

C. Subject and Object of the Research

The subjects of this research were four sixth-semester students of the Department of English Education at State Islamic University of Sultan Syarif Kasim Riau (UIN Suska Riau). The participants were selected using purposive sampling based on specific criteria relevant to the objectives of the study. This sampling technique was adopted from the principles proposed by Creswell (2014) and Merriam and Tisdell (2016), which emphasize the selection of participants who are able to provide rich and relevant information related to the phenomenon being studied.

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The object of this research was students' perceptions toward the lecturer's teaching method in the teaching and learning process. The study focused on students' perceptions as viewed from three dimensions, namely cognitive, affective, and conative aspects. These dimensions were used to examine students' understanding of the teaching method, their feelings toward the learning process, and their behavioral tendencies related to classroom participation and engagement.

The object of the research was explored through students' responses obtained from open-ended questionnaires and semi-structured interviews.

D. Research Participant

The research participants of this study consisted of four sixth-semester students from the Department of English Education at State Islamic University of Sultan Syarif Kasim Riau. Purposive sampling was employed to select the participants because they met specific criteria relevant to the objectives of the study.

The criteria for selecting the participants were as follows:

1. The students had taken courses taught by the lecturer being observed,
2. They actively participated in classroom learning activities, and
3. They were willing to share their experiences and perceptions openly.

These criteria ensured that the participants had sufficient experience and understanding of the lecturer's teaching method. To maintain confidentiality and ethical considerations, the participants were coded as MR, YG, SR, and HJ. The use of participant codes also facilitated clarity in presenting the research findings.

Table III. 1
Research Informant

No	Participant	Information	Number
1	Students' of sixth semester who already took the ELT Media Design course	Questionnaire	4
		Interview	
Total			4 person

(adopted from Merriam and Tisdell, 2016)

According to Creswell (2014), purposive sampling is appropriate in qualitative research when the researcher intentionally selects participants who have experienced the phenomenon being studied and are able to provide in-depth and relevant information. Similarly, Merriam and Tisdell (2016) argue that participants in qualitative research should be chosen based on their capacity to contribute meaningful insights related to the research problem rather than to represent a large population.

Sixth-semester students were selected because they had sufficient academic exposure to various teaching methods implemented by lecturers throughout their study. At this stage, students are considered capable of reflecting on their learning experiences and articulating their cognitive, affective, and conative perceptions clearly. The selection of four participants aligns with qualitative research principles, which emphasize depth of understanding rather than generalization (Creswell, 2014).

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E. Technique of Collecting Data

The data in this study were collected using two techniques, namely **questionnaires and interviews**. These techniques were employed to obtain in-depth information regarding students' perceptions toward the lecturer's teaching method.

The questionnaire used in this study consisted of **open-ended questions**. According to Creswell (2014), open-ended questionnaires allow participants to express their views freely using their own words, which is appropriate for qualitative research. The questionnaire items were developed based on the cognitive, affective, and conative components of students' perception to explore students' understanding, feelings, and behavioral tendencies toward the lecturer's teaching method.

In addition, **semi-structured interviews** were conducted to gain deeper insights and clarification of students' responses provided in the questionnaires. Kvale and Brinkmann (2009) state that semi-structured interviews enable researchers to explore participants' experiences while allowing flexibility to probe emerging issues during the interview process. The interviews were conducted with four sixth-semester students who had experienced the lecturer's teaching method. All interviews were recorded and transcribed to ensure the accuracy and credibility of the data.

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A. Questionnaire

In this study, a **questionnaire** was used as one of the instruments to collect qualitative data regarding students' perceptions toward the lecturer's teaching method. The questionnaire consisted of **open-ended questions**, allowing participants to express their opinions, feelings, and experiences in their own words.

According to Creswell (2014), open-ended questionnaires are appropriate in qualitative research because they enable participants to provide detailed and meaningful responses without being restricted by predetermined answer choices. Therefore, this type of questionnaire was considered suitable to explore students' perceptions in depth.

The questionnaire items were developed based on the theoretical framework of students' perception, which includes **cognitive, affective, and conative aspects**. The cognitive aspect focused on students' understanding of the lecturer's teaching method, the affective aspect examined students' feelings and attitudes toward the learning process, and the conative aspect explored students' behavioral tendencies related to participation and engagement in class.

The questionnaire was distributed to **four sixth-semester students** of the Department of English Education who had experienced the lecturer's teaching method. The participants were given sufficient time to complete the questionnaire honestly. The responses obtained from the questionnaire were then used as preliminary data and were further clarified through semi-structured interviews.

Table III.1
Blueprint of Students' Perceptions toward Lecturer's Teaching Method

Focus Research	Indicator	Item Numbers
Students' Perceptions toward Lecturer's Teaching Method	Students' perceptions of the implementation of the lecturer's teaching method in the classroom	1, 2, 3, 4
	Students' perceptions of learning activities facilitated by the lecturer	5, 6, 7, 8
	Students' perceptions of the lecturer's pedagogical role in the teaching and learning process	9, 10, 11
	Students' perceptions of the benefits of the teaching method for their learning	12, 13, 14, 15
	Students' perceptions of the challenges encountered during the learning process	16, 17, 18
Total		18 Items

adopted from Brown, H. D. (2007)

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B. Interview

The interview was employed as one of the data collection techniques to obtain in-depth information regarding students' perceptions of the lecturer's teaching method at the Department of English Education. A semi-structured interview was used to allow flexibility in exploring participants' responses while still maintaining focus on the research objectives.

The interview questions were designed to explore students' perceptions related to the implementation of the teaching method, learning activities, the lecturer's role, perceived learning benefits, and learning challenges. This technique enabled the researcher to capture students' cognitive, affective, and conative responses toward the lecturer's teaching method in a natural and detailed manner.

The interviews were conducted individually with selected sixth-semester students who had experienced the lecturer's teaching method. Each interview was conducted in a comfortable setting and recorded with the participants' consent to ensure accuracy of the data.

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F. Technique of Data Analysis

The data obtained from interviews and open-ended questionnaires were analyzed using a descriptive qualitative data analysis technique. The analysis process followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification.

First, **data condensation** was conducted by transcribing the interview recordings and organizing the responses from the questionnaires. The researcher selected, focused, and simplified the data by identifying relevant statements related to students' perceptions of the lecturer's teaching method, including the implementation of the method, learning activities, the lecturer's role, perceived benefits, and learning challenges.

Second, **data display** was carried out by categorizing the data into themes based on the research indicators. The data were presented in the form of narrative descriptions and tables to make the findings easier to understand and to identify patterns and relationships among participants' responses.

Finally, **conclusion drawing and verification** were conducted by interpreting the displayed data to answer the research questions. The researcher compared responses across participants to identify similarities and differences in perceptions. The conclusions were continuously verified by reviewing the data to ensure consistency and credibility of the findings.

This analysis technique enabled the researcher to describe students' perceptions toward the lecturer's teaching method in a systematic and meaningful manner.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion presented in the previous chapter, it can be concluded that students generally have positive perceptions toward the lecturer's teaching method at the Department of English Education. The teaching method is perceived as clear, structured, and well-organized, which helps students understand learning objectives and materials more effectively.

The learning activities facilitated by the lecturer, such as discussions and presentations, encourage students to participate actively in the classroom. These activities help reduce passive learning and increase students' engagement during the learning process. In addition, the lecturer's role as a facilitator and guide positively influences students' motivation, confidence, and willingness to participate.

Furthermore, students experience several benefits from the teaching method, including improved understanding of the material, increased learning motivation, better focus, and the development of independent learning skills. Although students also face some challenges, such as limited learning time, difficult materials, and adaptation to certain learning activities, these challenges do not significantly reduce their overall positive perceptions.

In summary, the lecturer's teaching method contributes positively to students' learning experiences, although continuous improvement is still needed to address the challenges encountered during the learning process.

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B. Suggestion

Based on the conclusions above, the following suggestions are proposed:

1. For Lecturers

Lecturers are encouraged to continue applying clear and structured teaching methods while increasing the use of varied and interactive learning activities. Providing more detailed explanations and using diverse learning media may help students better understand difficult materials and enhance classroom engagement.

2. For Students

Students are encouraged to participate actively in learning activities and take greater responsibility for their own learning. Actively engaging in discussions and seeking clarification when encountering difficulties can help improve their learning outcomes.

3. For Future Researchers

Future researchers are suggested to conduct similar studies with a larger number of participants or different research designs, such as mixed-method or quantitative approaches. Further research may also explore specific teaching methods or focus on different educational contexts to gain deeper insights into students' perceptions.

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APPENDICES



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APPENDIX 1

Instrument of the Research



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APPENDIX 1

Instrument of the Research

A. Interview Questions

1. How do you perceive the implementation of the lecturer's teaching method in the classroom?
2. What kinds of learning activities are commonly conducted by the lecturer, and how do you respond to these activities?
3. How do you perceive the lecturer's role during the teaching and learning process?
4. What benefits do you experience from the teaching method applied by the lecturer?
5. What challenges or difficulties do you encounter during the learning process?

Daftar pertanyaan wawancara :

1. Bagaimana pendapat Anda tentang penerapan metode mengajar dosen dalam proses pembelajaran di kelas?
2. Aktivitas pembelajaran apa saja yang biasanya dilakukan oleh dosen, dan bagaimana respons Anda terhadap aktivitas tersebut?
3. Bagaimana Anda memandang peran dosen selama proses belajar mengajar berlangsung?
4. Manfaat apa saja yang Anda rasakan dari metode mengajar yang diterapkan oleh dosen?
5. Tantangan atau kesulitan apa yang Anda alami selama mengikuti proses pembelajaran?



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APPENDIX 2

Questionnaire Items



APPENDIX 2

B. Questionnaire Items

Indicator 1: Students' perceptions of the implementation of the lecturer's teaching method

1. How do you perceive the way the lecturer implements the teaching method during the learning process?
2. How clear is the lecturer in explaining the learning objectives and materials using the teaching method?
3. In your opinion, how suitable is the teaching method used by the lecturer for the subject being taught?
4. How does the lecturer's teaching method help you understand the lesson?

Indicator 2: Students' perceptions of learning activities facilitated by the lecturer

5. What kinds of learning activities are usually conducted by the lecturer in the classroom?
6. How do these learning activities encourage you to participate actively during the lesson?
7. How do you feel about the variety of learning activities used by the lecturer?
8. In what ways do the learning activities support your learning process?



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Indicator 3: Students' perceptions of the lecturer's pedagogical role

9. How do you perceive the lecturer's role in guiding and facilitating students during the learning process?
10. How does the lecturer provide feedback or support to students during classroom activities?
11. In your opinion, how does the lecturer motivate students to be engaged in learning?

Indicator 4: Students' perceptions of the benefits of the teaching method for learning

12. What benefits do you experience from the teaching method applied by the lecturer?
13. How does the teaching method influence your understanding of the subject matter?
14. How does the teaching method affect your motivation to learn?
15. In what ways does the teaching method help you develop your learning skills?

Indicator 5: Students' perceptions of challenges encountered during the learning process

16. What difficulties or challenges do you face when learning through the lecturer's teaching method?
17. How do these challenges affect your learning experience?
18. What suggestions would you give to improve the teaching method used by the lecturer?



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Pertanyaan Kuisioner (dalam bahasa Indonesia)

Indikator 1: Persepsi Mahasiswa terhadap Penerapan Metode Mengajar Dosen

1. Bagaimana pendapat Anda tentang cara dosen menerapkan metode mengajar dalam proses pembelajaran?
2. Sejauh mana penjelasan dosen mengenai tujuan dan materi pembelajaran mudah dipahami?
3. Menurut Anda, apakah metode mengajar yang digunakan dosen sudah sesuai dengan mata kuliah yang diajarkan?
4. Bagaimana metode mengajar dosen membantu Anda dalam memahami materi pembelajaran?

Indikator 2: Persepsi Mahasiswa terhadap Aktivitas Pembelajaran

5. Aktivitas pembelajaran apa saja yang biasanya dilakukan oleh dosen di dalam kelas?
6. Bagaimana aktivitas pembelajaran tersebut mendorong Anda untuk berpartisipasi aktif?
7. Bagaimana pendapat Anda tentang variasi aktivitas pembelajaran yang digunakan oleh dosen?
8. Dalam hal apa aktivitas pembelajaran tersebut membantu proses belajar Anda?



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Indikator 3: Persepsi Mahasiswa terhadap Peran Dosen

9. Bagaimana pandangan Anda terhadap peran dosen dalam membimbing dan memfasilitasi mahasiswa selama proses pembelajaran?
10. Bagaimana dosen memberikan umpan balik atau dukungan kepada mahasiswa selama kegiatan pembelajaran?
11. Menurut Anda, bagaimana dosen memotivasi mahasiswa untuk terlibat aktif dalam pembelajaran?

Indikator 4: Persepsi Mahasiswa terhadap Manfaat Metode Mengajar

12. Manfaat apa saja yang Anda rasakan dari metode mengajar yang diterapkan oleh dosen?
13. Bagaimana metode mengajar tersebut mempengaruhi pemahaman Anda terhadap materi pembelajaran?
14. Bagaimana metode mengajar dosen mempengaruhi motivasi belajar Anda?
15. Dalam hal apa metode mengajar dosen membantu pengembangan keterampilan belajar Anda?

Indikator 5: Persepsi Mahasiswa terhadap Tantangan Pembelajaran

16. Kesulitan atau tantangan apa yang Anda hadapi selama mengikuti pembelajaran dengan metode mengajar dosen?
17. Bagaimana tantangan tersebut mempengaruhi pengalaman belajar Anda?
18. Saran apa yang dapat Anda berikan untuk meningkatkan metode mengajar yang digunakan oleh dosen?



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APPENDIX 3

Transcript of the student

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APPENDIX 3

C. Transcript of the Student

Interview with Participant HJ

Researcher: In your opinion, how does the lecturer implement the teaching method during the lectures?

HJ: In my opinion, the lecturer's way of teaching is quite clear and well-structured. From the beginning to the end of the class, the flow of the lesson is easy to follow.

Researcher: Are the explanations of the material and learning objectives easy to understand?

HJ: Yes, usually the lecturer explains the learning objectives at the beginning, so we know what we are going to learn that day.

Researcher: How about the learning activities in the classroom?

HJ: Usually there are discussions and presentations. The activities are quite helpful so that students are not passive.

Researcher: Do these activities make you more active?

HJ: Yes, I become more confident in expressing my opinions, especially during discussions.

Researcher: How do you see the lecturer's role during the learning process?

HJ: The lecturer acts more as a guide. When we are confused, the lecturer immediately gives direction.

Researcher: Does the lecturer provide feedback?

HJ: Yes, the lecturer often gives helpful feedback, especially after presentations.

Researcher: What benefits do you feel from the lecturer's teaching method?

HJ: I feel that my understanding has improved and I am more focused when studying.



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Researcher: Are there any challenges that you experience?

HJ: Sometimes there are materials that are quite difficult, so I need to study again outside the classroom.

Researcher: What suggestions do you have for improving the lecturer's teaching method in the future?

HJ: In my opinion, the explanations could be made more detailed.

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Interview with Participant MR

Researcher: What is your opinion about the teaching method used by the lecturer?

MR: The teaching method used by the lecturer makes the class more organized and not confusing.

Researcher: Is the teaching method appropriate for the subject?

MR: In my opinion, yes, because the method supports the material being taught.

Researcher: What learning activities are usually carried out in the classroom?

MR: The lecturer often gives group discussion tasks and presentations.

Researcher: Do these activities affect your level of participation?

MR: Yes, I become more active in discussions instead of just listening.

Researcher: How do you see the lecturer's role?

MR: The lecturer helps students during the learning process and is quite responsive.

Researcher: How about your learning motivation?

MR: I become more motivated to attend the class because the atmosphere is more lively.

Researcher: Are there any other benefits that you feel?

MR: I understand the material more easily and feel more prepared to complete assignments.

Researcher: What challenges do you face?

MR: The learning time sometimes feels limited.

Researcher: What suggestions would you give?

MR: I suggest using more varied learning media.



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Interview with Participant SR

Researcher: What is your view on the implementation of the lecturer's teaching method?

SR: In my opinion, the lecturer is quite consistent in using the teaching method throughout the course.

Researcher: Are the explanations of the material easy to understand?

SR: In general, they are understandable, although sometimes they need to be repeated.

Researcher: How about the learning activities?

SR: The activities are quite varied, such as discussions and question-and-answer sessions.

Researcher: Do these activities help your understanding?

SR: Yes, classroom activities support my understanding.

Researcher: How is the lecturer's role during the learning process?

SR: The lecturer gives clear guidance and encourages students to be active.

Researcher: Does the teaching method affect your motivation?

SR: Yes, my learning motivation has increased.

Researcher: What challenges do you experience?

SR: Some activities require adjustment.

Researcher: What suggestions do you have for improving the teaching method?

SR: The teaching method could be made more interactive.



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Interview with Participant YG

Researcher: In your opinion, how is the lecturer's teaching method in the classroom?

YG: The lecturer's teaching method helps me follow the lesson better.

Researcher: Does the lecturer explain the material clearly?

YG: Yes, the lecturer often gives examples so that the material is clearer.

Researcher: How about the learning activities?

YG: The classroom activities encourage students to be active.

Researcher: Do you feel involved in the learning process?

YG: Yes, I feel more involved and not just listening.

Researcher: How do you see the lecturer's role?

YG: The lecturer guides students well during the learning process.

Researcher: What benefits do you feel the most?

YG: I feel more interested in the material and my understanding has improved.

Researcher: What challenges do you face?

YG: Group discussions sometimes become a challenge for me.

Researcher: What suggestions would you give to the lecturer?

YG: The teaching method should be adjusted to students' needs.

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Topik: Persepsi Mahasiswa terhadap Metode Mengajar Dosen

Wawancara dengan Partisipan HJ

Peneliti: Menurut kamu, bagaimana cara dosen menerapkan metode mengajar selama perkuliahan?

HJ: Menurut saya, cara dosen mengajar sudah cukup jelas dan terstruktur. Jadi dari awal sampai akhir perkuliahan itu alurnya kelihatan.

Peneliti: Apakah penjelasan materi dan tujuan pembelajarannya mudah dipahami?

HJ: Iya, biasanya dosen menjelaskan tujuan pembelajaran di awal, jadi kami tahu mau belajar apa hari itu.

Peneliti: Bagaimana dengan aktivitas pembelajaran di kelas?

HJ: Biasanya ada diskusi dan presentasi. Aktivitasnya cukup membantu supaya mahasiswa tidak pasif.

Peneliti: Apakah aktivitas tersebut membuat kamu lebih aktif?

HJ: Iya, saya jadi lebih berani menyampaikan pendapat, terutama saat diskusi.

Peneliti: Bagaimana kamu melihat peran dosen selama proses pembelajaran?

HJ: Dosen lebih berperan sebagai pembimbing. Kalau kami bingung, dosen langsung mengarahkan.

Peneliti: Apakah dosen memberikan umpan balik?

HJ: Iya, dosen sering memberi masukan yang membantu, terutama setelah presentasi.

Peneliti: Manfaat apa yang kamu rasakan dari metode mengajar dosen?

HJ: Saya merasa pemahaman saya jadi lebih baik dan lebih fokus saat belajar.

Peneliti: Apakah ada tantangan yang kamu alami?

HJ: Kadang ada materi yang cukup sulit, jadi perlu belajar lagi di luar kelas.

Peneliti: Apa saran kamu untuk metode mengajar dosen ke depannya?

HJ: Menurut saya, penjelasannya bisa dibuat lebih detail lagi.



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Wawancara dengan Partisipan MR

Peneliti: Bagaimana pendapat kamu tentang metode mengajar yang digunakan dosen?

MR: Metode yang dipakai dosen bikin kelas lebih terarah dan tidak membingungkan.

Peneliti: Apakah metode tersebut sesuai dengan mata kuliah?

MR: Menurut saya sesuai, karena metodenya mendukung materi yang diajarkan.

Peneliti: Aktivitas apa saja yang biasanya dilakukan di kelas?

MR: Dosen sering memberi tugas diskusi kelompok dan presentasi.

Peneliti: Apakah aktivitas tersebut mempengaruhi keaktifan kamu?

MR: Iya, saya jadi lebih aktif ikut diskusi dibandingkan hanya mendengarkan.

Peneliti: Bagaimana peran dosen menurut kamu?

MR: Dosen membantu mahasiswa selama proses belajar dan cukup responsif.

Peneliti: Bagaimana dengan motivasi belajar kamu?

MR: Saya jadi lebih termotivasi mengikuti perkuliahan karena suasannya lebih hidup.

Peneliti: Apakah ada manfaat lain yang kamu rasakan?

MR: Saya lebih mudah memahami materi dan lebih siap mengerjakan tugas.

Peneliti: Tantangan apa yang kamu hadapi?

MR: Waktu pembelajaran kadang terasa terbatas.

Peneliti: Apa saran kamu?

MR: Saya menyarankan penggunaan media pembelajaran yang lebih bervariasi.



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Wawancara dengan Partisipan SR

Peneliti: Bagaimana pandangan kamu tentang penerapan metode mengajar dosen?

SR: Menurut saya, dosen cukup konsisten menggunakan metode selama perkuliahan.

Peneliti: Apakah penjelasan materi mudah dipahami?

SR: Secara umum bisa dipahami, walaupun kadang perlu diulang.

Peneliti: Bagaimana dengan aktivitas pembelajarannya?

SR: Aktivitasnya cukup bervariasi, seperti diskusi dan tanya jawab.

Peneliti: Apakah aktivitas tersebut membantu pemahaman kamu?

SR: Iya, aktivitas kelas mendukung pemahaman saya.

Peneliti: Bagaimana peran dosen selama pembelajaran?

SR: Dosen memberi arahan yang jelas dan mendorong mahasiswa untuk aktif.

Peneliti: Apakah metode mengajar berdampak pada motivasi kamu?

SR: Iya, motivasi belajar saya meningkat.

Peneliti: Tantangan apa yang kamu rasakan?

SR: Beberapa aktivitas membutuhkan penyesuaian.

Peneliti: Saran untuk perbaikan metode mengajar?

SR: Metode pembelajaran bisa dibuat lebih interaktif.



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Wawancara dengan Partisipan YG

Peneliti: Menurut kamu, bagaimana metode mengajar dosen di kelas?

YG: Metode mengajar dosen membantu saya mengikuti pelajaran dengan lebih baik.

Peneliti: Apakah dosen menjelaskan materi dengan jelas?

YG: Iya, dosen sering memberi contoh supaya materinya lebih jelas.

Peneliti: Bagaimana dengan aktivitas pembelajaran?

YG: Aktivitas kelas cukup mendorong mahasiswa untuk aktif.

Peneliti: Apakah kamu merasa terlibat dalam pembelajaran?

YG: Iya, saya merasa lebih terlibat dan tidak hanya mendengarkan.

Peneliti: Bagaimana peran dosen menurut kamu?

YG: Dosen mendampingi mahasiswa dengan baik selama pembelajaran.

Peneliti: Apa manfaat yang paling kamu rasakan?

YG: Saya merasa lebih tertarik pada materi dan pemahaman saya meningkat.

Peneliti: Tantangan apa yang kamu hadapi?

YG: Diskusi kelompok kadang menjadi tantangan buat saya.

Peneliti: Apa saran kamu untuk dosen?

YG: Metode mengajar sebaiknya disesuaikan dengan kebutuhan mahasiswa.



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APPENDIX 4

Research Letter



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APPENDIX 4

RESEARCH LETTER

Pekanbaru, 30 Maret 2023

Hal : Permohonan SK pembimbing

Lampiran : -

Kepada
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Fakultas Tarbiyah dan Keguruan
UIN SUSKA RIAU
Di Pekanbaru

Assalamualaikum Wr. Wb

Dengan Hormat,

Saya yang bertanda tangan dibawah ini :

Nama : Ririn Maisya Taqydarria

NIM / HP : 12010421416 / 082290815443

Tempat / tanggal lahir : Pekanbaru / 14-05-2002

Semester / Tahun : VI / 2023

Jurusan : Pendidikan Bahasa Inggris

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul **Students Locus of Control in Reading Comprehension Grade VIII Junior High School Bernas**. Adapun pembimbing yang direkomendasikan oleh ketua jurusan adalah Dr. Riza Amelia, M.Pd

Dengan ini saya melampirkan sebagai persyaratan :

1. Foto copy kartu tanda mahasiswa
2. Foto copy kartu rencana study
3. Foto copy kartu hasil study
4. Foto copy synopsis

Dengan demikian surat permohonan ini saya sampaikan sekiranya bapak/ ibu dapat mempertimbangkan, atas perhatian saya ucapan terima kasih.

MENGETAHUI
Ketua Jurusan

Dr. Fauzina Anasasia, S.S., M.Hum.
NIP. 19810611200801207

Hormat Saya,


Ririn Maisya Taqydarria
NIM. 12010421416



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UIN Sultan Syarif Kasim Riau

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Assalamualaikum Wr. Wb

Dengan hormat,

Saya yang bertanda tangan di bawah ini :

Nama : Ririn Maisya
NIM : 12010421416
Tempat/Tanggal Lahir : Pekanbaru, 14 Mei 2002
Jurusan/Semester : Pendidikan Bahasa Inggris / VII (Tujuh)

Dengan ini saya mengajukan kepada bapak/ ibu permohonan SK pembimbing dengan judul:

“STUDENTS ENDURANCE IN READING COMPREHENSION BASED ON LOCUS OF CONTROL PRESPECTIVE AT ENGLISH EDUCATION DEPARTMENT STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU”

Adapun pembimbing yang direkomendasi oleh ketua jurusan adalah Dr. Riza Amelia, SS., M.Pd. Sebagai bahan pertimbangan saya lampirkan :

1. Foto Copy KTM (Kartu Tanda Mahasiswa)
2. Surat Permohonan Pembuatan SK Pembimbing
3. Foto Copy KRS (Kartu Rencana Studi) Terbaru
4. KHS Yang Sudah Ditanda tangani WD.1
5. SK Pembimbing Sebelumnya
6. ACC Sinopsis/Proposal/Skripsi (Cover)

Demikian permohonan ini saya sampaikan, atas bantuan dan perhatiannya saya ucapan terimakasih.

Wassalamualaikum Wr. Wb

Mengetahui,
KAJUR Pendidikan Bahasa Inggris


Dr. Faurina Anastasia, S.S., M.Hum
NIP: 198106112008012017

Hormat Saya,


Ririn Maisya T
NIM : 12010421416



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Alamat : Jl. H. R. Soebrantas Km. 15 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

Nama : Ririn Marsya Taqydonia
Nomor Induk Mahasiswa : 12010421416
Hari/ Tanggal : Senin / 25 Maret 2024
Judul Proposal Penelitian : An Analysis of Students' Perception of the Utilization of KWL Strategy in ELT Media Course at Department of English Education State Islamic University of Sultan Syarif Kasim Riau

NO	URAIAN PERBAIKAN
1	Perbaikan grammar mistakes. 2. Perbaikan references! 3. Perbaikan eto Capitalization! 4. Perbaikan Chapter I, II, and III

Pengaji I

Nurdin, M.Ed.

Pekanbaru, 25 Maret 2024
Pengaji II

Maimun Fitri, M.Pd.

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki
proposal mahasiswa yang disertai



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PENGESAHAN PERBAIKAN UJIAN PROPOSAL

Nama Mahasiswa	: Ririn Maisya Taqydarria
Nomor Induk Mahasiswa	: 12010421416
Hari/Tanggal Ujian	: Senin, 25 Maret 2024
Judul Proposal Ujian	: An Analysis of Students' Perception of The Utilization of KWL Strategy in ELT Media Course at Department of English Education State Islamic University of Sultan Syarif Kasim Riau
Isi Proposal	: Proposal ini sudah sesuai dengan masukan dan saran yang dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Nuardi, M.Ed	PENGUJI I		
2.	Mainar Fitri, M.Pd	PENGUJI II		

Mengetahui
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Wakil Dekan I



Pekanbaru, 02 Mei 2024.....
Peserta Ujian Proposal

Ririn Maisya Taqydarria
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**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing :
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Dr. Riza Amelia. SS., M.Pd.
 - a. Nomor Induk Pegawai (NIP) : 198204152008012017
3. Nama Mahasiswa : Ririn Maisya Taqydarria
4. Nomor Induk Mahasiswa : 12010421416
5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	17 Mei 2024	Bimbingan Instrumen		Revised
	27 Mei 2024	Revisi Instrumen		Revised
	26 Juni 2024	Acc Instrumen		Revised
	28 Juni 2024	Bimbingan Bab 4 & 5		Revised
	12 Agustus 2025	Revisi Bab 4 & 5		Revised
	13 Januari 2025	Revisi Bab 4 & 5		Revised
	21 Januari 2024	Acc for Munaqasyah		Revised

Pekanbaru, 21 Januari 2025
Pembimbing

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Sifat : Biasa
Lamp. : -
Hal : *Mohon Izin Melakukan PraRiset*

Pekanbaru, 07 Mei 2024

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Yth. Kepala Program Studi Pendidikan Bahasa Inggris
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Ririn Maisya Taqydaria
NIM	: 12010421416
Semester/Tahun	: VIII (Delapan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

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Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

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NIP. 19751115 200312 2 001



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UIN SUSKA RIAU

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية و التعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H.R. Soebrantas No.155 KM.15 Tuahmadani Tampan - Pekanbaru - Riau 28293 PO.BOX. 1004 Telp. 0761-561647
Fax. 0761-561646 Web. www.uin-suska.info/tarbiyah, E-mail: tarbiyah-uinsuska@yahoo.com

SURAT KETERANGAN

Pekanbaru, 7 Mei 2024

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Ririn Maisya Taqydaria
NIM	:	12010421416
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	An Analysis of Students' Perception of The Utilization of KWL Strategy in ELT Media Design Course at Department of English Education State Islamic University of Sultan Syarif Kasim Riau

Nama yang bersangkutan di atas diizinkan melakukan Pra Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.
Demikianlah surat keterangan ini kami buat untuk dapat di pergunakan sebagaimanamestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Fauring Anastasia, M.Hum
NIP. 198106112008012017



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Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.ftk.uinsuska.ac.id. E-mail: eftak_uinsuska@yahoo.co.id

Pekanbaru, 13 Mei 2024 M

Nomor : B-8329/Un.04/F.II/PP.00.9/05/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: Ririn Maisya Taqydaria
NIM	: 12010421416
Semester/Tahun	: VIII (Delapan)/ 2024
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis Of Students' Perception Of The Utilization Of KWL Strategy In ELT Media Design Course At Department Of English Education State Islamic University Of Sultan Syarif Kasim Riau

Lokasi Penelitian : Jurusan Pendidikan Bahasa Inggris UIN Sultan Syarif Kasim Riau

Waktu Penelitian : 3 Bulan (13 Mei 2024 s.d 13 Agustus 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Suska Riau

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PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/65508
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-8329/Un.04/F.II/PP.00.9/02/2024 Tanggal 13 Mei 2024, dengan ini memberikan rekomendasi kepada:

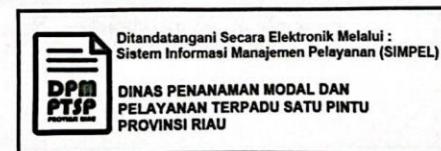
1. Nama	:	RIRIN MAISYA TAQYDARIA
2. NIM / KTP	:	120104214160
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	AN ANALYSIS OF STUDENTS' PERCEPTION OF THE UTILIZATION OF KWL STRATEGY IN ELT MEDIA DESIGN COURSE AT DEPARTMENT OF ENGLISH EDUCATION STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
7. Lokasi Penelitian	:	UNIVERSITY OF SULTAN SYARIF KASIM RIAU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 15 Mei 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Rektor UIN SUSKA RIAU di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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SURAT KETERANGAN

Pekanbaru, 26 Juni 2024

Assalamu 'alaikum Warahmatullahi Wabarakatuh

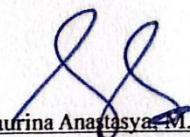
Yang bertanda tangan dibawah ini Ketua Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini menerangkan bahwa :

Nama	:	Ririn Maisya Taqydarina
NIM	:	12010421416
Pendidikan	:	S1 Pendidikan Bahasa Inggris
Judul Penelitian	:	Students' Perception Towards Lecturer's Teaching Method at Department of English Education at an Islamic University in Riau

Nama yang bersangkutan di atas sudah melakukan Riset di Jurusan Pendidikan Bahasa Inggris sesuai dengan judul penelitian tersebut.

Demikianlah surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana semestinya.

Ketua Jurusan
Pendidikan Bahasa Inggris


Dr. Faurina Anastasya, M.Hum
NIP. 198106112008012017



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APPENDIX 5

Documentation

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APPENDIX 5

DOCUMENTATION





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CURRICULUM VITAE

Ririn Maisya Taqydarria is the one of the three daughter of Mr. Masri and Mrs. Amelinda. She was born on Pekanbaru, May 14 th , 2002. In 2013, she graduated from SDN Bernas Pangkalan Kerinci. She also finished her study at SMPN Bernas in 2017 and SMAS Al-Fityah Pekanbaru in 2019. In 2020, she was accepted to be a student at English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2023, she was doing KKN (Kuliah Kerja Nyata) program in Rawang Binjai, Kuantan Singingi. Then, she was doing Pre-Service Teacher Practice (PPL) program at MTS Masmur Pekanbaru on September until November 2023. Finally, she passed the thesis examination for her undergraduate program entitled “Students’ Perception of Lecturer’s Teaching Method at Department of English Education State Islamic University Sultan Syarif Kasim Riau” on Proposal Seminar Presentation at English Education Department UIN Sultan Syarif Kasim Riau.