**ABSTRACT**

HERIYANTI. *Students’ Perception on the**Teaching Methods Employed by Teachers of English as a Foreign Language (EFL) at SMK Darussalam Makassar.* (Supervised by Hariyanto and Sukardi Weda).

In Indonesia, English as a Foreign Language (EFL) is taught in all school levels. So, the effective teaching methods should be employed by the English teachers in achieving the successfulness of EFL teaching and learning process. In order to bring much more benefits for the teachers’ improvement, evaluating teachers’ teaching in the classroom should be conducted. Analyzing the students’ perception becomes one of the ways to use. In hence, the researcher conducted a research that aimed to describe which methods are perceived by the students as the effective methods and which methods are perceived by the students as ineffective methods. To describe why some methods are perceived by the students as effective methods and why some methods are perceived by the students as ineffective methods.

This research employed a descriptive qualitative research design. The purposive sampling technique was used to collect the subjects at SMK Darussalam Makassar. They were divided into four groups because the data collected through Focus Group Discussion (FGD). The FGD conducted based on the time scheduled with the participants. After that, the data are transcribed and analyzed based on the analyzing steps proposed by Bungin. It was Microanalysis.

From the data collected, the study found three conclusions. Two conclusions are based on the research objectives. The rest is the new sign of an effective method based on the students’ perceptions. (1) There are four methods perceived by the students as effective methods. They are Communicative Method (CM), Cooperative Learning (CL), Competency Based method (CBM), and Community Language Learning (CLL). There are four methods are perceived by the students as ineffective methods. They are Lecturing Method (LM), Grammar Translation Method (GTM), Direct Method (DM), and Task Based Method (TBM). (2) Those effective methods are perceived by the students because of 21 perceptions collected in three main categories. Those are: the theory of language, aspect of acquisition, and teaching and learning. While the four effective methods are perceived based on four-students’ perceptions collected. They are: sitting/standing explanation, too much grammar or structure, using English without translation, and too much assignment. (3) There are three critical perceptions as the sign of an effective method. Those are repeating last lesson before starting new lesson, designing the course differently in every meeting, and sometimes studying outside the classroom.

**ABSTRAK**

HERIYANTI. *Persepsi Siswa terhadap Metode Pengajaran yang Digunakan oleh Guru Bahasa Inggris sebagai Bahasa Asing di SMK Darussalam Makassar* (Pembimbing: Hariyanto dan Sukardi Weda).

 Di Indonesia, bahasa Inggris merupakan bahasa asing yang diajarkan di seluruh jenjang sekolah. Jadi, metode pengajaran yang efektif harus digunakan oleh guru demi tercapainya proses pembelajaran bahasa Inggris yang baik. Sedangkan demi peningkatan kemampuan guru dalam mengajar, mengevaluasi cara mengajar guru dalam kelas harus dilakukan. Menganalisa persepsi siswa menjadi salah satu diantara banyak cara yang dapat dilakukan. Oleh karena itu, peneliti melakukan penelitian ini dengan tujuan untuk memaparkan metode-metode apa saja yang dipersepsi siswa sebagai metode yang efektif dan tidak efektif dan mengapa mereka mengatakan beberapa metode itu sebagai metode yang efektif dan tidak efektif.

 Penelitian ini menggunakan disain penelitian kualitatif deskriptif. Teknik *sampling* yang digunakan adalah teknik *purposive sampling* untuk memperoleh subjek penelitian di SMK Darussalam Makassar. Mereka kemudian dibagi kedalam empat kelompok karena peneliti menggunakan diskusi kelompok berfokus untuk mengumpulkan data. Diskusi ini dilakukan berdasarkan jadwal yang telah disepakati bersama peserta penelitian. Setelah itu, data ditranskrip dan dianalisis berdasarkan langkah-langkah analisis yang disarankan oleh Bungin, yaitu analisis mikro.

Berdasarkan data yang dikumpulkan, penelitian ini merumuskan tiga kesimpulan. (1) Terdapat empat metode efektif yang dipersepsi oleh siswa, yaitu *Communicative Method (CM), Cooperative Learning (CL), Competency Based method (CBM),* dan *Community Language Learning (CLL).* Sedangkan ke-empat metode yang dipersepsi tidak efektif adalah *Lecturing Method (LM), Grammar Translation Method (GTM), Direct Method (DM),* dan *Task Based Method (TBM).* (2) Ke-empat metode tersebut dipersepsi efektif oleh siswa berdasarkan 21 persepsi yang dikumpulkan dalam tiga kategori utama. Yaitu teori bahasa, aspek perolehan bahasa, dan pengajaran dan pembelajaran. Sedangkan ke-empat metode yang dipersepsi sebagai metode yang tidak efektif berdasar pada ke-empat persepsi siswa berikut. Yaitu: menjelaskan sambil duduk atau berdiri, terlalu banyak *grammar* atau *structure,* menggunakan bahasa Inggris tanpa terjemahan dan terlalu banyak tugas. (3) Terdapat tiga *critical perceptions* yang menjadi ciri-ciri baru dalam sebuah metode yang efektif berdasarkan persepsi siswa. Yaitu mengulangi pelajaran sebelum memulai pelajaran baru, menggunakan metode pembelajaran yang berbeda tiap pertemuan dan sesekali belajar di luar ruangan.