A THESIS

THE STUDETS' PERCEPTION ABOUT THE TEACHER METHOD IN TEACHING READING AT THE SECOND GRADE OF SMA 11 ENREKANG

BY

JUMRIANI Y.
REG NUM. 13.1300.117

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
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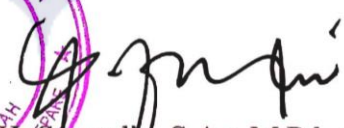
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بِسْــــــــــمِ اللهِ الـرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَالسَّلاَمُ عَلَى أَشْرَفِ ألْأَنْبِيَاءِ
وَالْمُرْسَلِيْنَ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِيْنَ أَمَّا بَعْد

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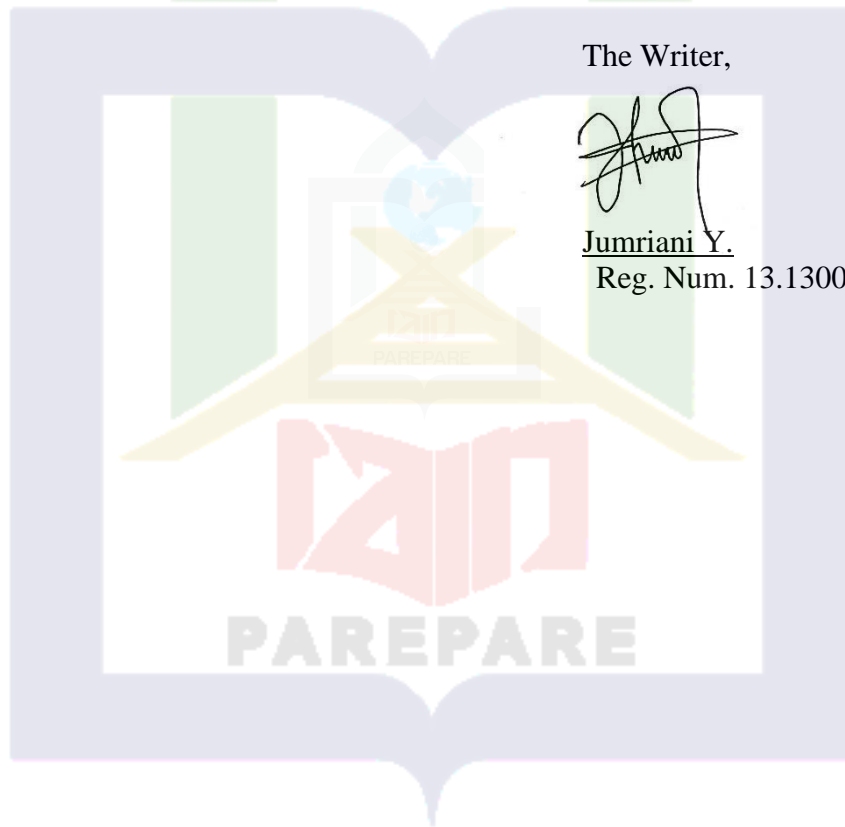The writer realized that this "Skripsi" is still far from being perfect, criticism, and suggestions would be better.

Enrekang, May 25th, 2020
2 Syawal 1441

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis was her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

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ABSTRACT

Jumriani Y., *The Students Perception about The Teacher Method in Teaching Reading at The Second Grade of SMAN 11 Enrekang* (Supervised by Nanning and Mujahidah)

The quatitative descriptive was applied in this research by describing and analizing the data by Google form survey. The research objectives were the students' perception about the teacher's method in teaching reading and the student's ability in reading. 31 samples were choosen by purposive sampling technique, the respondents were the students of SMAN 11 Enrekang, XI MIA 1 class academic year of 2019/2020. The samples were taken by using purposive sampling

The research instrument consisted of 15 questionnaires related to the students' perception of reading-related questions with 5 criterias of likert score, documentation and the teacher's scores. The data then analyzed by using percentage formula. The result of this descriptive statistics was tabulated in tables and figures to give a clear statistic result and then analyze through deep descriptive analysis with brief point of view
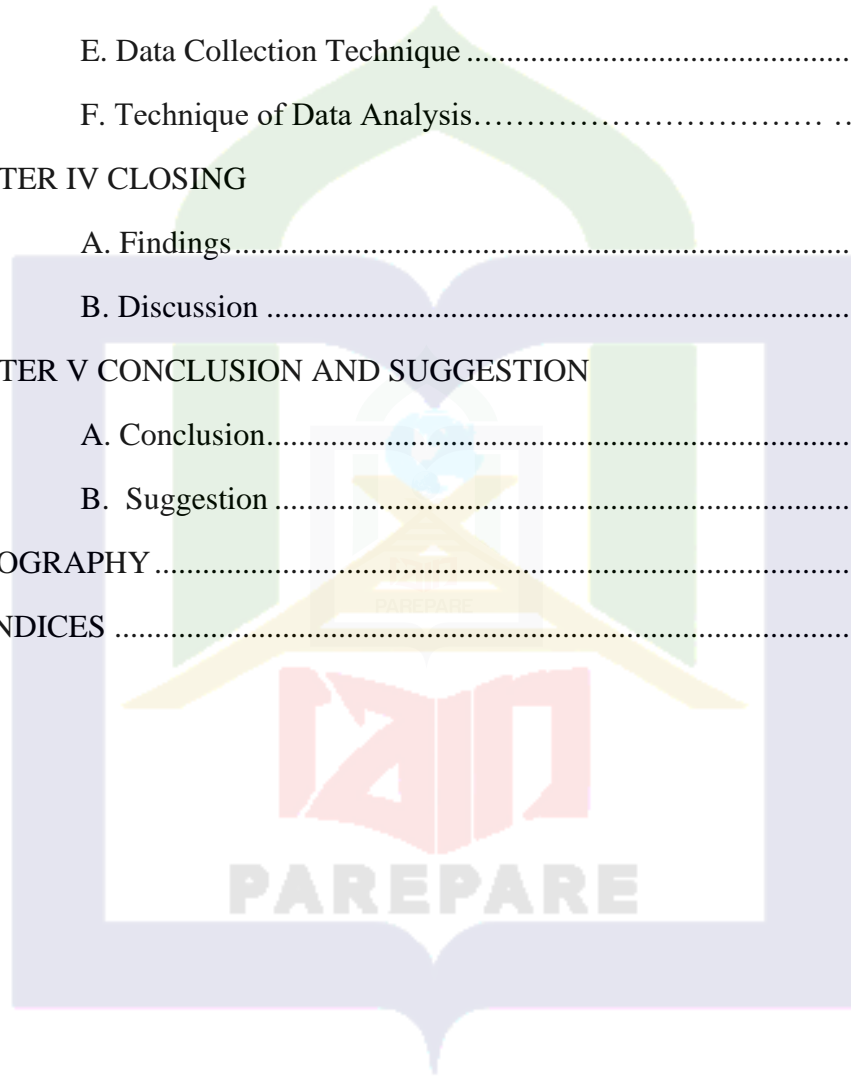
The results in this research revelaed that the students gave positive responses based on their perception. Moreover, the data showed that the students' response namely agree and strongly aree reached more than 50%. The students abily in reading showed really good ability with 74.19% score of Very Good and 22.58% with Good score.

Keywords: *Students' Perception, Teacher Method, Reading.*

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CHAPTER 1

INTRODUCTION

A. Background

There are four language skills in English, they are listening, speaking, reading and writing. Reading is one of the language skills that must be mastered by students. Reading is an important activity in life which can update the knowledge.[1] It determines the successful of any subject matter. Trough reading, people can teach writing, speaking, grammar and any other subjects. It also becomes something crucial and indispensable for the students which help them obtaining the information from text to widen their knowledge. Consequently, it is reasonable to say that everyone should be able to read.

Reading text in English is not an easy thing if students emphasize to understand the meaning of the text. To understand the meaning of the text, students should have the comprehension. When students read a text, they faced some obstacles, such as vocabulary problem and cannot find the main idea of the text. Background knowledge or personal experience also had influenced students' comprehension.

Teaching reading should be help-oriented for the students to comprehend the text. The teacher should select appropriate method to help the students easier to understand the material and enthusiastic in learning process. Basically, a fun learning

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[1]M.F Patel and Praveen M. Jain, *English Language Teaching* (Jaipur: Sunrise Publishers & Distributors, 2008), p. 113.

condition should turn the students creative. One of criteria of professional teacher is a teacher should be able to solve and implement good teaching technique.[2]

The students found difficulties to comprehend the text in reading. They face several problems when they are reading. One of the problems was the use of learning strategies that the teacher used. Some teachers still used monotonous way. It made the students feel bored and less active in the learning process. This case also happened in SMAN 11 Enrekang. Some of the English teacher in SMAN 11 Enrekang were still using monotonous way to teach the material by lecturing students, asking question for students etc. It caused the students not interested to learn the materials. As a consequence, their ability in reading were still far from the expected goal.

Reading always appears in the questions in exam, whether in middle term of exam, final semester exam or National exam. The form of questions are varied, such as determining the main idea of the text, finding the closest meaning of a word and find some information from the text. Without good understanding, it is difficult for the students to answer those questions.

In this research, the writer got the information from the students' response about the teacher method in reading, moreover this research discovered what actually the appropriate method to improve the students in reading comprehension. The researcher's consideration in conducting this research was based on the problem that has been explained previously that the students were bored to study English reading and it can be happened because one of the problems is about method of the teacher

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[2]Oemar Hamalik, *Pendidikan Guru Berdasarkan Pendekatan Kompetensi* (Jakarta: Bumi Aksara, 2002), p. 38.

use in teaching. Therefore, the students' perception about the teacher's method in teaching reading should be known, so the researcher using a survey to identify the students' responses includes questions using Likert scale. So, by knowing the students' perception and the teacher method, this research is hoped to find out the solution of the students' problem in learning reading or in another word to find out the appropriate method that students' need to enjoy and also improve their ability in reading

B. Research Questions

Based on the background above, the researcher designs the problem statement of this research as below:

1. How is the students' perception about the teacher's method in teaching reading at the second grade of SMAN 11 Enrekang?

2. How is the students' ability in reading at the second grade of SMAN 11 Enrekang?

C. Objective of the Research

Based on the problem statements already been named previously, the writer designs the purposes of this research as follows:

1. To find out the students' perception about the teacher's method in teaching reading at the second grade of SMAN 11 Enrekang.

2. To find out the students' ability in reading at the second-grade students of SMAN 11 Enrekang.

D. Significance of the Research

This research is expected to provide contribution for:

1. Students

    The research result is expected to give wide information on the teaching strategies that commonly used and prefer at the level of the study to help them analyze and comprehending more about reading.

2. Teachers

    This research can be a source of theory for those who are going to teach or conduct a research related to reading. The teachers may use the finding of this research as a scientific reference. By knowing the students' perception in reading, the teachers can design an interesting way to teaching or conduct a research related to reading learning.

3. For other researchers

    Focusing on the next researcher, this research is expected to be a source of information to conduct further research or develop the idea of an interesting teaching and learning that focus on reading.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous related research findings

Previous research findings refer to the results and conclusions obtained from studies conducted in the past. Researcher find out some previous research related to this research:

The first research is written by Kosmas Sarkol entitles *student perception of learning English in Kaimana senior high schools, West Papua.* This study aimed to investigate the students' perception of learning English in Kaimana senior high schools. The result of this research can be categorized into three categories namely score showing an advanced or well developed perception, score describing moderate perception and score un-advance perception of learning English. The first category including the application of English learning process, teaching aids and facilities, and teacher classroom management – method and strategy which respectively score 0.97, 0.84 and 0.80 imply that these components should be maintained for the betterment of learning English, and even improved. The second category involving students' motivation, students' roles, and learning goals which respectively score 0.57, 0.56, and 0.53 imply that these components should be improved, while the third category including the rest component – classroom situation which score 0.05 implies that this component has to improve. If these seven components had already been improved, the students' perception of learning English must be so positive that the students' achievement in learning English is not doubt.[3]

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[3]Kosmas Sarkol, "*Student Perception of Learning English,*" English Language Studies, 2016, p. XIV

The second research written by Syiar Muhammad entitles *The Students' Perception toward Teacher's Way in Teaching Reading Comprehension*. The objective of this qualitative study was to find out students' perceptions toward teacher's way in reading comprehension. The result of this study showed that most students gave positive response toward teacher's way in teaching and learning reading comprehension process. There were only 6 students who gave negative response that teacher's way in teaching reading comprehension which can not help, motivate and attract them in learning many reason namely: they did not get explanation before the class begins, they did not aware of class properly and they were not excited in learning English. The classroom circumstances were not good that can make them not focus to study appropriately. Briefly, the teacher's ways in teaching process can help, motivate, and attract them in learning English particularly the materials given related to their daily life and simple ways and detailed explanation that can ease the students grasping the lesson properly.[4]

The last research is written by Seffri Indah Cahyanuari entitles *The Effect of Students' Perception on Teacher's Teaching Method and The Use of Learning Media Toward Students' Economics Learning Motivation*. The research result showed that : 1. There were positive and significant effect of students' perception on teacher's teaching method toward students' economic learning motivation. It can be seen from the score of *t observed 5,656* and the significant value was *0,000 or (p) < 0,05*. 2. There were positive and significant effect of students' perception on the use of learning media toward students' economic learning motivation. It can be seen from

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[4]Syiar, Muhammad, "*The Students' Perception toward Teacher's Way in Teaching Reading Comprehension*"*Research in English and Education (READ), Volume 2, Number 1, 89-92, February 2017*

the score of *t observed 4,296* and the significant value was *0,000 or (p) < 0,05*. 3. There were positive and significant effect of students' perception on teacher's teaching method and the use of learning media simultaneously toward students' economic learning motivation. It can be seen from the score of *F observed 44,482* and the significant value was *0,000 or (p) < 0,05*. The coefficient of determination (R²) is 0,447 or 44,7% it was revealed that students' economic learning motivation could be described by students' perception variable on teacher's teaching method and the use of learning media in which the score was 44,7% meanwhile the rest was about 55,3% that it was described by the other variable that not be investigated.[5] Therefore, this research focused on students' perception about teacher method in teaching reading in which the research is conducted in SMAN 11 ENREKANG

B. Some Pertinent Ideas

1. Concept of perception

Perception generally consist of an observation on certain situation or environment. Perception can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. This general definition can be understood as someone's ability to see, to hear, to feel and to present or to understand what they feel about their environment their social life physically and mentally. The following are some definition of perception.

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[5]Seffri I. Cahyanuari, "*The Effect of Students' Perception on Teacher's Teaching Method and The Use of Learning Media Toward Students' Economics Learning Motivation,*" Unpublished thesis : Fakultas Ekonomi Universitas Negeri Yogyakarta, Yogyakarta, Agustus 2017, p. viii

Based on Oxford Advanced Learner's Dictionary Perception is the ability to see, hear or understand things.[6] Perception generally consists of an observation on certain situation or environment. It can be a mental image, concept or awareness of the environment's elements through physical sensation or physical sensation interpreted in the light of experience and captivity for comprehension. This general definition can be understood as someone's ability to see, to hear, to feel and to present or to understand what they fell about their environment their social life physically, and mentally.

According to Stone and Neilson, perception is an intellectual organization of sensory stimuli internal and external, connected with a particular person, object or ...event, while Leathers proposes that perception is the cognitive process that individuals use to interpret and understand the world around them.[7]

In the science of the communication, perception is a cognitive process through sight, hearing, and feeling that are experienced by everyone in understanding of information about environment according to Wade and Travis. Perception is a process which individual organizes and interprets their sensory impression in order to give meaning to their information according to Robbins. In this study the researcher uses Robbins theory about perception, because perception is the set of process which an individual becomes aware of and interprets information about the environment. The situation may be the same, but the interpretation of that situation by two individuals may be different. In

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[6]Oxford Advanced Learner's Dictionary, (New York: Oxford University Press, 1995), p. 859
[7]Kosmas Sarkol, "*Student Perception of Learning English,*" English Language Studies, 2016, p. 8.

Robbins perceptual process, the first step of perception is from something different in our environment that stimulates our sense organs until we show our attention and interest, after through the registration come out interpretation that is followed by action with opinion and reason.

There are some factors that can affect in perception. Those are internal factor and external factor, in the internal factors there are two things affect perception, those are sensory limits and psychological factors, Robbins, judge and Langton. First is sensory limits and threshold, our sensory organs have specialized about nerves which respond differently to the various forms of energy that are received by them. For instance, our eyes receive and convert light waves into electrical which are transmitted to the virtual context of the brain to create the sensation of the vision and subsequently lead to the perception, but each receptor sense requires the minimum level of energy to excite it before perception can take place. The minimum level is called the absolute threshold-a point below which we do not perceive energy. The differential threshold is the smallest amount which two similar stimuli that should be different in order to be perceived as difference. In other word the obtainable information will influence and complete efforts to give meaning to the surrounding environment. The capacity of the senses to perceive each person is different, so that the interpretation of the environment can be different.

Based on definition perception above, can be concluded that perception is a cognitive ability. It means that, at the beginning of formation of perception, people who have to determine what would be considered. Awareness would

affect the perception.[8] Walgito also said that perception is a process preceded by the individual though the sense.[9] Furthermore, Sarwono argues the perceptions can make conclusions about what we see and hear and try to make a best guess.[10]

There are two factors that influence the perception; there are internal and external factors. Internal factors are influenced by the perception from the individual, i.e. physiological, attention and interest while external factors are the characteristic of the environment and the subject involved. It changes a person's view toward surrounding and on people's feeling or acceptance.[11]

2. **Reading Method**

   a. Definition of method

   Method is a way to deliver or explain the materials from the teacher to the students with the aim to have a brief and clear explanation about the material or information that would be discussed or delivered. Hence, it is one of crucial part in teaching and learning. According to Edward and Approach, method is whole plan which have systematic step to deliver the materials consists of certain procedural of teaching.[12]

   Klafki defined teaching methods as the methods and procedures for the planned and organized formation of the processes of science, and

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[8]Shaleh, A. R, "*Psikologi Suatu Pengantar Dalam Perspektif Islam",* Jakarta: Kencana, 2009, p.113-114

[9]Walgito, *"Pengantar Psikologi umum",* Yogyakarta: ANDI, 2004, p.87-88.

[10]Sarwono, *"Pengantar Psikologi umum",* Jakarta: Rajawali Pers, 2010, p.86

[11]Ismail and Fata, *"Posner's Analysis on Indonesian Curriculum 2013. The 1st EEIC in conjunction with the 2nd Reciprocal Graduate Research*, Syiah Kuala University, Banda Aceh Indonesia, 2016, p. 341

[12]Ahmad G. Ariandika & Dina Kartikawati, "Effective Method of Teaching Reading (A Case Study)," *Jurnal Bahasa Lingua Scientia*,vol. 10, no.2 (November 2018), p. 3.

therefore methods of organizing and implementing teaching and learning. While Danilov defined teaching methods as a system of conscious and purposeful actions in order to regulate the cognitive and practical activity of the student, and secure his own acquisition of the educational content. In other words, teaching methods require continuous mutual influence between teacher and student. That is, the teacher organizes the student's activity with the subject of learning. Through this activity, the student acquires the educational content. Knuchel defined the methods and procedures that help in achieving the interaction of teachers and learners with the content of the lesson and achieving its objectives.

The teaching method is defined as the set of performances that the teacher uses to achieve expected behavior among learners. Teaching methods are one of the components of the curriculum. The prevailing thinking in the field of teaching is the trend towards selection, that is, choosing what appears to be the best of various methods and methods. Selection re quires an effort from the teacher, because teaching includes more than knowledge of methods, as the teacher's knowledge of psychological and linguistic theories. Teaching methods alone are neither sufficient nor guarantee success. One of the foundations of good learning is the teacher's attitudes towards his work and his students. It seems that the modern view on teaching methods considers them a means of organizing the external world that surrounds the learner in order to activate and change his behavior. Education occurs as a result of the interaction between the learner and the external circumstances, and the teacher's role is to create these

conditions so that the learner responds to them and interacts with them (Al-Qaisi, 2015).

b. Definition of Reading

According to Burns that reading is a thinking process; the act of recognizing word requires interpretation of graphic symbols.[13] While Albert J. stated that reading defined as the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader's language skills, cognitive skill, and knowledge of the world. In very similar view come from Goodman defined reading as the process which requires readers to make the interpretation of graphic signs, delineates reading in a variety of ways, i.e. matching sounds to letters". In this sense, reading is as a cognitive process which could help readers to create meaning from text.[14]

The definitions of reading above can be concluded that reading is one of skills in English which is needed in the process to interpretation of graphic symbols and written symbols. Giving respond about the content of reading materials that has read and also getting the message from the reading materials.

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[13]Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan, "Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy," *English Linguistics Research,* vol. 4, no.3 (June 2015), p. 13. http://dx.doi.org/10.5430/elr.v4n3p13 (was accessed on 19th December 2017)

[14]Souhila, "*The Use of Reading Strategies in Improving Reading Comprehension* (The Case of First Year LMD English Students)" (Dissertation; Faculty of Letters and Language: 2013), p. 4.

Reading is regarded as one of English skills from text. In this sense, Nuttal viewed that reading essentially focuses on meaning, especially delivering meaning from researcher to reader.[15]

3. Methods in Teaching Reading

a. Mind Mapping Method

Buzan defined that mind mapping is an effective way for students to remember what they have read and recall it easily when they need it. They would be able to organize ideas on paper structurally. This strategy would facilitate the students to speak or present their thought in front of class easily. Buzan also mentioned that mind mapping is a good tool to improve students" ability in recording information and enhancing creative thinking.[16]

Therefore, it can be said that mind mapping can give students a way to begin writing assignments. In addition, using mind mapping in teaching reading can help the students to identify clearly and make something creatively for what has been taught. Mind mapping is a whole brain utilization technique by using the visual image and the other graphic infrastructure to form the impression.

Over 65% of people are considered visual learners, which means they learn best by interacting with information presented as visual images, like graphs, photos, and diagrams. Unfortunately, traditional teaching methods often lack certain elements essential for people to succeed. In order to

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[15]Nuttal, Christine, *Teaching Reading Skill in a Foreign Language* (Oxford: Macmillan Education,2005), p. 3.

[16]Buzan, T, "*The Ultimate Book of Mind Maps*", British: Thorsons, 2005, p.6

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accommodate the majority of learners, new teaching and learning methods must be implemented, as well as the technology that enables them. Mind mapping is a teaching and learning technique that enables users to structure and organize information into shareable visual diagrams. Being able to communicate information visually facilitates both students and educators to communicate concepts and ideas more effectively, and makes organizing, planning, and teaching classes more efficient.

Using interactive mind mapping software can help further streamline information and improve knowledge management and communication among students and educators. For instance, using MindManager, a tool designed to provide mind mapping capabilities to students and teachers alike, enables educators to visualize information, plan their classes and syllabi, and enrich the learning experience for their students.

Using mind maps lets teachers organize and provide context for lectures, notes, research, and other information to improve the educational experience. Recently, MindManager has added more than 30 new templates (available on the web app) to help with organizing course material, exam prep, brainstorming and ideation, and so much more.

To create a mind map, users take a main idea, focus, or subject to use as the center of their map. Next, they surround this main idea with other themes using offshoots called 'branches.' From there, relevant topics or concepts fork off from 'branches,' represented as 'twigs.' Once completed, the main idea, branches, and twigs form a connected nodal structure.

The theory behind mind mapping is simple: When you get information out of your brain and present it visually, you can literally 'map out' your ideas. It's a creative and logistical process of note-making and note-taking. Mind mapping can help you stay organized and unlock the dynamic potential of your thought processes.

Just as mind mapping benefits educators, mapping can also greatly impact students' education. Studies have shown that students who use mind mapping in and out of the classroom have improved critical thinking skills. Furthermore, mind mapping can improve student performance, engagement, and overall understanding. Other ways that mind mapping can help students throughout their education include:

1) Improving information retention. Many traditional teaching methods don't consider that most people are visual learners. Students can benefit from mind mapping because it presents information both visually and auditorily to help them better grasp and retain information.

2) Helping them navigate complex topics more easily. Mind mapping software helps students understand the big picture of a lesson. By mapping out the learning process, students are forced to make associations between information that may otherwise seem disconnected.

3) Bringing fun and creativity into their curriculums. Creativity is a vital part of creating mind maps. Mind mapping as a creative outlet can be an exciting and fun activity that helps to engage students in their curriculums.

4) Organizing academic research. When more in-depth research needs to be done, mind mapping can help students stay organized. Main ideas can remain the focal point of the map, while other smaller related topics don't get lost among vast amounts of information.

5) Decreasing information overload and stress levels. It's easy for students to become stressed when they experience information overload. Mind mapping eliminates the anxiety of racking their brains to remember earlier concepts or ideas. MindManager's mapping software enables students to tie information together in a cohesive and comprehensive way.

Mind mapping helps teachers stay organized before and during class, as well as outside the classroom. Using mind mapping, teachers can help themselves and their students visualize information and draw constructive connections between points on the map. MindManager's maps enable teachers to organize large amounts of data and information, bring structure and clarity to concepts, and turn ideas into action. Other ways teachers can use mind mapping to their benefit include:

1) Incorporating mind maps into lessons. Mind maps are highly effective teaching tools. They help students throughout the brainstorming, discussion, and presenting processes. Teachers can use them as a replacement for PowerPoints or to create printouts as study aids.

2) Using mind maps to keep track of student performance. Mind maps are useful for keeping track of student progress. Student data can be easily

organized so that it can be utilized during school meetings, grading, and report cards.

3) Keeping curriculum information organized. Lesson plans, daily tasks, student information, and to-dos can all be managed using mind maps. Teachers can use maps as a centralized reference for all information pertaining to their classroom.

4) Planning lessons with mind maps. Teachers can create a mind map starting with the main topic of a lesson and continue to fill out relevant information as time goes on. Mind maps can help students visualize what's to come in their lesson plans.

5) Implementing mind maps to help students perform better. Mind mapping has been proven to help students retain and understand information better than other teaching methods. This understanding comes from students' ability to draw connections between topics, enabling them to formulate a more complete understanding of the subject.

Mind mapping is a powerful learning and study tool that has various purposes in educational institutions. Both students and educators can use mind mapping to better brainstorm, visualize, communicate, present, collaborate, stay organized, and so much more.

Mind mapping is especially useful for helping people better understand course material. For example, a study done on early childhood development educators showed that mind mapping helped them master material concepts and coursework. In addition, the study found mind mapping methods to be

"appropriate, fast, easy and practical" when used to understand different development assessment concepts.

It's easy to stay focused and organized when you use mind mapping techniques. Maps help users to avoid information overload by providing a platform to outline all necessary information.

Mind mapping software lets users directly add links, files, images, and other information into the maps themselves. That way, users can access all the tools and resources they need to stay on course as individuals or in a group setting.

Mind mapping software is often used as an effective study aid for students of all ages. Another study done on second- and third-year medical students proved that mind mapping was a beneficial study technique. Mind mapping was shown to help improve factual recall from written class material when students were well-trained in their use.

Collaborating is also made easy via mind mapping. MindManager, for example, is compatible with platforms such as Microsoft Teams. Here, Teams members can easily implement mind maps into everyday chats via the embedded editor. Group members can facilitate brainstorming, planning, whiteboarding, and so much more without ever leaving the Teams app.

In addition, group members can automatically co-edit the same map when connected in a Teams chat. This feature helps users move projects forward collaboratively to support alignment across an organization.

Presenting information has never been easier with mind mapping. Often, people learn better when information is presented visually. Mind maps make

it simple to start at the core of a topic or idea and then work outward in other related directions.

Easy presentation of information can enable greater knowledge management within the classroom or institution. With mind mapping, valuable information and knowledge is accessible, easy to understand, and centrally located. This way of learning and communication significantly helps streamline information across classes, departments, and teams.

The various kinds of maps that MindManager has to offer can help you to accomplish different goals. MindManager provides users with dozens of unique styles of maps to enable them to be better students or educators.

1) Task and project management maps: Gantt charts, Kanban boards, Timeline charts, and Pert charts help organize, visualize, and schedule daily, weekly, monthly, or yearly workload tasks.

2) Planning maps: Strategy, Concept, Thought, and Life maps provide a visual way to keep track of existing knowledge on subjects. They also enable you to see your process and progress as you gain a broader perspective of your goals and how they are all connected.

3) Problem-solving and decision-making maps: Venn diagrams, Matricx diagrams, Mental maps, Ishikawa diagrams, Fishbone diagrams, and Decision trees show the potential causes of a specific event or process. They can also illustrate relationships between ideas and data to aid in planning and decision-making.

4) Brainstorming maps: Mind maps, Bubble maps, and Spider diagrams help to organize ideas, data, links, resources, and logic. These maps are

often used before starting a project to get a better understanding of a particular topic.

5) Organizing data maps: Onion diagrams, Tree diagrams, Knowledge maps, and organizational charts help to organize how work flows through an institution, visualize outcomes and probabilities of situations, and show where knowledge can be found within a school or organization.

6) Process maps: Flowcharts, Workflow diagrams, Swim Lane diagrams, Process maps, Activity diagrams, and Funnel charts demonstrate how data and information flow within an organization. These maps can help visually represent a concept, process, project, or assignment.

b. Reciprocal Teaching Method

According to Suparna Reciprocal Teaching is a reading strategy which starts as an oral dialogue among teacher, student, and text.[17] The advantages of using reciprocal method in reading such as this method provides explicit teaching through direct instruction that can make obvious what would the students do in reading learning process. Furthermore, it is a sharing of an active comprehension, as well as it is a strategy that can help the students in wide coverage of understanding.

c. Audio lingual method

Maedeh Alemi and Ehteramsadat Tavakoli state that the audio lingual method refers to the method that it is compressed on the chain drill to mastery the target language by memorizing and repeat, and the wrongness

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[17]Rodli, Moh. and Prastyo Hari, "*Applying Reciprocal Teaching Method in Teaching Reading*" Studies in Linguistics and Literature vol. 1, No. 2, 2017, p.117

of speaking is avoided.[18] In addition In audio-lingual activities are presented not only in drilling short patterns, but also in varieties of dialogues, which students have to listen to, repeat and memorize.

d. Communicative language teaching

According to Sojuangon Rambe Communicative Language Teaching is a reaction to the GTM and ALM which was considered uncommunicative in term of language and teaching techniques in 1970s. Which is the material is changed in daily language therefore the students can be easy to understand the language well.[19]

e. Total Physical Response

Total Physical Response is one of the methods emerged in early 1970s as reaction to the former grammar based methods which are judged to be meaningless and uncommunicative in term of language materials and activities.[20] Sojuangon Rambe said that this method attempts to adapt the process of infants' first language acquisition, into the teaching of second and foreign language.[21]

4. **Theories in Teaching Reading**

In teaching reading naturally, there are three theories are known, the first one is traditional theory or bottom up model, the second one is cognitive

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[18]Alemi, Maedah and Tavakoli, Ehteramsadat, "*Audio Lingual Method*" 3rd Conference on Applied Research in Language Studies, September 2017, p.2

[19] Sojuangon Rambe, *Journal for English education,* July 2017, from http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ/article/viewFile/1180/982, p.65.

[20]Richard, Jack C., and Willy, A. Renandya (Ed). *Methodology in Language Teaching: An Antology of Current Practice.* Cambridge University Press: New York, 2002, p. 10

[21]Sojuangon Rambe, *English Jornal fot Teaching and learning,* June 2019, http://jurnal.iain-padangsidimpuan.ac.id/index.php/EEJ, p.45.

view or top-down model, and the last one is schema view. Therefore, the specific explanation for those the theories are described in the following explanation:

a. Traditional theory or bottom up model

The traditional bottom-up approach to reading was influenced by behaviorist psychology of the1950s, which claimed learning was based upon "habit formation, brought about by the repeated association of a stimulus with a response" and language learning was characterized as a "response system that humans acquire through automatic conditioning processes" where "some patterns of language are reinforced (rewarded) and others are not", and "only those patterns reinforced by the community of language user would persist".[22] Today, the main method associated with the bottom-up approach to reading is known as phonics, which requires the learner to match letters with sounds in a defined sequence.

In addition, according to Maria Novary Ngabut the meaning of bottom-up model the reading process view reading as basically a translating, decoding, or encoding process.[23] Moreover, the reader starts with letters or larger units, and as he or she attends to them he begins to anticipate the words they spell. When the words are identified, they are decoded to inner speech from which the reader derives meaning in the same way as listening. Furthermore, the followers of these models have argued that reading is

[22]Parlindungan, P., *"A Review on Reading Theories and its Implication to the Teaching of Reading",* Department Bimanthly Forum of EED FKIP-UKI, June 27, 2008, p.2

[23]Maria, N. Novary, *"Reading Theories and Reading Comprehension",* Journal on English as a Foreign Language, Volume 5, Number 1, March 2015, p.25

essentially the translation of graphic symbols into an approximation of oral language.

b.   Cognitive view or Top-down Model

In top-down models of reading, the reader's cognitive and language competence plays a key role in the construction of meaning from printed materials. In this case, reading is not only extracting meaning from a text but also a process of connecting information in the text with the knowledge the reader brings to the act of reading. In this sense, reading is a dialogue both the reader and the text which involves an active cognitive process.

c.   Schema Model

Schema theory is a theory about knowledge. It is a theory about how knowledge is represented and about how the representation facilitates the use of the knowledge in particular ways.[24] According to the schema theory, all knowledge is packed into units, called schemata. In addition to knowledge itself, these packets of knowledge embedded information about how this knowledge is to be used. Therefore, schemata are used by readers to make sense of text; the printed work evokes the reader's experiences, as well as past and potential relationships. In addition related to reading, according to schema theory, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. The previously acquired knowledge is called the reader's background knowledge, and its structures are called schemata.

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[24]Fahriany, *"Schema Theory in Reading Class"*, IJEE, Volume 1, Number 1, 2014, p.1

5. **The Purposes of Reading**

Cadlin and Hall states that there are six purposes of reading, they are:[25]

a. Reading to Search for Simple Information and Reading to Skim

Reading to search for simple information is a common reading ability through some researchers see it as a relatively independent cognitive process. It is use so often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece or information or a specific word. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

b. Reading to Learn for Text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, make stronger inference demands than general comprehension to connect text information with background knowledge.

c. Reading to Integrate Information, Write, and Critique Text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or

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[25]Erika Sinambela, Sondang Manik & Rotua Elfrida Pangaribuan, "*Improving Students' Reading Comprehension Achievement by Using K-W-L Strategy,*" P. 15.

conflicting information and the likely restructuring of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

d.   Reading for General information

The notion of general reading comprehension has been intentionally saved for the last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in informing a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

e.   Teaching

Teaching is a part of education. Teaching is an activity to make interaction between teacher and the students. In teaching process, the students must be active to develop their knowledge and to achieve their purpose. The teaching process does not depend on the students (student centered) but the teaching as a process is directed to the goal oriented from students and teacher. In a teaching process, a teacher needs to create a purpose clearly. A teacher should be involved in the process of teaching, such as: planning, collecting sources, giving motivation, giving a help, and improve some errors to reach the purpose of their teaching.

f.   Reading Comprehension

Reading with comprehension means understanding what has been read. Comprehension involves understanding the vocabulary seeing the relationship among words and concepts, organizing idea, recognizing authors' purpose, making judgment and evaluating. Word is important factor in determining the degree of comprehension. A good reader is one who understands what he reads, and the faster he able to get meaning from his reading the more efficient he is. The rate of comprehension needs to be adjusted to the purpose of reading skills, and like skill development in any area, reading rate can be improved with training and with practice.

6. **Skills of Reading**

There are skills of reading from other experts. One of the experts is Mikulecky. He also proposes reading skills that can be seen in the table below:[26]

Table 2.1 Reading Skills and The Purposes

No	Skills	Purposes
1.	Automatic decoding	Students are able to recognize a word at a glance.
2.	Previewing and predicting	Students are able to guess what the text is about by looking at the text a quick once over.
3.	Identifying purposes	Students are able to predict what the form and context of the text **will** be.
4.	Specifying Purposes	Students are able to know why the text is being read.

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[26]Mikulecky, B. S, *A short course in teaching reading skills* Reading (MA: Addison-Wesley, 1990), p. 23-30.

5.	Scanning	Students are able to find out the specific information in a text by looking at the text very rapidly.
6.	Recognizing topics	Students are able to find out what the text tells about after reading and comprehending the text.
7.	Locating the topic sentences	Students are able to find out a topic sentence in a text.
8.	Making inferenceA by use evidence	Students are able to infer main ideas of the text and can show the evidence that supports their inference.
9.	Guessing the meaning of unknown words from the context	Students are able to guess the meaning of unknown word from the context.
10.	Skimming	Students are able to process a text rapidly at many levels in order to get an overall picture of it.
11.	Paraphrasing	Students are able to paraphrase the text to help them understand the text by using their own words.
12.	Summarizing	Students are able to shorten the text by retaining and re-stating the main idea by leaving out details.
13.	Drawing conclusion	Students are able to put together the information from several parts of the text and induce new or additional ideas.
14.	Reading critically	Students are able to judge the accuracy of the text

15.	Reading faster	with respect to what the reader already knows and distinguish facts or opinions.
		Students are able to read fast enough to allow the brain to process the input.

This table is explaining about skills of reading. The reading skills also can increase pleasure and effectiveness of reading activity. When the students master skills of reading, they can be helped in all other subjects and in the personal and professional lives.

7. Aspects of Reading

According to Mahfoodh, there are five aspects in reading,[27] they are:

a. Identifying Main Idea

Basically, main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. Segretto states that main idea of the reading selection is what the passage is mostly about.[28] Main idea is the most important part of the text because it tells about what is the text tells about. The sentence that states the main idea is called topic sentence or topic statement and it can be located in the beginning, in the middle or in the end of the paragraph. The main idea is usually a sentence, and it is usually the first sentence.

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[27]Mahfoodh, O.H, *Reading for EFL College Students* (2007), Retrieved on December 2014, from http://www.yementimes.com/articles.sthml.

[28] Segretto, M, *Roadmap to 8th Grade Reading* (Toronto:The Princeton Review, 2002), p. 12.

b. Finding Specific Information

Mc. Whother states that supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, an incident, comparison, analogy, cause and effect statistics and quotation.[29] On other hand, readers should be concerned on finding specific information of reading text because it is very useful when knowing exactly what the reader looking for in a text. For example, the question of the text is about asking the year, place, time, etc.

c. Making Inference

Ordinarily, inference is about guessing something from the information which have we read or know. Graesser, Wiemer Hastings, & Wiemer Hastings states inference is the output of the interaction between the readers knowledge and the information in the text.[30] One of comprehension strategies to make a conclusion about what is not directly stated in the text based on clues. Sometimes information is not given directly.

d. Determining Reference

Naturally, reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to another object. According to Reimer in reference is a relation that obtains between

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[29]Mc. Whother, *Strategies for Guiding Content Reading* (Boston: Allyn and Bacon, 1986), p. 36.

[30]Graesser, A. C., Wiemer Hastings, P., & Wiemer Hastings, K, *Research Design and Statistic for Applied Linguistics* (Los Angeles: Newbury House Publisher, 2001), p. 75.

expressions and what speakers use expressions to talk about.[31] References are words or phrase used either before or after the reference in the reading material. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. The question of the text is usually asks the reader to find the answer directly to the line in the paragraph or the question is asked with "refer" word.
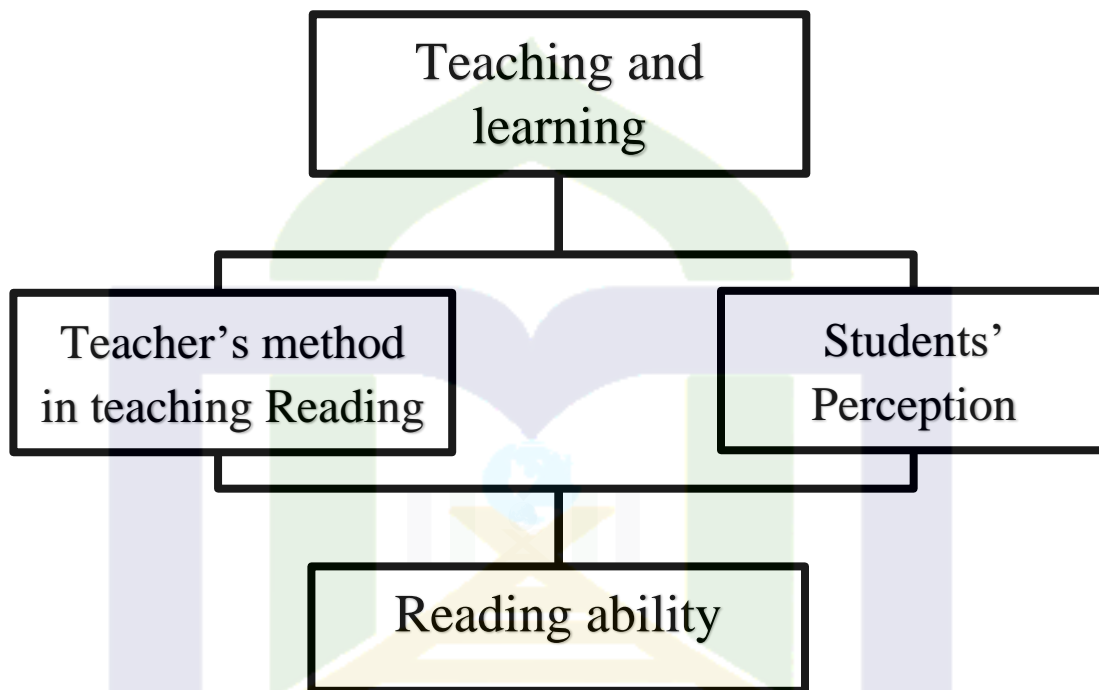
e. Understanding Vocabulary

As a matter of fact, vocabulary is all the words which exist in a particular language or subject. Harmer states that the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading.[32] If they cannot understand the meaning of words in the text, so they would not catch the information of that text. For example of the question is about finding the similarity or antonym of a word. If readers do not know the meaning of that word, they would find lots of difficulties in comprehending the text.

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[31]Marga Reimer, *Standford Encyclopedia of Philosophy: "Reference"*(2009), Accessed April 14th 2013, from http://plato.standfor.edu/entries/reference. p. 34.

[32]Jeremy Harmer, *How to Teach English* (Cambridge: Longman, 2004), p. 153.

C. Conceptual Framework

The theoretical framework underlying of this research is shown in the following picture:

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        ┌─────────────────────┐
        │    Teaching and     │
        │      learning       │
        └─────────────────────┘
                  │
      ┌───────────┴───────────┐
┌─────────────────┐   ┌─────────────────┐
│ Teacher's method│   │    Students'    │
│in teaching Reading│  │   Perception   │
└─────────────────┘   └─────────────────┘
      └───────────┬───────────┘
        ┌─────────────────────┐
        │   Reading ability   │
        └─────────────────────┘
```

This research is considered by the opinion that the teaching and learning process can be success or fail for both teacher and students because one of the factors namely method in teaching and learning. The students can feel comfortable and enjoy in learning if the method that teacher's use is good, it same as in teaching reading it needs a good method to make the students are enjoying the process in learning especially in reading that need more skill to comprehend the text. Therefore, it needs to know the students' perception to know the best method that can be used in teaching reading.

Teaching is a science that has its origins and rules, and it can be observed, measured, evaluated and then its skills trained on. Raising the teacher's efficiency

using teaching methods leads to raising the efficiency of public education, including its research aspects. The educational preparation for the teacher would deepen the human aspects of the teaching process, and develop the relationship between the faculty member and the student. Moreover, the frequent change in human knowledge, in terms of quantity and quality, made it very difficult, as the teacher is familiar with all its details and developments.

D. Variables

This research has two variables namely independent and dependent variables. Which independent variable is about the teacher method in teaching reading and the dependent variable is the students' perception of the second grade of SMAN 11 Enrekang.

E. Operational Definition of Variable

1. Students' perception is the ability of students to understand, observe or interpret the teacher's methods in teaching reading.

2. Teacher method is some steps or plans that teacher has arranged in delivering the material especially in teaching reading and focuses on the application of teacher-centered as the method of choice.

CHAPTER III

RESEARCH METHOD

The research method clarifies research design, location and duration, population and sample, instrument of the research procedure of collecting data and technique of data analysis.

A. Research types and Approaches

In this research, quantitative descriptive was used to describe and analyze the data that had been collected used a survey by using Google form to know the students' perception about teacher method, and the next is the students' ability in reading that the researcher got from English teacher's documentation. According to Mills & Gay quantitative is the collection and analysis of numerical data to describe, explain, predict, or control phenomena of interest.[33] The phenomena is meant in this case is about the students are bored in learning English especially learning reading and it can be happened probably because of teachers' method in teaching.

B. Location and Time of The Research

1. Location of The Research

   The research took place in SMAN 11 Enrekang in academic year 2019/2020.

2. Time of The Research

   The time that has been used to obtain information and collected data of this research was about two weeks.

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[33]Gay Lorraine R. & Mills, Geoffey L, *Educational Research*, *Competencies for Analysis and Application elevent edition*, (2016), p.24.

C. Population and Sample

1. Population

      The population of this research was the students at the second grade of SMAN 11 ENREKANG and consisted of 4 classes. They are class XI MIA 1 consisted of 31 students, class XI MIA 2 consisted of 34 students, class XI MIA 3 consisted of 34 students, XI IPS 1 consisted of 20 students, class XI IPS 2 consisted of 23 students, and the last one is class XI IPS 3 consisted of 25 students. So, there were 108 students at the second grade in SMAN 11 ENREKANG.

Table 3.1 Population of the second grade of SMAN 11 ENREKANG.

NO	CLASS	TOTAL
1	XI MIA 1	31
2	XI MIA 2	34
3	XI MIA 3	34
4	XI IPS 1	20
5	XI IPS 2	23
6	XI IPS 3	25
TOTAL NUMBER		**108**

(Source: Administration of SMAN 11 ENREKANG)

2. Sample

      In this research, the sampling was taken by using purposive sampling, the writer considered to choose the samples was the second-year students of SMAN 11 ENREKANG they are class XI MIA 1 which consists of 31

students because they have at least a year study in the intended school so the result about the students perception not only can be perceive and describe but also can be reconsidered and rediscussed for the betterment of English learning process.

D. Instrument of the Research

In doing this research, the writer used questionnaire and documentation. The questionnaire is used to gather the data from the subject of the research. The 5-point Likert Scales questionnaire which includes the items "strongly agree, agree, not sure, disagree, and strongly disagree" were used as the instrument. There were 15 questionnaire items related to students' perception about teacher's method in teaching reading. This question was presented in Google form so the students answer automatically sent to the researcher. Furthermore, documentation was used to show the reader the writers idea and source of information to support the writer's point of view.

E. Data Collection Technique

To obtain the data both students perception and students' ability in this research, questionnaire and documentation technique were used. The first instrument was questionnaire, to collected the data, the 15 questions of the questionnaire were asked to be answered by the 31 students and it was done by using Google form as a media to collected the response from students. The second, the writer collected the data by using documentation and students' score from the English teacher.

Documentation was looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, agendas, and so on.[34]

F. Technique of Data Analysis

1. Questionnaire

The data collected from multiple choice questions in Google form was analyze in statistical descriptive way by using percentage formula. All the questions related to the students' perception about the teacher method in teaching reading skill. The calculation pattern as follows;

Percentage of students : $P = \dfrac{F}{n} \times 100\%$

Where : P = Percentage

         F   = Frequency

         n = Total Number of sample[35]

The result of this descriptive statistics was tabulated in tables and figures to give a clear statistic result and then analyze through deep descriptive analysis with brief point of view

2. Documentation

To analyze the data that has been collected from the English teacher's documentation used some steps as follow:

a. Classifying the students' scoring in the following criteria at the book that was written by Suharsimi Arikunto that is modified as follow:

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[34]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Cet XI Jakarta: PT Rineka Cipta, 2013) p.236.

[35]Anas Sudjono, *Pengantar Statistik PendidikanCet.X* (Jakarta: Raja Grafindo Persada, 2000), p.40.

Table 3.2 The Classification of the Students' Score

SCORE	CLASSIFICATION
80 – 100	Very Good
66 – 79	Good
56 – 65	Fair
40 – 55	Poor
< 39	Very Poor[36]

b. Finding out the mean score used the following formula:

$$x = \frac{\sum x}{n}$$

Where : X = Mean Score

$\sum x$ = Total Score

n = Total Number of Students[36]

c. The Standard of Deviation

To calculate standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where : SD : Standard Deviation

$\sum X$: The sum of score

$(\sum X)^2$: The square of the sum of the score

N : The total number of students[37]

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[36]Gay L.R, Geoffrey E. Mills, and Peter Aisian, *Educational Research: Competencies for Analysis and Applications,* eight edition, p.320.

[37]Gay L.R, Geoffrey E. Mills, and Peter Aisian, *Educational Research: Competencies for Analysis and Applications,* eight edition, p.321.

d. Rate percentage of the students score:

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

Where : P   = Percentage

    F   = Frequency

    n = Total number of sample[38]

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[38]Gay L.R, *Educational Research Competencies for Analysis and Application.* Second edition (Columbus: Charles E. Merill Publishing Company, 1981), p. 298.

CHAPTER 1V

FINDINGS AND DISCUSSION

This chapter consist of two parts, the part deals with the finding of the research and the discussion of the research finding. Both research questions are shown in the following chapter and later to be discussed.

A. Findings

1. The students' perception about teacher method in teaching reading.

In this part, the researcher would like to describe the result of data collected through questionnaire. The researcher got the responses from 31 students in fifteen questionnaire items which are described in the following explanations.

a. Teacher use an easy-to-understand way in presenting the material in teaching reading.

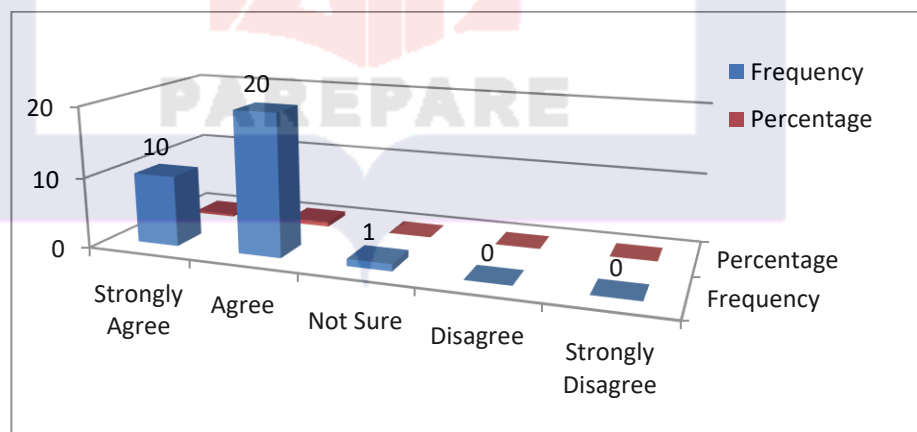**Figure 4.1 Percentage of students' responses of Question 4.1**

Figure 4.1 shows the perception of the students about the teachers way in presenting the material in teaching reading. There were 10 out of 31 students' claimed that teachers used an easy to understood way in teaching reading by choosing alternative responses "strongly agree" were the percentage about 32.26% and 20 students selected the alternative responses "agree" or about 64,52%, and there is one students chose "not sure" with percentage 3.22%.

The result indicated that all of students who participated in this research claimed that the teachers used an easy to understood way in teaching reading because there is no one student chosen alternative responses disagree and strongly disagree.

b.   The teacher provides reading material related with daily life.

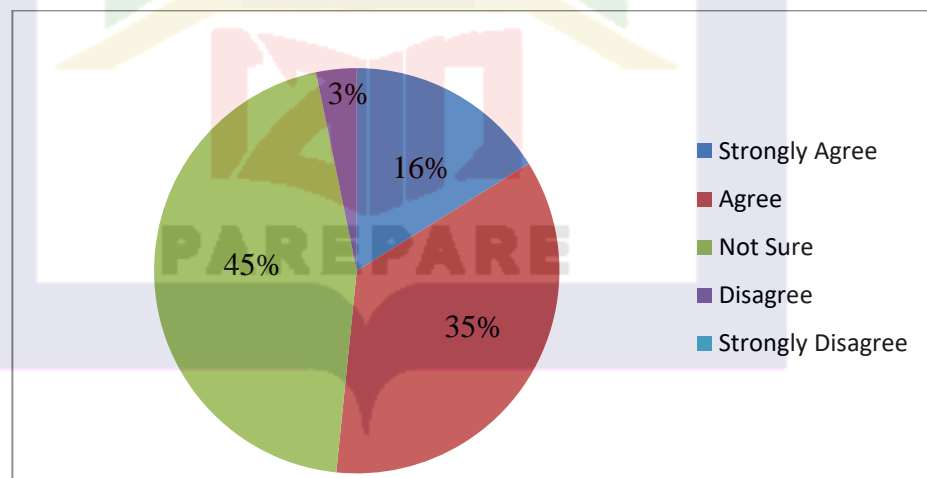**Figure 4.2 Percentage of Students' Responses of Question 4.2**

Figure 4.2 shows the students' perception about the teacher provides reading material related with the students daily life. From the figure it can be seen that 5 out of 31 students chose response "strongly agree" by reaching the percentage about 16.13% and 11 students or 35.48% chose "agree" While there is 14 or 45.16% students who chose the alternative responses "not sure" and one student chose "disagree" with the percentage 3.23% for the second questionnaire item. It means that the teachers sometimes giving material related with their daily life by seeing the percentage more than 50% students choose agree and strongly agree and the other choose responses not sure.

c. The teacher explain the reading material sequentially.

Figure 4.3 Percentage of Students' Responses of Question 4. 3.
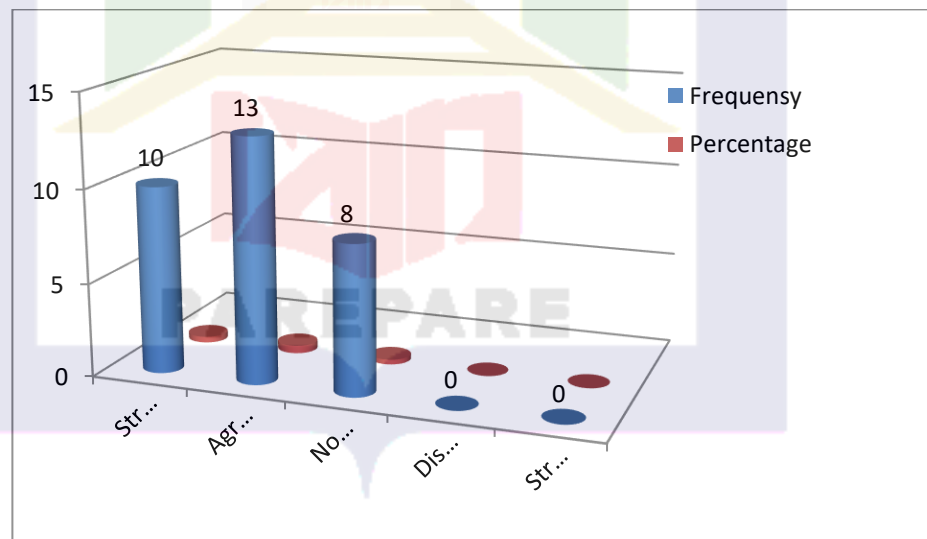
Figure 4.3 shows the students' responses of question 4.3. As presented on the figure, 10 out of 31 students giving their responses "strongly agree" or about 32.26% percentage and 13 students or 41.93% chose "agree" while 8 students chose "not sure" or the percentage about 25.81%.

d. The teacher accompanies the students in reading and understanding the reading material.

Figure 4.4 Percentage of Students' Responses of Question 4.4
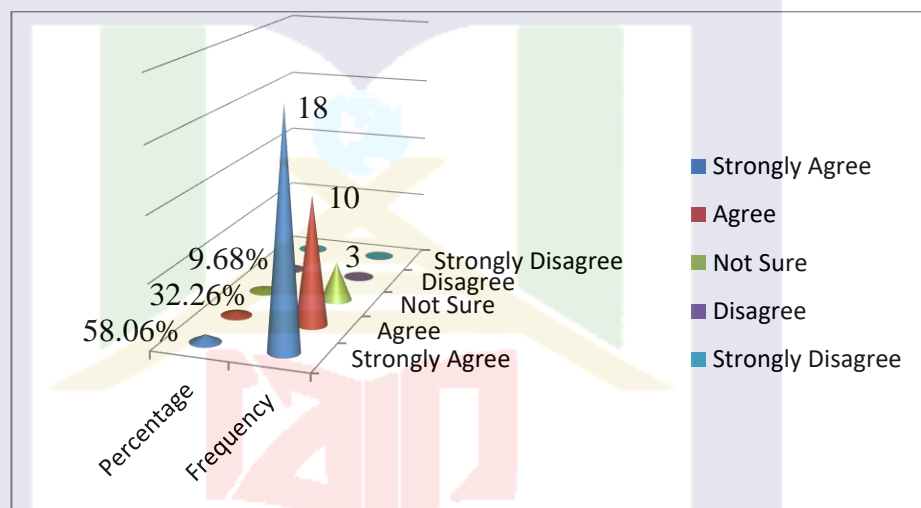

Figure 4.4 showed the students' responses of question 4.4, it can be seen that 18 out of 31 students chose alternative response "strongly agree" or about 58.06% of percentage and 10 students chose "agree" or about 32.26% while 3 students or 9.68% gave "Not sure" response to the fourth questionnaire item.

e. Teacher always uses English in learning process.

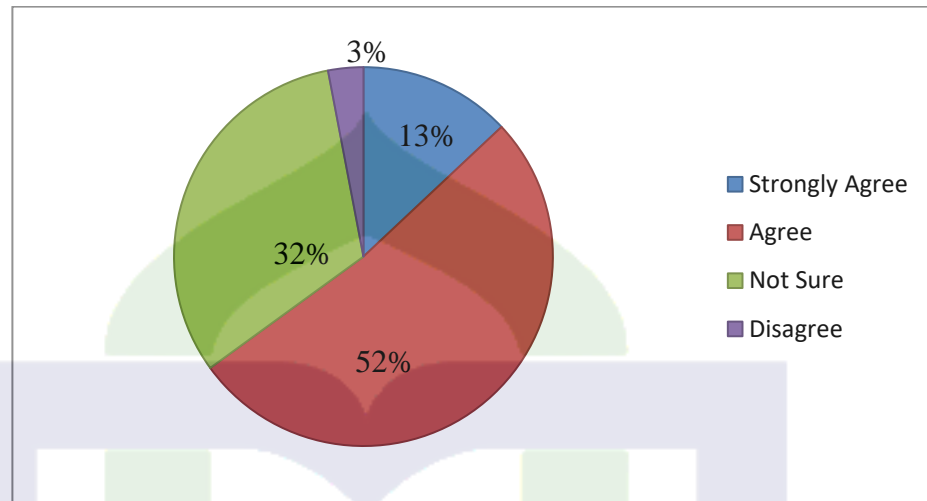**Figure 4.5 Percentage of students' responses of Question 4.5**

Figure 4.5 above shows the students' responses of question no. 4.5, it shows that 4 out of 31 students chose "strongly agree" or got about 12.90% and 16 students chose "agree" or about 51.61%, while there is 10 or 32.26% students who chose the one of alternative responses "not sure" and one student or about 3.23% gave "disagree" response to the fifth questionnaire item. Based on the data above, majority of the students agree English was used to deliver any teaching material in learning reading. This helped the students to familiar with many new vocabularies and sharpen their listening skill. Hence, these skills are prepared for the future used.

f. Teacher give motivation to students according to their daily lives.

Figure 4.6 Percentage of students' responses of Question 4.6.
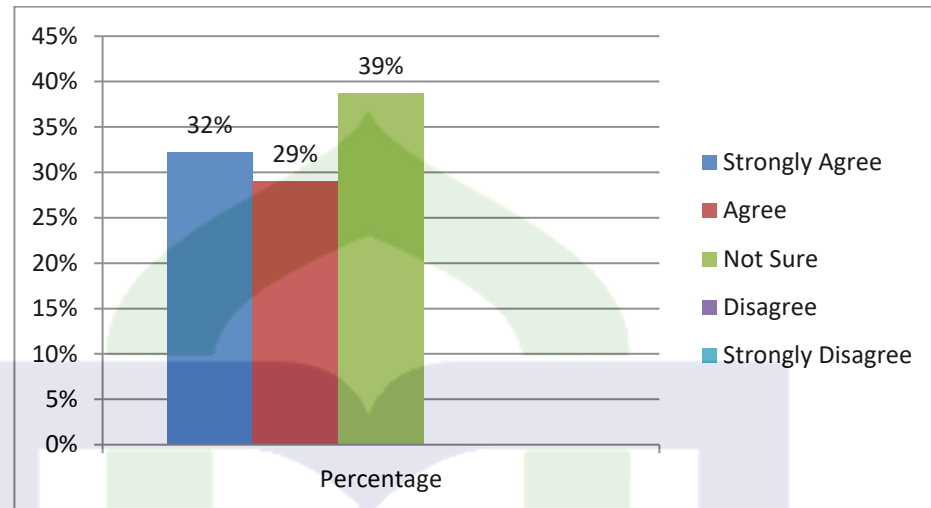

Figure 4.6 shows the students' responses of question 4.6. As presented on the Figure below, it can be seen that 10 out of 31 students chose alternative responses "strongly agree" or percentage about 32.26% and there is 9 students who chose "agree" or got about 29.03%, and 12 students chose "not sure" or the percentage 38.71%. motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance, and its types. and perform it in their teaching process. In this case, they can have practical, useful, and effective langue classroom in addition to a positive outcome in their teaching context

g. Teacher always give students opportunity to ask question.

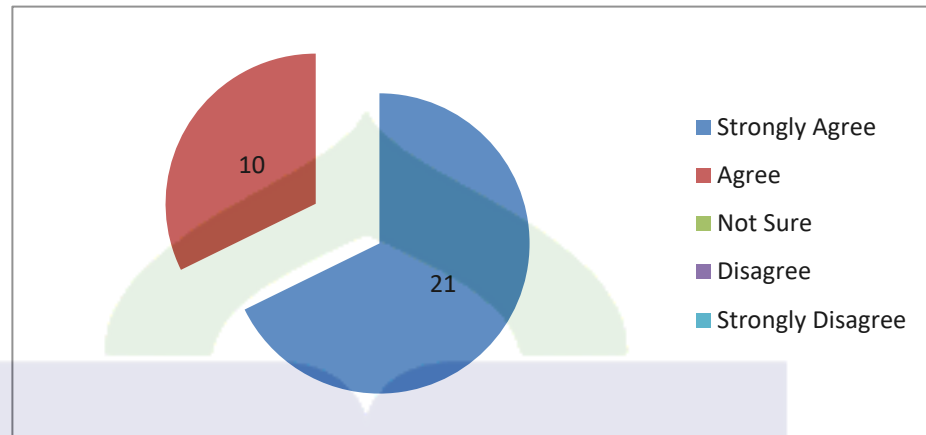**Figure 4.7 Percentage of students' responses of Question 4.7**

Figure 4.7 shows the students' responses of question 4.7, based on figure it can be seen that only two alternative responses who chose by the students. 21 out of 31 students or got 67.74% percentage chose "strongly agree" while the 10 students chose "agree" or about 32.26%. Teacher always answered every student questions clearly.

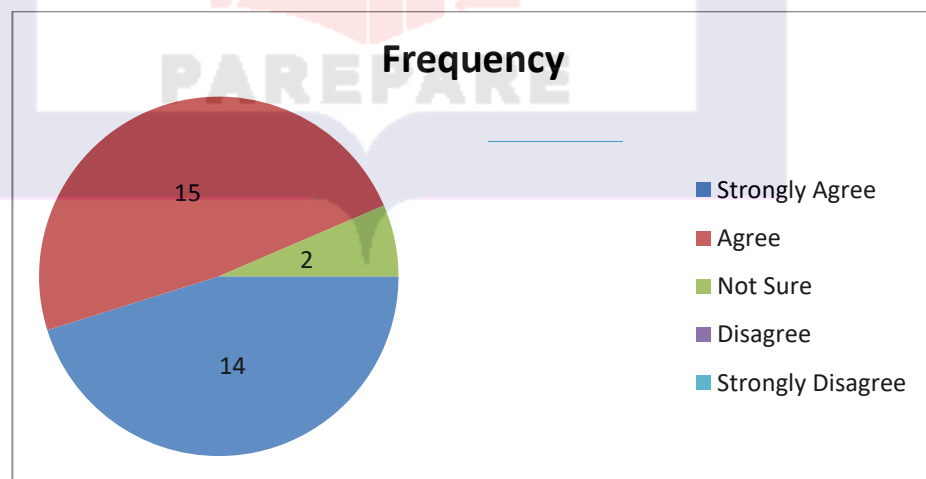**Figure 4.8 Percentage of students' responses of Question 4.8**

Figure 4.8 shows the students' responses of question 4.8. Based on the Figure, it shows that 14 out of 31 students chose alternative responses "strongly agree" by reaching the percentage 45.16% and 15 students chose "agree" or about 48.39%, while 2 students chose "not sure" or the percentage 6.45%.

i. Teacher always gives assignments to students.

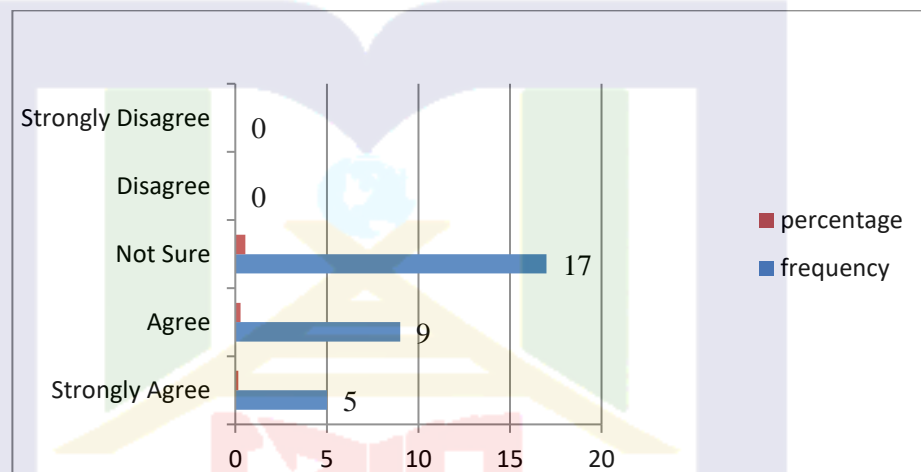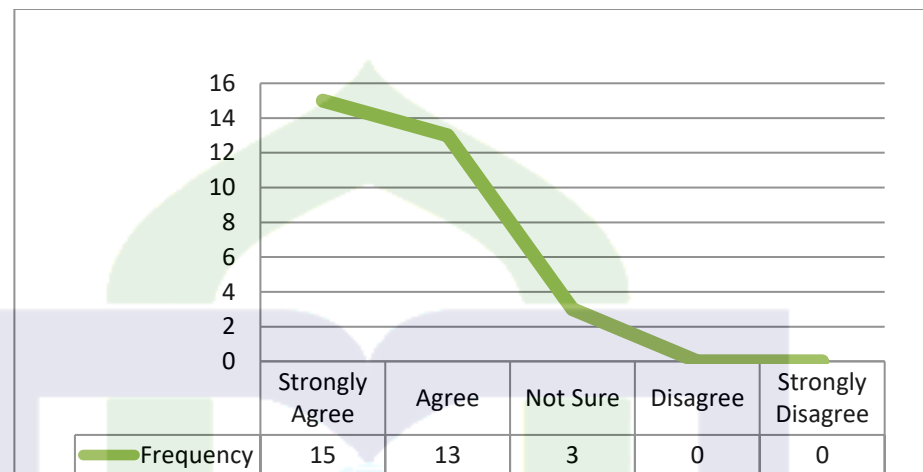**Figure 4.9 Percentage of students' responses of Question 4.9**

Figure 4.9 shows the students' responses of question, 5 out of 31 students giving their responses "strongly agree" about 16.13% of percentage and 9 students or 29.03% chose "agree" while 17 students or 54.84% of percentage chose the alternative responses "not sure".

j. Teacher ask students to to look up the meaning of words that are difficult to understand in the text using dictionary.

Figure 4.10 Percentage of students' responses of Question 4. 10

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Frequency	15	13	3	0	0

As presented on figure 4.10, 15 out of 31 students giving their responses "strongly agree" about 48.39% of percentage for question 4.10 and 13 students or 41.94% chose "agree" while there is 3 students or 9.68% who chose the responses "not sure"

k. Teachers method make students' focus on paying attention to the reading material

Figure 4.11 Percentage of students' responses of Question 4.11
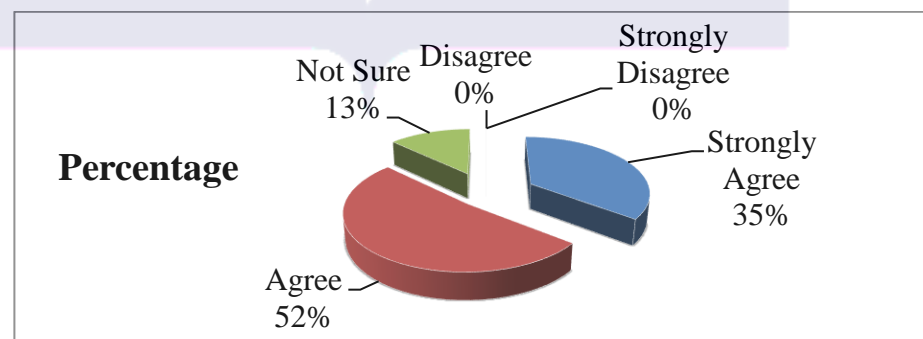
As presented on the figure 4.11 above, it can be seen that 11 students out of 31 chose response "strongly agree" or percentage 35.48% for question 4. 11 and 16 students or 51.61% chose "agree" while 4 students who chose one of alternative responses "not sure" or 12.90% of percentage.

1. Teachers method makes reading lesson more interesting and easier to understand.

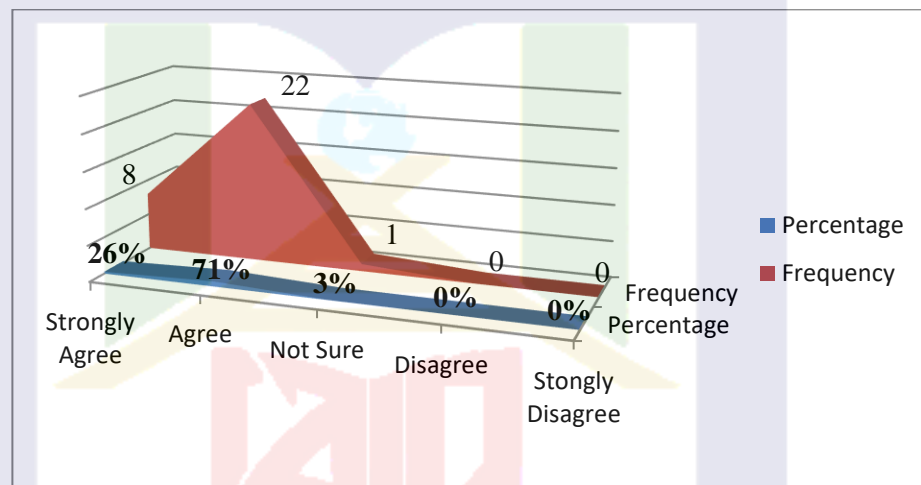**Figure 4.12 Percentage of students' responses of Question 4.12**

Figure 4.12 above shows the students' responses of question 4.12, it shows that 8 out of 31 students chose response "strongly agree" about 25.81% of percentage and 22 students or 70.97% chose alternative responses "agree", while there is only one student or 3.22% who gave "not sure" response to the twelve questionnaire item.

m. Teachers method makes students' excited in learning reading.

Figure 4.13 Percentage of students' responses of Question 4.13

Figure 4.13 below shows the students' responses of question 4.13, based on figure it can be seen that 14 out of 31 students giving their responses "strongly agree" or 45.16% of percentage and 12 or 38.71% chose "agree" and 5 students chose alternative responses "not sure" or about 16.13% of percentage.

n. Teachers method makes students' not bored in learning process of reading.

Figure 4.14 above shows the students' responses of question 4.14, it shows that 5 out of students chose alternative responses "strongly agree" or got about 16.13% and 8 students or 25.81% chose "agree" while the highest response chose by students is "not sure" about 16 or 51.61% of percentage and two students or about 6.45% gave "disagree" response to this questionnaire item.

Figure 4.14 Percentage of students' responses of Question 4.14

o. Teaching method used by the teacher increases students' English achievement.
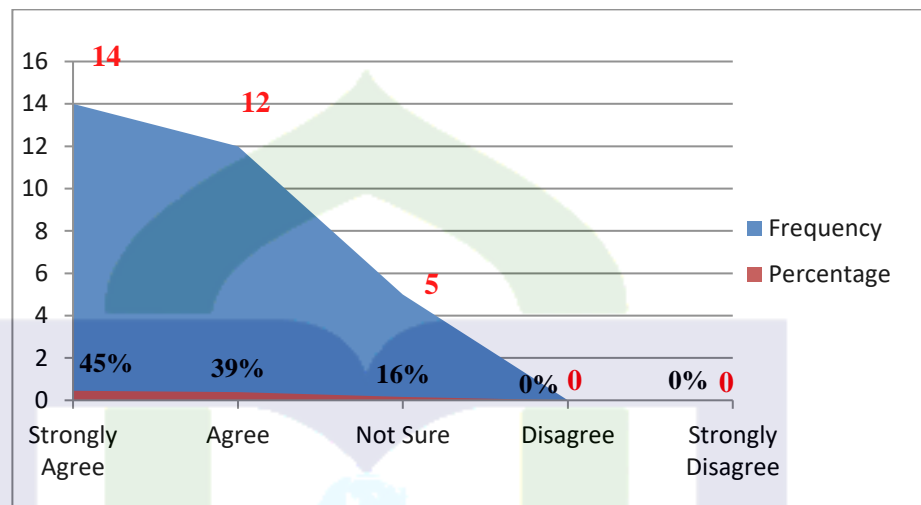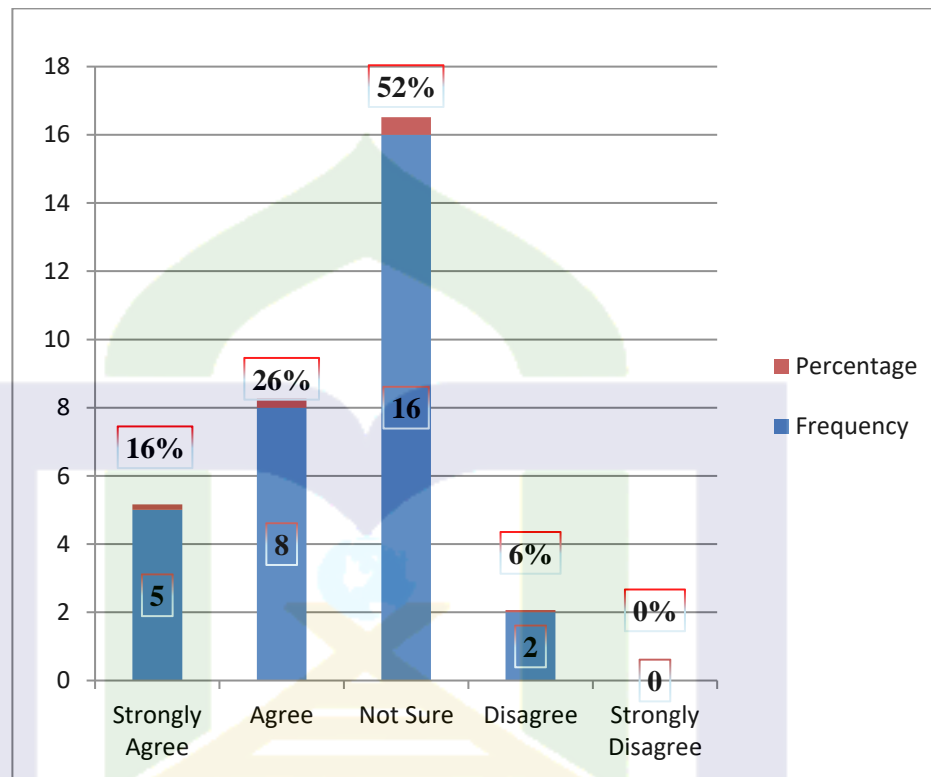
Figure 4.15 below shows the students' responses of question 4. 15, as presented on figure it can be seen that 13 out of 31 students chose response "strongly agree" about 41.94% of percentage and 12 students or 38.71% chose "agree" while there is 5 students or 16.13% who chose the one of alternative responses "not sure" and one student or 3.22% gave "disagree" response.

Figure 4.15 Percentage of students' responses of Question 4.15
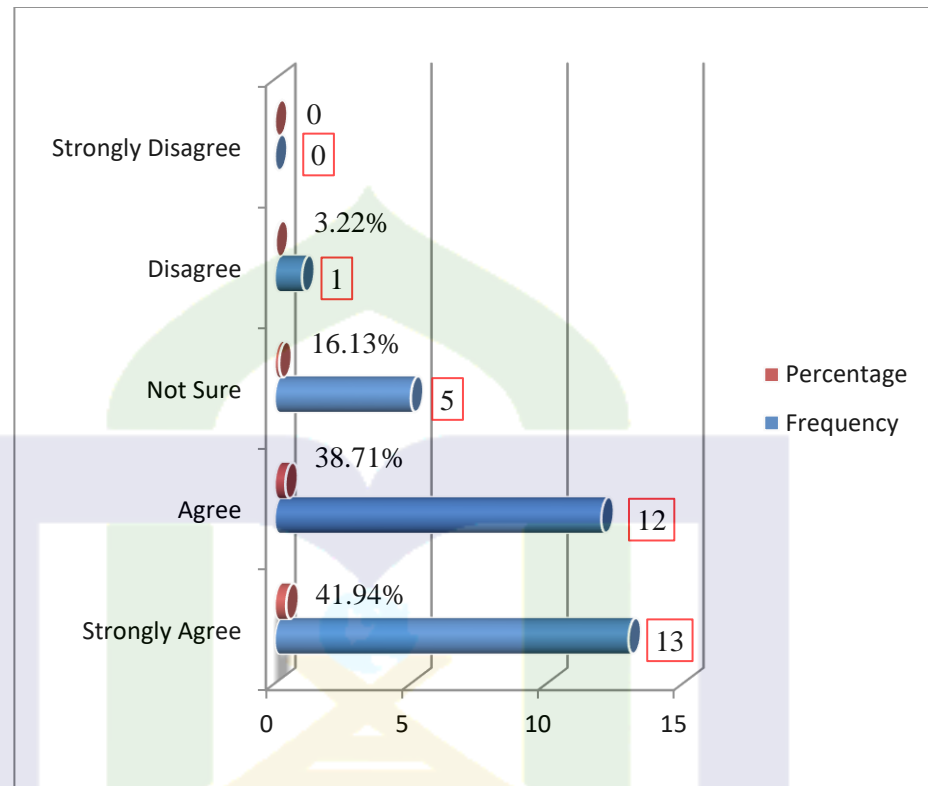
2. Analysis the students' ability in reading

In this second part the researcher would like to describe the students' ability in reading by using students' score in the middle test. The test result was obtained from the teacher and documented into tables. The highest score was 92 and the lowest was 78. Only one student had certain problem and prevent him to not sit on the test. The is shown in the following table:

Table 4.1 Students' Score in Middle Test

No	Name	Score (X)	X^2	Classification
1	Irfan	78	6084	Good
2	Muhammad Abdi Akbar	79	6241	Good
3	Muhammad Ilham agung	90	8100	Very Good
4	Muhammad Syahrul Santi	79	6241	Good
5	Akbar Arif	79	6241	Good
6	Muhammad Fajar	78	6084	Good
7	Abdul Hafidz	79	6241	Good
8	Muhadir Muhammad	78	6084	Good
9	Al Furqan Syam	80	6400	Very Good
10	Agung	0	0	0
11	Azwar Kunang	80	6400	Very Good
12	Zulfiah R	90	8100	Very Good
13	Christin Angel	92	8464	Very Good
14	Desi	85	7225	Very Good
15	Rahma Sari Rusli	85	7225	Very Good
16	Sri Suhardinar	80	6400	Very Good
17	Nurhasida	80	6400	Very Good
18	Siska wangi	86	7396	Very Good
19	Hartiningsi	88	7744	Very Good
20	Rasmi	90	8100	Very Good
21	Nur Asyura	80	6400	Very Good
22	Renita	85	7225	Very Good

23	Nurul Hikmah	80	6400	Very Good
24	Nur Aisya Binti Tamrin	90	8100	Very Good
25	Insira Nayla Sari	95	9025	Very Good
26	Nabilah Farhaini	90	8100	Very Good
27	Irmawati	86	7396	Very Good
28	Nur Azizah	80	6400	Very Good
29	Nurul Hijrah	92	8464	Very Good
30	Siti Khairunnisa	80	6400	Very Good
31	Putri wulandari	80	6400	Very Good
	Total	2514	211480	

Source: English teacher's documentation of SMAN 11 Enrekang

The table above shows the students' score in middle test, after knowing the students' score in learning class the researcher found out the classification of the students' score in the following table.

Table 4.2 Percentage of students' Score in the middle test

No.	Score	Classification	Frequency	Percentage
1	80-100	Very Good	23	74.19%
2	66-79	Good	7	22.58%
3	56-65	Fair	0	0.00%
4	40-55	Poor	0	0.00%
5	<39	Very Poor	1	3.23%
Total			**31**	**100.00%**

Based on the table percentage of students' score above, it can be seen that 23 out of 31 students got Very Good score in test or about 74.19% and then 7 or 22.58% students' reaching Good score and there is one students' got very poor score because he didn't entering in the middle test. The total middle test score was 2514. This score means, with the highest frequency of very good classification in score, the students' ability in reading at the second grade of SMAN 11 Enrekang is categorized as Very good. the following is the process of finding the mean score of the middle test score:

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{2514}{31}$$

$$X = 81.09$$

Therefore, the mean score of the middle test score is 81,09

From result of the data above, the researcher concluded that the students' ability in Reading based on the middle test score in the second semester is 81,09 or reaching classification is very good, and the following is the process of finding the standard deviation of middle test score:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{211480 - \frac{(2514)^2}{31}}{31 - 1}}$$

$$SD = \sqrt{\frac{211480 - \frac{6320196}{31}}{30}}$$

$$SD = \sqrt{\frac{211480 - 203877,29}{30}}$$

$$SD = \sqrt{\frac{7602,71}{30}}$$

$$SD = \sqrt{253,426}$$

$$SD = 15,92$$

After determining the mean score was 81.09 and standard deviation of the test was 15,92. It could be seen that the students' ability in reading were in a very good category.

B. Discussion

The discussion deals with the interpretation of the findings based on the data analysis. In this section of this research, the researcher presents the theoretical arguments and further interpretation of the findings which are presented systematically based on the findings.

1. The students' perception about teacher method in teaching reading

In the findings section, it shows that the learners at SMAN 11 Enrekang have their own perception about the teacher method in teaching reading. From the data in findings it can be seen that the students gave positive response, moreover the data showed that the students' response the questionnaire items reached more than 50% for two alternative responses namely "agree and strongly agree". Furthermore, the first objective of this research was to find out the students' perception that related to teaching reading, the questionnaire items especially in the second item 14 of the students still need the teacher provided the reading material directly relate to students' daily life and actually it really helps for students to increase their understanding in reading because the material is appropriate with their daily activity. Certainly, the teacher should accompany the students in comprehending the reading material and it has done by the teacher that can be seen from the students' response in the number four item which was eighteen students gave strongly agree response. From this item the teacher should do it time by time because the students gave positive response for this good method.

In the item of teacher's asking and answering the question, twenty one of the students gave strongly agree response it means this way was really good to implement in teaching reading because it can help the students not only to look for their problem in learning by asking question but also how they increase their self-confident and decrease their anxiety. In addition motivation was also one of the alternatives for the teacher to push their students in learning reading because reading needs more attention to interpret

the meaning of the text. In teaching and learning in the class the teacher may use English or Indonesia language and in this case according to the situation because not all the students can understand the material easily therefore combine between English and Indonesia language it really needed to be considered by the teacher and it can be seen from the students' response both agree and not sure more and less the students like the teacher to use English in teaching process.

The next item about giving the students homework or assignment from the data response most of the students chose "not sure". It means that it needed consideration for the teacher to give the students assignment. It can be done by some variations for example giving them homework in a week or other alternative giving them a text and the students would list the difficult words in the dictionary because in the number ten item the students gave positive response around 48.39% of percentage to use dictionary was one of a good way in teaching and learning reading. Furthermore, the item number start from 11 to 15 most of the students gave positive response except in the number 14 item most of the students chose "not sure" for the method that can make them not bored in learning process. Therefore, from this statement it needs repairing method to make the students enjoy in teaching and learning process.

Therefore it can be conclude from the findings that the method of the teacher in teaching reading gave positive effect for the students or in the other word it can be said that the students' extremely considered how good the teacher ways in teaching class where the students felt better in English that

was also effects on their study achievements later, but in other cases such as teachers provided suitable reading texts, create a good situation for students' in reading the passage, focuses on students objective which always explain clearly about the materials given in order to make students' fine with the class without getting confused.

2. The students' ability in reading

The second objective of this research was to know the students' ability in reading and it can be seen from the documentation and score from the English teacher. Moreover, the data about the students' score showed that really good ability in reading. The data showed 23 students got very good value and 7 for good value, furthermore one student got very poor because he did not join the examination. Therefore, from the data it can be said that all the students have good ability in reading with percentage Very Good score in test or about 74.19% and then 7 or 22.58% students' reaching Good score.

In addition the relation between the first objective and the second objective it really has strong relation where was the first objective about the students' response about the teacher method most of the students give positive response such as the teacher use and easy way in presenting the material, the teacher provide the reading material before come to the class, as well as the method of the teacher' using can help the students to interest in joining the teaching and learning process. Moreover, it can be seen from the students' score showed that the students have high ability in reading.

CHAPTER V

CLOSING

This chapter consists of two parts. The first part deals with the conclusion which presents based on the data analysis and the findings in the previous chapter. The second part presents the suggestion which deals with the researcher's expectation to the readers regarding the research findings.

A. Conclusion

Regarding to the research findings, the researcher draws conclusions, as follows:

1. The students' perception about the teachers method in teaching reading was good as the findings of the data analysis, the students' response about the teacher method in reading showed positive response it can be seen the data showed that the students' response the questionnaire items reached more than 50% for two alternative responses namely "agree and strongly disagree".

2. The students' ability in reading the data showed that the students have high ability in reading which the percentage was showed the students got very good score in test or about 74.19% and then 7 or 22.58% students' reaching good score. It means their ability is really good in comprehending the reading material in teaching and learning process.

B. Suggestion

In the light of the conclusions, the researcher put forwards some suggestions and recommendations as follows:

1. In order to increase more and more the students' ability in reading, it suggests for the teacher to always push and motivate their students in learning especially reading.

2. For the teacher it needs to always upgrade their method in teaching especially in reading, therefore the students would be more exiting in joining the teaching and learning process.

3. Regarding to the instruments that used in this research, using other instruments such as case study, experiment, or classroom observation are suggested to get more valid data of the teacher method in teaching reading.

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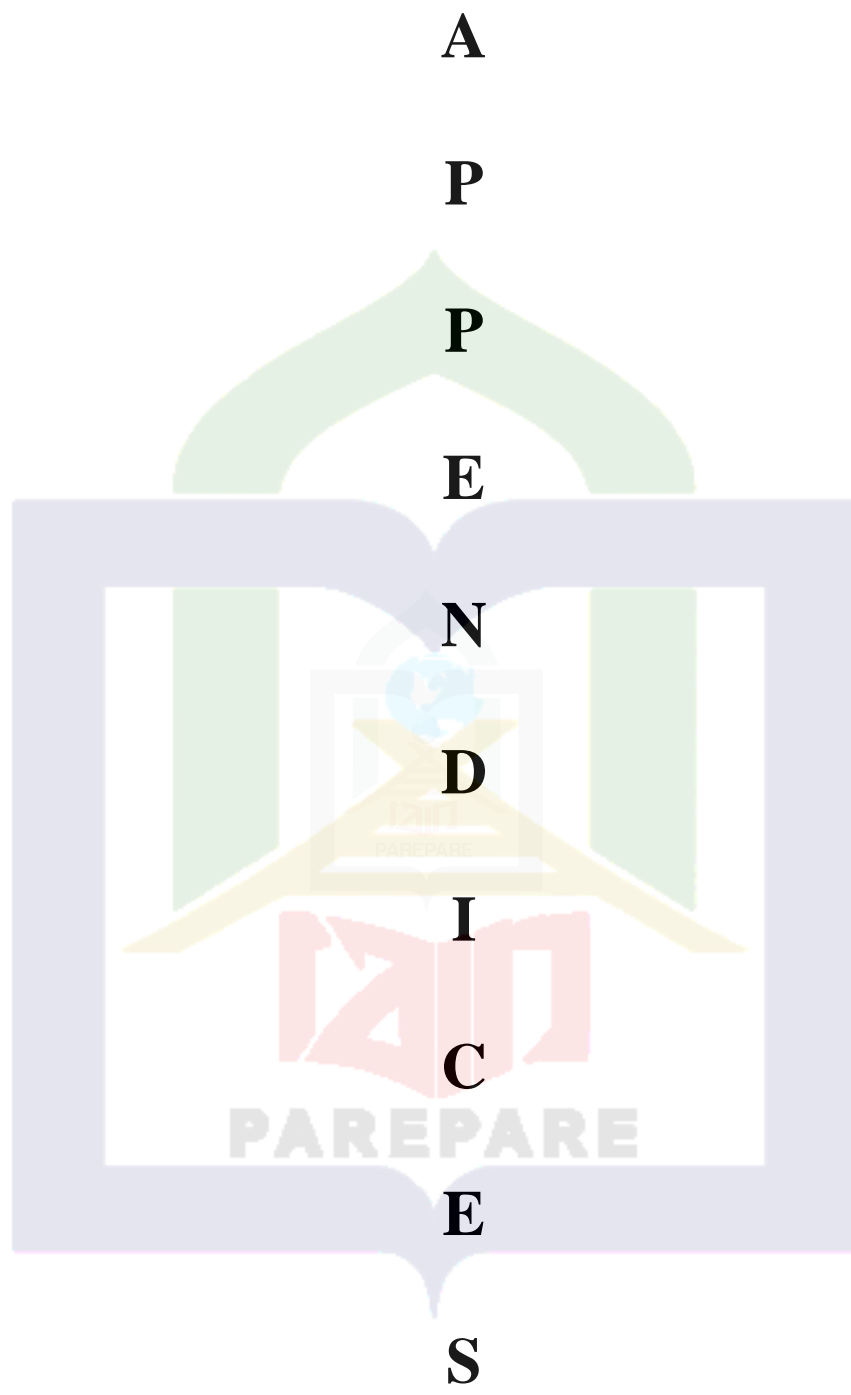Hannani et al. *Pedoman Penulisan Karya Ilmiah*. Iain Parepare, 2020.

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Nomor   : B. 𝑄𝑄𝑄/In.39.5.1/PP.00.9/04/2020
Lampiran : -
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X
Provinsi Sulawesi Selatan
di,-

    Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

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Semester	:	XIV (Empatbelas)
Alamat	:	Patekkong, Desa Buntu Sarong Kec. Masalle Kab. Enrekang

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Enrekang dalam rangka penyusunan skripsi yang berjudul :

"The Students' Perception About The Teacher Method In Teaching Reading At The Second Of SMAN 11 Enrekang"

Pelaksanaan penelitian ini direncanakan pada Mei sampai Juni Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

    Parepare, 27 April 2020
    Wakil Dekan I,

    Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
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v

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Wassalamu Alaikum Wr. Wb.

Parepare, 27 April 2020
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Alamat	: Patekkong, Desa Buntu Sarong Kec. Masalle

Telah mengadakan penelitian di SMA NEGERI 11 ENREKANG Kabupaten Enrekang mulai tanggal 30 April 2020 sampai dengan 02 Mei 2020. Adapun judul penelitian **"THE STUDENTS' ABOUT THE TEACHER METHOD IN TEACHING READIANG AT THE SECOND OF SMAN 11 ENREKANG"**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Masalle,   Mei 2020
Pelaksana Tugas Harian ,

SAPARUDDIN, S.Pd
NIP. 19850728 201001 1 021

VII

RESEARCH INSTRUMENT

QUESTIONNAIRE

Dear students,

Angket ini bukan merupakan tes/ujian jadi tidak ada jawaban yang benar maupun salah. Kami hanya mengharapkan jawaban yang jujur dari anda. Jawaban yang anda berikan tidak akan mempengaruhi nilai bahasa Inggris anda. Silahkan berikan tanda (√) pada jawaban yang anda pilih. Terima kasih atas partisipasi anda.

Bagian 1: Identitas Diri

1. Nama :

2. Kelas :

3. Nama Guru Bahasa Inggris dikelas anda:

BAGIAN 2: PERSEPSI SISWA

1. Guru menggunakan cara yang mudah dipahami dalam menyajikan materi dalam mengajar reading/membaca.

   A. Sangat Setuju ☐

   B. Setuju ☐

   C. Ragu-Ragu ☐

   D. Tidak Setuju ☐

   E. Sangat Tidak Setuju ☐

2. Guru menjelaskan pemahaman bacaan materi secara berurutan.

   A. Sangat Setuju ☐

   B. Setuju ☐

VIII

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

3. Guru menyediakan materi dengan menghubungkan materi dengan kehidupan sehari-hari.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

4. Guru mendampingi siswa dalam membaca dan memahami teks bacaan.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

5. Guru selalu menggunakan Bahasa Inggris saat mengajar Reading/membaca.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

6. Dalam mengajar, guru selalu memberi motivasi sesuai dengan kehidupan sehari-hari.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

7. Metode mengajar yang digunakan oleh guru membuat saya fokus memperhatikan materi reading/membaca.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

8. Cara mengajar yang digunakan oleh guru membuat pelajaran reading/membaca lebih menarik dan mudah dimengerti.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

9. Cara mengajar guru membuat saya bersemangat belajar reading/membaca.

X

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

10. Cara mengajar yang digunakan oleh guru membuat saya tidak bosan dalam proses belajar reading/membaca.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

11. Guru selalu memberi siswa kesempatan untuk bertanya.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

12. Guru selalu menjawab pertanyaan siswa dengan jelas.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

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D. Tidak Setuju

E. Sangat Tidak Setuju ☐

13. Guru selalu memberikan pekerjaan rumah atau tugas

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

14. Guru meminta siswa untuk mencari arti dari kata-kata dalam teks yang sulit dipahami menggunakan kamus.

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

15. Cara guru dalam mengajar reading/membaca mempengaruhi prestasi belajar saya

A. Sangat Setuju ☐

B. Setuju ☐

C. Ragu-Ragu ☐

D. Tidak Setuju ☐

E. Sangat Tidak Setuju ☐

DOCUMENTATION

CURRICULUM VITAE

Jumriani Y., The writer was born on April 20[th]. 1995 in Patekkong, Enrekang. She is the first child from four siblings. From the couple, Muh. Yunus and Mara'. She has two brothers, they are Yuzril Ihza Mahendra and Muh. Yusran and she has one sister her name is Widianti. She began her study in Elementary School at MI GUPPI Patekkong on 2001 and graduated on 2007. In the same year, she continued her study to SMPN 7 Alla, Enrekang and graduated on 2010. Next, she continued her study in senior high school in SMA Muh. Kalosi and graduated on 2013. However, in the same year she continued her study in State Islamic Collage (STAIN) Parepare now it was changed became State Islamic Institute (IAIN) Parepare. During she studied at IAIN Parepare, the writer active in American English Club (AMC). The writer decided to got married with Syarifuddin on April 2016 and she got a son on February 2019 his name is Muh. Rezqy Syarif. Now, she completed her skripsi under tittle "The Students' Perception about Teacher Method in Teaching Reading at the Second Grade of SMAN 1 Enrekang".