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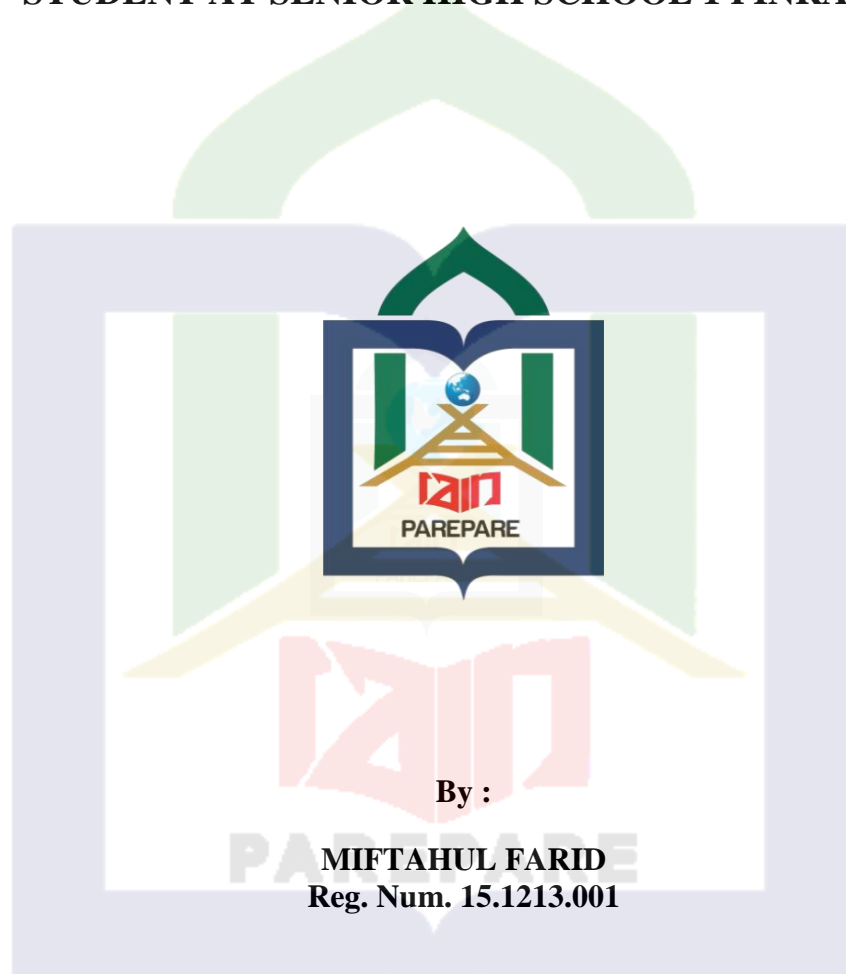

THE STUDENTS' PERCEPTION ABOUT THE TEACHERS' METHOD IN TEACHING READING FOR SECOND YEAR STUDENT AT SENIOR HIGH SCHOOL 1 PINRANG

By :

MIFTAHUL FARID
Reg. Num. 15.1213.001

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2022

THE STUDENTS' PERCEPTION ABOUT THE TEACHERS' METHOD IN TEACHING READING FOR SECOND YEARS STUDENT AT SENIOR HIGH SCHOOL 1 PINRANG

By

MIFTAHUL FARID
Reg. Num. 15.1213.001

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

THE STUDENTS' PERCEPTION ABOUT THE TEACHERS' METHOD IN TEACHING READING FOR SECOND YEARS STUDENT AT SENIOR HIGH SCHOOL 1 PINRANG

Thesis

As Partial Fulfillment of the Requirements for Attainment of the Degree

"Sarjana Pendidikan"

English Education Program

Submitted By

MIFTAHUL FARID
Reg. Num. 15.1213.001

to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

APPROVAL SCRIPT OF CONSULTANT COMMISSIONS

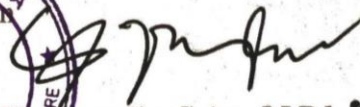Name of the Student   : Miftahul Farid

The Title of Script   : The Students' Perception about the Teachers'

                             Method in Teaching Reading for Second Year

                             Student at Senior High School 1 Pinrang

Student Reg. Number   : 15.1213.001

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Study Program   : English Education

By Virtue of Consultant Degree   : SK. The Dean of Tarbiyah Faculty Certificate

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iv

THE STUDENTS' PERCEPTION ABOUT THE TEACHERS' METHOD IN TEACHING READING FOR SECOND YEAR STUDENT AT SENIOR HIGH SCHOOL 1 PINRANG

Thesis

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MIFTAHUL FARID
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Had been examined of Monday, 28 June 2021 and had been declared that it fulfilled the requirements.

Approved by

Consultant Commissions
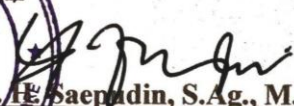
Consultant	: Drs. Amzah, M.Pd.	(.............................)
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COMMISSIONS

The Title of Script	:	The Students' Perception about the Teachers' Method in Teaching Reading for Second Year Student at Senior High School 1 Pinrang
Name of the Student	:	Miftahul Farid
Student Reg. Number	:	15.1213.001
Faculty	:	Tarbiyah
Study Program	:	English Education
By Virtue of Consultant Degree	:	SK. The Dean of Tarbiyah Faculty Certificate No.B.836/3826/In.39/A-063/11/2018

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سْـــــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ، وَالصَّلَاةُ وَالسَّلَامُ عَلىَ أَشْرَفِ الـمُرْسَلِينَ وَعَلىَ آلِهِ وَصَحْبِهِ أَجْـمَـعِينَ، أَمَّا بَعْدُۚ

In the name of Allah swt, the most Gracious, the most Merciful. Alhamdulillahi rabbil 'alamin. There is no beautiful to say except praying and thanks to our God for his blessing, mercies, and enjoyment so that the writer could finish this skripsi. May shalawat and salam always be given to our Prophet Muhammad saw. Who has guided us from Jahiliyah era to Islamiyah era.

The writer realizes that skripsi has never been possible to be finished without the assistance of the other people. Therefore, he wishes to express a lot of thank to:
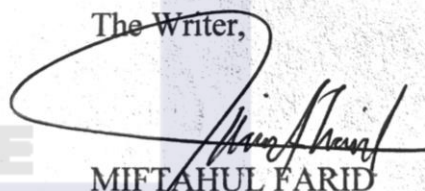
1. Dr. Ahmad Sultra Rustan, M.Si. the Rector of IAIN Parepare who always be a good leader for all students at the college.

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6. The lecturers and staffs of IAIN Parepare for motivation during his study.

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Finally, the writer realized that this skripsi still has any weakness and still far from perfect. There is no perfection in every single work. Therefore, critics, commands, or suggestions, are welcome and highly appreciated.

Parepare, June 28th 2023
28 Dzulqa'dah 1444 H

The Writer,

MIFTAHUL FARID
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DECLARATION OF THE RESEARCH AUTHENTICITY
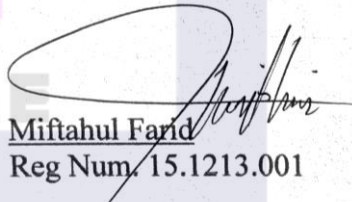
The writer who signed the declaration bellow:

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Skripsi Title   : The Students' Perception about the Teachers' Method in Teaching Reading for Second Year Student at Senior High School 1 Pinrang

Stated that this skripsi is his own writing, if it can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, June 28th 2021

The writer,

Miftahul Farid
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ABSTRACT

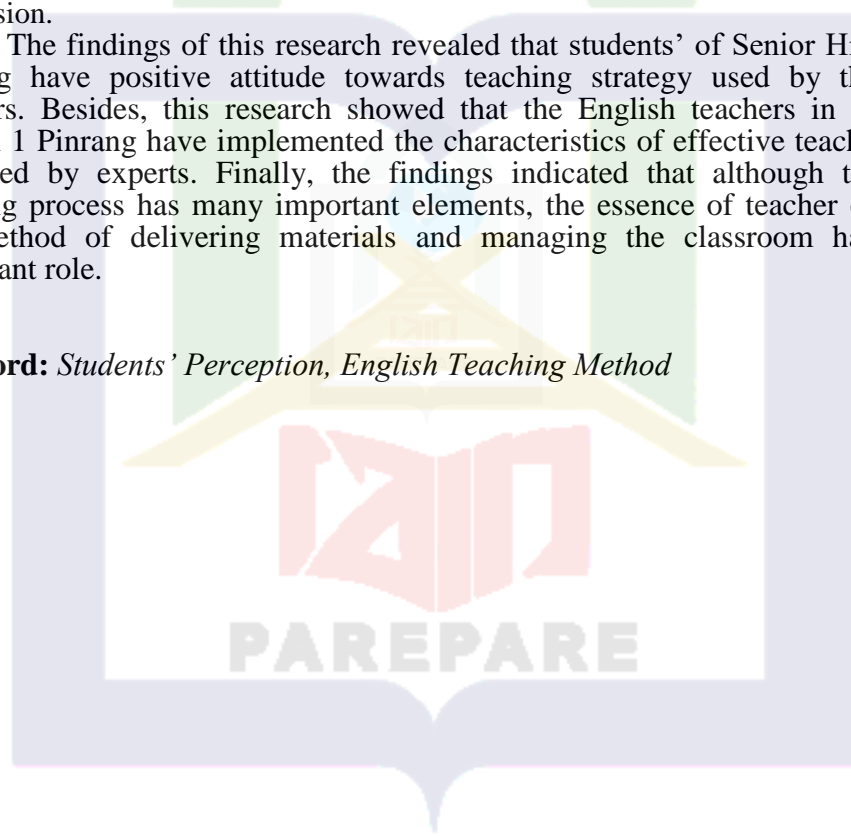**Miftahul Farid**. *Students' Perception about The Teachers' Method in Teaching Reading for Second Year Student at Senior High School 1 Pinrang* (Supervised by Mujahidah and Amzah Selle)

`This research was carried out in Senior High School 1 Pinrang. Every teacher has a different strengths and weakness in teaching. Teacher needs to improve knowledge and skill to enhance, improve and explore their teaching practice. Teacher has a big responsibility in supplying and giving education especially in conveying knowledge for the students in the school. The success of learning process influenced by factors involved in learning activity. The research question is *"What is students' perception about teachers' method in teaching reading at Senior High School 1 Pinrang?"*

This research was descriptive qualitative which the researcher observed directly the object of the research. The data was collected by documentation by using zoom and observation then data collection processed by using google form, display data and make a conclusion.

The findings of this research revealed that students' of Senior High School 1 Pinrang have positive attitude towards teaching strategy used by their English teachers. Besides, this research showed that the English teachers in Senior High School 1 Pinrang have implemented the characteristics of effective teaching strategy proposed by experts. Finally, the findings indicated that although teaching and learning process has many important elements, the essence of teacher especially in the method of delivering materials and managing the classroom has the most important role.

Keyword: *Students' Perception, English Teaching Method*

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LIST OF APPENDICES

Appendices' Number	The Title of Appendices
1	Questionnaire of students' perception
2	Questionnaire Presentation
3	Documentation
3	Research Permission
4	Curriculum Vitae

CHAPTER I

INTRODUCTION

A. Background

English is probably the most widely used language in the world, with around 400 million native speakers and a similar number of bilingual speakers in several dozen partially English-speaking countries, and hundreds of millions more users in other countries where English is widely known and used in business, government, or media. It is used for government communications in India; a daily newspaper in Cairo; and the speeches in the parliament of Papua New Guinea. You may hear it when a hotel receptionist greets an Iranian guest in Helsinki; when a German professor talks to a Japanese graduate student in Amsterdam; or when a Korean scientist lectures to Hungarian and Nigerian colleagues at a conference in Bangkok.

English language is very important in this world. It is used by the people almost in all aspects of life as in education, industry, politics, trade, and daily relationship. Therefore, without English, we cannot communicate with others. We even cannot express our ideas, feelings or wishes without language.

In this era of information and technology, English has become vital as the international or global language. Most countries all over the world are trying to raise the ability of their people to use English effectively. Many information and knowledge come from a lot of sources in this entire world such as text book, newspaper, and magazine use English. Moreover, mastering English language is being a requirement in several companies. Realizing the importance of English, English must be learn since childhood. Though the status of English is a foreign language, English has been thought from primary school to university. It because all

aspect in our life are connected with English. so that, it is studied in every school and be a duty of subject for every grade especially junior and high school.

The curriculum states the objectives of English instruction senior high schools are as follows: Developing communicative competence in spoken and written English which comprises listening, speaking, reading, and writing, raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning, and developing understanding of the relation of language and culture as well as cross cultural understanding.[1] When looking at the language Aspect that need to be developed, at the same time as developing these skills, the student needs to use the language correctly. This involves components of English, one of them that need to be developed is reading.

In Indonesia, teaching English as a foreign language give priority to the four skills namely; listening, speaking, reading, and writing. The four skills mentioned are diveded into receptive and productive skills. Speaking and writing are productive skills, while listening and reading are receptive skills. Comprehending English is a difficult thing for students if they do not have basic knowledge, especially in comprehending reading text.[2] That is why the researcher focuses her attention on one of these skills that is reading. Distance education is formal instituon-based education in which students and instructors are in separate locations so that it requires an interactive telecommunications system to connect thw two and the various resources required in it.

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[1]Anita Lie, *Education Policy and EFL Curriculum in Indonesia: between the Commitment to Competence and the Quest for Higher Test Scores* (Surabaya: University of Katolik Widya Mandala, 2007) , p.6.

[2]Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman Publishing, 1991), p.16.

Over 91% of the wolds student population has been affected by school closures due to the COVID-19 pandemic, according to UNESCO. How canntional education during this unprecented crisis? Remote Learning helping students deal with the uncertainties caused by the pandemic, engaging students to continue learning even while normal school operations are disrupted.

Remote learning is learning that happens outside of the traditional classroom because the students and the teacher are separated by distance and/or time. Remote learning can be real-time or flexibility timed, and it may or may not involve technology.

This study is about the students' perception of learning English specially reading in Senior High School 1 Pinrang. All respondents are the second year students of Senior High School 1 Pinrang because the second year students are regarded as well-grounded student learning in this. They have at least studied in the intended schools and they have at least a year to study with the result that the student perception of learning English in Junior High School 1 Pinrang not only can be perceived and described but also can be re-considered and discussed for the betterment of English learning process.

B. Research Question

By looking over the background above, the problem statement can be formulated "How is students' perception about teachers' method in teaching reading at Senior High School 1 Pinrang?"

C. The Objective of the Research

Based on the statement above, the objective of the research is to find out the students' perception teacher method in teaching reading for second year student on Senior High School 1 Pinrang.

D. The Significant of the Research

The significant of the research is divided into two benefits they are theoretically and practically, where described as follows:

1.4.1   For the Student

This study is useful to give sources or information for student of English education department. It also gives a contribution for them as a sample in language teaching, especially for reading skill. Therefore, they can choose an appropriate way which is suitable for students' needs and capacities.

1.4.2   English Teacher

This study is expected to give information and knowledge it will be expected to give a new insight in developing English in general, especially to improve students' ability.

3. Other Researcher

This study can be useful as a reference to conduct similar research that deals with the same way and with the same or different research design to improve the teaching quality of reading.

CHAPTER II
REVIEW AND RELATED LITERATURE

A. Some pertinent idea

This section presents the theories that are related to the study. This section was divided into five parts, which are some pertinent ideas, some previous related research findings, conceptual framework, action hypothesis, variable and operational definition.

1. The Concept of Reading

a. Definition of Reading

Most linguists had made definition of reading base on their point of view. There a lot of definitions of reading, some of them is presented as follows:

According to Parel and Jain "reading is an important activity for expanding knowledge of language. By reading, students can increase their knowledge of certain subjects."[3]

Albert J. Harris and Edward J. Sipay state that "Reading is the meaningful interpretation of printed or written verbal symbols. Reading (comprehending) is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skills and knowledge of the world. In this process the reader tries to re-create the meanings intended by the writer."[4]

Albert J. Harris and Edward J. Sipay state that "Reading is a complex process In which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiences, language backgrounds, mind

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[3]Dr. M. F. Patel & Praveen M. Jain. *English Language Teaching (Methods, Tools & Technique).*(Jaipur : Sunrise Publisher, 2008), p. 113-114.

[4]Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability* (New York : Longman Inc, 1975). p.8.

sets, and reasoning abilities as they anticipate meaning on the basis of what has been read., The total process is a Gestalt, or whole; a serious flaw in any major function or part may prevent adequate performance."[5] Noonan states that "reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation."[6]

According to William Grabe, "Reading is a process when reader learns something from what they read and involve it in an academic context as a part of education."[7]

Based on the explanation above, the researcher conclude that reading is a process to identify main idea from each paragraph to get information on the text reading which it involves a complex activity: perception, word recognition and comprehension.

b. Kinds of Reading

In English language teaching, there are three kinds of reading, namely: reading aloud, silent reading, and speed reading.

1) Reading Aloud

According to Tinker, reading aloud is a kind of reading where a reader expressed orally every word in the text. The purpose of the reading aloud is

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[5]Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability* (New York : Longman Inc, 1975). p.10.

[6]David Nunan, *Language Teaching Methodology.* (New York: Prentice Hall, 1991), p.72.

[7]William Grabe, *Reading in a Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press, 2009), p.5.

to improve the student's ability in pronouncing the words, stressing the words and having good information about every sentence in the passage.[8]

2) Silent Reading

Silent reading is far more frequently measured than is oral reading, primarily because silent reading test are less time-consuming and require less expertise. Because they are employed so often, it is important to understand what silent reading tests really measure, as well as their limitations.[9]

3) Speed Reading

Kustaryo said that the kind of this reading is use to improve speed and comprehension in reading. This skill is very important for students. The skill of speed reading must run the side with the main purpose of reading that is comprehension. The rate of reading speed, however, depends on the kinds of reading material. The rate of reading a story or narrator will be different from the reading scientific materials.[10]

c. Technique of Teaching Reading

Smith and Johnson states that in English language, there are three kinds for reading technique, they are:[11]

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[8]Tinker. A. Miles and cullogh, M, Mc, Constance's, *Teaching Vocabulary Elementary Reading*. (New Jersey: prentice-Hall Inc. Englewood Cliffs: 1975), p.5.

[9]Albert J. Harris and Edward J. Sipay, *How to Increase Reading Ability* (New York : Longman Inc, 1975). p.189.

[10]Kustaryo, Suherah, *Reading Technique for College Student* (Department Pendidikan dan Kebudayaan: 1988), p.5.

[11]Smith, J, Richard & Johnson, D, Dale, *Reading Instruction for Today's Children*, United States of America: prentice Hall, Inc. 1980. P.402.

1) Survey Reading

In survey reading, a reader surveys some information that they want to get. Thus, before reading process, a reader must set what kind of information the reader needs.

2) Skimming

Skimming is technique used to need for the gist of what the author is saying without a lot of detail. This is used if the reader only wants a preview or an overview of the material. According to Smith and Johnson, skimming is reading technique for getting information to satisfy certain reading purpose rapidly.

3) Scanning

Scanning also technique to finding also information without reading the entire selection, Smith Johnson, 1980: 402. When a reading needs a locate a specific information, he might read carefully to find information that they read.

d. The Importance of Reading

There are five reasons that why reading become importance to the students in new language, they are:

1) Reading helps you learn to think in the new language

2) Reading helps you build better vocabulary

3) Reading makes you more comfortable with written English, you can write better English if you feel comfortable with the language.

4) Reading may be the only way for you to use English if you live in a non-English speaking country.

5) Reading can help if you plant to study in English-speaking country.

e. The Purpose of Reading

Grabe and Stoller state the purpose of reading as follow:[12]

1) Reading to search for simple information.

In reading to research, we typically scan the text for a specific piece of information or a specific word.

2) Reading to skim quickly.

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many readings task and a useful skill it is own right. 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.

4) Reading to learn from texts.

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.

5) Reading to integrate information, write and critiques texts.

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

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[12]William Grabe, Fredricka L. Stoller, *Teaching and Researching Reading* (London: Pearson Education Longman, 2002), p.13.

information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal. In this respect, both reading to write and reading to critique text may be task variants of reading to integrate information.

6) Reading for general comprehension.

The nation of general reading comprehension has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose of reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed.

1. **The Concept of Reading Comprehension**

In this research, we must know about Reading Comprehension first like the definition, and types of Classrooms Reading performance.

a. Definition of reading Comprehension

Reading with comprehension is variously defined both practice and theory. Reading comrehension is something defined by comprehension tests. If a test says it measures comprehension, whatever that tests happen to measure became what comprehension is supposed to entail.[13] Reading comprehension as composed of a multiple number of skills and abilities those are interrelated and interdependent.[14]

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[13]Alexander, dkk, *teaching Reading*, (USA: Little, Brown, and company, 1977), p. 133.

[14]Arthur W. Heilman, Timothy R. Blair, William H. Rupley, *Principles and Practices of Teaching Reading* (Fifth Edition, United States of America, 1981), p.238.

Comprehension is a multifaceted process affected by a variety of skills. However, unlike the large number of supposedly distinct comprehension skills identified in many commercial reading programs, researchers to date have only tentatively confirmed the existence of approximately five component skills.

Reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. Reading comprehension is best viewed as a multifaceted process affected by several thinking and language abilities.[15]

b. Skill of Reading Comprehension

The following model adapted from Nila Banton Smith divides the comprehension skills into four categories. Each category is cumulative in that each build on the others. The four comprehension categories are literal comprehension, interpretation, critical reading, and creative reading.

1) Literal Comprehension (Reading the lines)

Literal comprehension represents the ability to obtain a low-level type of understanding by using information explicitly stated. This category requires a lower level of thinking skills than the other three levels. Answer to literal questions simply demand that the pupil recall what the book says.[16]

2) Interpretation (Reading between the lines)

Interpretation is the text step in the hierarchy. This category demands a higher level of thinking because the questions are concerned with answer

[15]Arthur W. Heilman, Timothy R. Blair, William H. Rupley, *Principles and Practices of Teaching Reading* (Fifth Edition, United States of America, 1981), p.242.

[16]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, (New York: CBS College Publishing, 1982), p.208.

not directly stated in the text but suggested or implied. To answer question at the interpretive level, readers must have problem solving ability and be able to work at various levels of obstruction. The interpretive level is the one at which the most confusion exists when it comes to categorizing skills. All the reading skills in interpretation rely on the reader's ability to "infer" the answer in one way or other. However, by grouping all the interpretive reading skills under inference, "some of the most distinctive and desirable skills would become smothered and obscured."[17]

3) Critical Reading (Reading beyond the lines)

Critical reading is at a higher level that the other two categories because it involves evaluation, the making of a personal judgment on the accuracy, value, truthfulness of what is read. To able to make judgments, a reader must be able to collect, interpret, apply, analyze, and synthesize the information. Critical reading includes such skill as the ability to differentiate between fact and opinion, the ability to differentiate between fantasy and reality, and the ability to discern propaganda techniques. Critical reading is related to critical listening because they both require critical thinking.[18]

4) Creative Reading

Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternate solutions to those presented by the writer.[19]

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[17]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

[18]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.208.

[19]Dorothy Rubin, *Diagnosis and Correction in Reading Instruction*, p.209.

3. **The Concept of Perception**

Perception generally consists of an observation on certain situation of environment. It can be a mental image, concept or awareness of the environment's elements through physical sensation or physical independent in the light of experience and capacity 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.

a. Definition of Perception

The word "perception" comes from the Latin word "perceptio" means receiving. In the education psychology "percept" is the mental content of person in a particular case or situation. A percept is our interpretation of a particular sensory stimulation. Perception is the interpretation of sensory stimuli, and interpretation is the process of associate the stimulus with as experience that make it meaningful. As a role the greater the number of associations we make with past experience, the more meaningful becomes the perception. The more association that formed a part of the perception. Different members of a class thought having same experience can drive different meanings from the same situation.

In psychology, perception is one of the oldest fields within scientific psychology and refers to the process of acquiring, interpreting, selecting, and organizing sensory information. Many cognitive psychologies hold that, as move about in the world, we create a model of how the world works.[20] That is, we sense the objective word, but our sensation map percept, and these percepts are

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² Perception (http://en.wikipedia.org/phylosophy_of_perception).

provisional, in the same sense that scientific hypothesis are provisional. As we acquiree new information, our percept shifts.

Perception (from the Latin perception) is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment.[21] It means that perception involves signals that go through the nervous system.

Lindsay and Norman also defined perception as the process by which organisms interpret and organize sensation to produce a meaningful experience of the world.[22] Here, sensation refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears and nose, tongue, or skin, whereas perception describes one's ultimate experience of the world and typically involves further processing of sensory input. In practice, sensation and perception are virtually impossible to separate, because they are part of one continuous process.

According to William James, perception is the consciousness of particular things presented to senses. Our sense is described as the gateways of knowledge or windows of the mind or soul. The essential quality of a sense organ is that it must have property of responding to certain stimuli outside itself. A sensation is a response aroused in us by stimuli. Perception is sensation in addition to meaning. We sense qualities and we perceive objects. It is merely a part of perception.

In other definition, said that perception is ability to different, agglomerate and giving attention to stimulating object.[23] The philosophy of perception concern

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[21] Perception, https://en.m.wikipedia.org.
[22] As cited in pickens, 2005), p.52.
[23] Abdul Rahman Shaleh, *Psikologi,* (Jakarta: Kencana Prenada Media Group, 2004), p.110.

how mental processed and symbol depend on the internal and external world to the perceiver. Our perception of the external world begins with the senses, which leads us to generate concepts representing the world around us, within a mental framework relating new concepts to pre-existing ones.

According Eldon Taylor that perception is an interesting human faculty in that science has clearly shown that there are many shared illusions, preferences, beliefs and so forth that literally reinforce false perceptions.[24] For example, one may think that they have come upon some poisonous substance, as actually happened in a small Midwestern school. The teacher who discovered this drum with cross bones on it in the basement immediately became alarmed and within an hour she was running a temperature, experiencing breathing difficulty, inflammation and hives. By nightfall, one – third of the school was in the hospital manifesting the same physical symptoms.

From the above definitions, the researcher concludes that all of them have certain things in common. All the definitions describe perception as the process or phenomenon by which a person perceives any object and interprets it. This involves our five sense organs and the brain, which help in interpreting in organizing the whole process. Thus, all the definitions commonly define "perception" as the process in which an individual receives information through the sense organs. The incoming stimuli interact with the stored information in brain (memory) to give rise to perception. It is the process by which an individual interprets various stimuli received and forms a picture of the world. The stimuli are received through the sense organs namely eyes, ears, nose, mouth, and skin

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[24] Eldon Taylor, *Perception*, https://m.huffpost.com

and art organized by brain. It is then stored as information. While doing so the individual's brain colors and tags the information using its own logic and previous memory and experience.

b. Process of Perception

In order to understand how humans give meaning to their world, it is important to understand the perceptual process as well as the various influencing factors. The factors have been discussed in the previous explanation, and the process of perception is discussed in this subchapter. Randolph & Blackburn in Lewis see the process of perception as following a pattern and conceptualize the perceptual process by means of a model. The model is presented to show the process in order to gain a clearer understanding. The model is started by senses, continue to observation and selection of focus, frame of reference filter, and finally the allocation of meaning.[25]

c. Senses

As the definition of perception implies, the first step in the perceptual process is the experiencing of multiple stimuli by means of the five senses. Therefore, physiological differences and deficiencies in individuals may cause them to perceive differently. In this instance, Coren in Lewis notes that your world is what your senses tell you. The limitations of your senses set the boundaries of your conscious existence.[26] In other words, students percept on

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[25] A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 275-278.

[26] A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 276.

what they see, hear, and touch during in school is the first step of perceptual process.

2. Observation and selection of focus

A little amount of information observed by the human senses places restrictions on the human's ability to process everything at once. The continual bombardment of the senses by phenomena implies that humans will select those which they want to notice due to a range of factors. Randolph and Blackburn in Lewis conceptualize this aspect of the perceptual process as the observation and selection of focus.[27] To them, after stimuli are observed, humans choose their point of focus due to a range of factors within the perceiver, the perceived target and the situational context in which the perception is made.

3. Frame of reference filter

After stimuli of a person or object have been experienced by the senses within a specific situation or context, they are processed through what Randolph and Blackburn term a frame of reference filter.[28] This is the initial phase of the attribution of meaning to the experienced phenomena. In this frame of reference process, the characteristics of the perceiver become dominant with past and present experiences rendering a major role. Past experience is associated with particular emotions and cognitions and when similar present experiences are encountered, humans tend to rely on past feelings and thoughts to interpret the perceived phenomena. Present experience also plays an important role in the

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[27] A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 276.

[28] A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 277-278.

perceptual process and may even modify and influence past thoughts and feelings except where humans consciously resist their prejudicial influence.[29] In part of education, students' perception includes on how students' understanding in facing some experiences, especially past experiences about their studying process.

4. Allocation of meaning

To Randolph and Blackburn, the final step in the perceptual process is the assignment of meaning to the perceived phenomena that have been selected and processed through the previously mentioned frame of reference filter.[30] In order to understand others' and our own behaviour, the process of attribution comes into operation.

In part of education, it can be psychologically claimed that perception activity of students involves their cognitive impression that is formed by 'process of study'. In this section, the students' cognitive impression is not only focused on their studying process, but also detailed on the environment faced by them. Including in environment, teacher is often interesting to be evaluated by students through perception.

In line with Randolph and Blackburn, the process to evaluate teachers who are familiar with student is by using process proposed by Allport. He states that the process of perceiving a person is much like that of perceiving an object. A person, like an object, can be touched, seen, heard and sometimes smelled. Regarding to teachers, teachers can be recognized as familiar or as something new; they can be

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[29] A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 278.

[30] A. Lewis, "The Issue of Perception: Some Educational Implications", *Semantic Scholar*, p. 278.

recognized as attractive, interesting, dangerous. But at the same time we need to consider that teachers are people. People have purposes, far less predictable than objects, and has a subtle and evolving relation to us. Furthermore, the process of perceiving teachers as people divided into three namely common judgmental sets, categorization tendency, and combining cues.[31] The three process are elaborated as follows:

1) The common judgment sets

In evaluating a person, there must always be a special reason in view. Our reason will limit what we see in the other. Sometimes we are interested in fitting someone to a job. At another occasion our interest is in personal congeniality. Even, we can judge from a causal-genetic point of view. Thus, according to our particular purposes we are likely to perceive a person in a special way.[32] The common judgment of the students is to determine the students' general perception of teachers' teaching strategies. Therefore, to collect a students' perception is taken from their general opinion about the teachers.

2) Categorization Tendency

To Allport, our first tendency is to place a person in the category of the generalized other. From this base line we start to individualize. If we have considerable experience with the category, we can all sooner divest the person of stereotyped attributes and start the individualizing process.[33] From this

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[31] G. W. Allport, *Pattern and Growth in Personality*, (New York: Holt, Rinehart and Winston, 1961), p. 513-515.

[32] G. W. Allport, *Pattern and Growth in Personality*, p. 513.

[33] G. W. Allport, *Pattern and Growth in Personality*, p. 514.

explanation, we can understand that according to Allport, our first judgments tend to be stereotyped.

In the part of education, one of the most important things to do in perceiving any object is to place it in a familiar category. This is what second concept means. Evaluating the high school teachers based on standard assessment of students belongs to familiar category in education psychology. The students' level of attention toward the teacher, and the interpretation given to the perception is included in the second process of this tendency stage.

3) Combining Cues

Another process is combining cues especially in judging people by our perception. To Allport, in judging people we usually have many information to put together. When we combine multiple cues in our perception of people, a rapid and unconscious weighting goes on. Allport adds that we make inferences according to the strength of our habitual associations. With lightning rapidity we observe, weigh, and average out the cues, and come up with a judgment of others that fuses innumerable past experiences and meanings.[34] In regard to education, a study of perception determine the reliability of students' perception of teachers' knowledge, attitude and teaching skills, using a descriptive explanation of the responses.

In attitude term, Fazio and Roskes stated that "attitudes are important to educational psychology because they strongly influence social thought, the way

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[34] G. W. Allport, *Pattern and Growth in Personality*, p. 515.

an individual thinks about and process social information".[35] In writer opinion, A teacher must be interesting. That is the teacher must work his students into such a state of interest in what the teacher is going to teach them that every other object of attention is thrown from their mind.

To promote order and learning in the classroom every teacher should possess essential teaching skills. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation. Essential teaching skills and teaching methods are like two sides of the same coin. Skills are the required characteristics for effective teaching while methods can be compared to pattern to be followed in teaching. Thus, teacher skill is related to their performance in teaching.

5. Level of Complexity in Perception

   Perception has three levels of complexity:

   1) Detection, it refers to whether people can sense that they are being stimulated by some form of energy. For example, a light may be so dim they can barely detect it presence.

   2) Recognition, it means being able to identify as well as detect a particular pattern of stimulation.

   3) Discrimination, it means being able to perceive one pattern of stimulation as different from another. For example, a person may hear slight differences between two similar musical tones.

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[35] A.A. Adediwura, *et.al.,* "Perception of teacher's Knowledge, Attitude and Teaching Skills as Predictor of Academic Performance in Nigerian School, " *Educational Research and Review*, 2, no. 7 (July 2007), p.166.

The field of study that deals with levels of perception is called psychophysics. Experimental psychologists investigate the relationships between the physical properties of stimulus patterns and the perceived effects of the stimuli. For example, they may study the relationship between sound frequency and the perceived pitch of sound.

6. Principle of Perception

There are various principles of perception such as:

1) Principle of closure, one of the most important principles of perception is the principle of closure. It tells us that we have the general tendency to perceive things as complete and unified. We tend to "fill in" parts that are missing, or parts that conform to an overall impression of an object.

2) Principle of constancy, it states that despite changes that occur in simulation, we have a strong tendency to perceive objects as constant in size, shape, color, and other qualities. For example, an orange will be perceiving with is characteristic color under different kinds of light. The opposite of the principle of constancy is also important. Sometimes an object or pattern of stimulation will remain constant, but the perceived effect will vary.

3) Perceptual context, this principle relates to perceptual context which suggest that perception of an object or event depends in part on the context (surrounding conditions). Background intensity and color may affect the color and intensity of elements upon it. To most people, grey surrounded by black appears brighter and somewhat larger. This effect is called visual induction. For example, in case of labeling in museums, white fonts with black

background will appear brighter to some people and have more intensity of element than any other combinations.

7. Factors Affecting Perception

Various factors influence what and how we perceive any object. Our perceptions are influenced by the way our bodies are structured to receive and process stimuli from the environment. Our perception also reflects our emotions, needs, expectation, and learning. A new idea or object acquires a meaning as it is linked with anything familiar. The more associations the observer makes using his sensory system, the more significant these associations become and the brain is able to better interpret the meaning that forms a part of the perception. Thus, the factors that influence perception are:

1) Receptors, each sensory system, such as vision, hearing, or touch, has its own specialized body parts. These parts are called receptors, and they change energies from the environment into nervous impulses. The human eye, for example, has two major kinds of receptors in the retina (the light sensitive part of the eye). These receptors are called rods and cones. The rods respond to the intensity of light, but not to different frequencies of light (different colors). The cones do respond to different frequencies of light, and are called color receptors. The rods allow us to see in dim light, and the cones enable us to see colors and sharp detail in bright light. Thus, particular ways that receptors are structured and functions help determine the perceptual effects related to them.

2) The brain, certain physical and functional features of the brain also determine some aspects of perception. The part of the brain that serves vision has different kinds of cells that respond only under certain conditions of

stimulation. Some of these cells respond only when a light goes off. Others respond when a light comes on, but they stop responding if the light stays on. Such cells also are arranged in special ways in the brain, and this fact is related to how we perceive. For example, some cells are arranged in columns or in clusters. Such arrangements are related to how we perceive edges and forms. Experiments suggest that some cells in the vain allow us to perceive movement. Thus, the structure of the brain is an important element in perception.

3) Learning, emotion, and motivation, it is a general belief among people that early experience, learning, emotion, and motivation are important in defining what and how we perceive. Part of this accumulating evidence comes from experiments that compare how people in different cultures perceive things. The perception of such thing as form, color, pain, and touch may differ from culture, depending on habits and customs, and training of children.

8. The Objective of Perception

Early modern philosophers continued to explore the ancient and medieval question how a substance, like a kumquat, can be the object of perception when all we immediately perceive are its sensible properties (its colour, odour, flavour, shape, size, etc.), but two other issues arose that dominated discussions about the object of perception: (a) the distinction between primary and secondary qualities and (b) the question whether the immediate objects of perception are things or ideas of things. This section examines the primary–secondary quality distinction.

Boyle and Locke introduced the terms 'primary quality' and 'secondary quality' into the philosophical discussion in the latter part of the seventeenth

century, but Galileo and Descartes made the distinction in the early part of the century[36]. The distinction is roughly coextensive with the Aristotelian distinction between common and proper sensibles so far as the lists are concerned: primary qualities include many of the common sensibles (size, shape, position, and local motion and rest); secondary qualities include most of the proper sensibles (colour, sound, odour, flavour, hot and cold). The nature of the distinction, however, is quite different. While both of the Aristotelian common and proper sensibles were thought to be real properties present in bodies in just the way they appear to be[37], the early modern primary and secondary qualities differ from one another ontologically. Primary qualities were thought to be the fundamental intrinsic properties of body, and so they were present in bodies in just that way they appear to be. Secondary qualities were not. (What they were supposed to be we'll consider in a moment.

4. **English Teaching Method**

   a. English Teaching

   According to Edmund Amidon defined it as-" Teaching is an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity". Teaching English refers to teaching the English language to students with different first languages. Teaching English can occur either within the state school system or more privately, at a language school or with a tutor. Teaching English can also take place in an English-speaking country for people who have immigrated there (either temporarily for

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[36] Robert Boyle, *Origin of Forms and Qualities* (Oxford, 1666)
[37] Robert Boyle, *Excellency and Grounds of the Mechanical Hypothesis*,(London 1674).

school or work, or permanently). Teaching English teachers may be native or non-native speakers of English.

b. Method

Anthony identified three levels of conceptualization and organization, which he termed Approach, method, and technique. Techniques carry out the method which is consistent with an approach. According to Anthony, approach is the level of which assumption and beliefs about language and language learning are specified; method is a level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; techniques is the level at which classroom procedures are described.

Method can be defined as description of teacher and students" activities during the instructional process. Richards & Rodgers stated that method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach[38]. Similarly, Norland defines method is often viewed as a series of procedures or activities used to teach language in certain a way[39].

Richards and Rodgers revised and extended the original Anthony model. Approach and method treated at the level of design, that level in which objectives, syllabus, and content are determined, and in which the roles of teachers, learners, and instructional materials are specified. The implementation phase (the level of technique in Anthony's model) it refers to term procedure. Thus, a method is

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[38]Jack C. Richards & Theodore S. Rodgers. Approaches and Methods in Language Teaching, Cambridge University Press. 2001. P. 19.

[39] Deborah l Norland and Terry Pruett, A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages, websport: library unlimited, teacher ideas press, 2006, p. x

theoretically related to an approach, is organizationally determined by a design, and is practically realized in procedure[40].

The teacher should know exactly what his pupils are expected to achieve in learning his subject, what changes he can bring about in his pupils at the end of the course, at the year term, month, week, and each particular lesson i.e. he should know the aims and objectives of foreign language teaching in schools. Some of English teaching methods are described below:

1) Grammar-Translation Method

The Grammar-Translation Method had been used by the language teachers for many years. It was also known as the Classical method as it was used to teach the classical Latin and Greek literature (Chastain 1988). It was believed that this method would help students to read and appreciate the foreign literature. It was also thought that by studying the grammar of the target language students will be able to understand the grammar of their native language and learn to speak and write the native language in a much better way. Though students may not develop communicative fluency in the target language but would become mentally sharp in the process of using target language to understand the native language through some similarities between the two[41].

The principal characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students"

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[40] Jack C. Richards and Thedore S. Rodgers. Approaches and Methods in Language Teaching. United State: Cambridge University Press, 2001, P. 20

[41] Fatima Sultan Shaikh. Effective Methods of Teaching English as Foreign Language in Classroom.International Journalof Science and Research, Volume 4 Issue 2, 2015, h. 979

first language. Vocabulary is presented mainly through direct translation from the native language and memorization, using bilingual word list.

Richards and Rodgers summed up the principal characteristics of the Grammar-Translation Method:

a) The goal of foreign language learning through the Grammar Translation Method was to read its literature and also to benefit from the 'mental discipline' and also to benefit from the 'mental discipline' and' intellectual development' that are the direct results and' intellectual development' that are the direct results at this point, emphasize that the language could be learnt through its grammar rules, and further, an application of these rules in translation. This in turn automatically leads one to the conclusion that language learning is nothing but simple memorization of rules and facts.

b) Reading and writing (which eventually means translation) skills were given the major role to play whereas the speaking skill was paid little or no attention.

c) Memorization and translation were used as means of learning a language. Words, however, were taught through bilingual word lists.

d) The sentence as a unit was taken into consideration as a distinguishing part, in this method. The reason was a distinguishing part, in this method. The reason was simply because the grammar was illustrated through the sentence which later on was translated.

e) Accuracy was emphasized throughout the method and a high standard was demanded.

f) In this method grammar was taught through a deductive method. Rules were presented and learners were given a chance to study and practice the rules and the practice as we know was dependent more on translation exercises.

g) The mother tongue of the learner was used as a medium of instruction.

According to Prator and Celce-Murcia the key features of the Grammar Translation Method are as follows:

a) Classes are taught in the mother tongue, with little active use of the target language.

b) Much vocabulary is taught in the form of lists of isolated words.

c) Long elaborate explanations of the intricacies of grammar are given.

d) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

e) Reading of difficult classical texts is begun early.

f) Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

g) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

h) Little or no attention is given to pronunciation.

c. Direct Method

The priority of Direct Method is relating meaning directly with the target language without the steps of translation. Directmethod is how to communicate in the target language (spoken), reform method makes language learning more electivitywith radical reform method from grammar translation method. Also know

as reform method, natural method, phonetically method, anti grammatically method[42].

Direct method just like an intensive study and the final target, the pupils are expected as learner and user the level of pupils for this method are beginner and intermediate, and teacher is a facilitator in the classroom. Same activities for this method are activities allowing comprehensible and focus meaning[43].

d. Audio Lingual Method

One of the key principles of the Audio-Lingual method is that the language teacher should provide students with a native speaker like model. By listening, students are expected to be able to mimic the model. Based upon contrastiveanalysis, students are drilled in pronunciationof words that are most dissimilar between the target language and the first language. Grammar is not taught directly by the rule memorizationbut by examples. The method presumes that second language learning is very much like first language learning[44].The Audio-Lingual method mainly consists of the following features:

1) The teacher reads a dialogue by modeling it. It has been alwaysmotivating to put the subject matter in context, and students stand a better chance of retaining what they have learnt. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environments. Teachers as a role model will encourage and inspire the students to strive for learning the target language.

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[42] Jill Kerper Mora,Second Language Teaching Methods Principle & Procedures. San Diego State University

[43] J Dodson, Comparison of First and Second Language Learning Process. Language Teaching and the Bilingual Method,Pitman Publishing.

[44] Larsen Freeman Diane,Techniques and Principles of Language Teaching, Oxford University Press,2002

2) Students repeat the dialogue. Through repetition students can use the target language automatically, and fluently as well. In this methodit is desirable that students form a habit formation to use the target language with ease, therefore, the more they repeat, the easier they will speak the target language without thinking.

3) Some words or phrases are changed in the dialogue. Drills used inthis method will allow the students to have practice. Through drills such as single-slot substitution, multiple-slot substation, and transformation students are given the opportunity to produce speech in the target language, furthermore, these patterns will let them see how language functions. Students learn how to respond correctlywhen they practice the drills[45].

e. Communicative Language Teaching

Communicative language teaching makes use of real live situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Communicative language teaching often uses a functional-notional syllabus[46]. Communicative competence includes the following aspects of language knowledge:

1) Knowing how to use language fora range of different purposes and functions.

2) Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

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[45] Cagri Tugrul Mart, The Audio-Lingual Method: An Easy way of Achieving Speech, International Journal of Academic Research in Business and Social Sciences, Vol. 3, No. 12, 2003, P. 64

[46] Ibid, h. 32

3) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

4) Knowing how to maintain communication despite having limitations in one‟s language knowledge (e.g., through using differentkinds of communication strategies)[47]

f. Natural Approach

Natural approach is based on the conditions which Krashen argues underlie all successful language acquisition, whether it is the acquisition of a first or a second language. Natural approach emphasized comprehensible and meaningful input rather than grammatically correct production. The following sample activities taken from Krashen and Terrel‟s book on the natural approach are all designed to provide comprehensible input which according to the authors is the most important element in language acquisition. For the students beyond the beginning level, Krashen suggestthat reading is the most efficient to acquire a new vocabulary[48].

These activities are designed to involve students‟ feeling, opinions, desires, reactions, ideas, and experiences. They include dialogues, interviews, preference ranking, personal charts and tables, revealing information about yourself, activities using theimagination. Although quite varied, all of these activities focus on meaning not formand attempt to lower the affective filter. Personal charts and tables‟ is an example of an affectivehumanistic activity[49].

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[47] Jack C. Richards, Communicative Language Teaching Today, New York: Cambridge University Press, 2006, P. 3

[48] James Coady and Thomas Huckin,Second Language Voacabulary Acquatition; A rational for pedagogy, Cambridge University Press, P.16

[49] David Nunan, Language Teaching Methodology, New York: Prentice Hall, 1991, P. 241.

B. Previous Related Research Finding

There have been some studies about textbook evaluation, either focusing on the textbook content or the textbook user. The following explanation are some of them which have been conducted to be a final requirement of thesis and as international journal.

Sri Martiwi K. Djaki in her skripsi about "Students' Perception in learning English Vocabular Using Short Stories in SMPN II Satap Asparaga." The way that teacher does for facilitating students to understand to the material is she makes approach between a student and other, so the students feel relax in learning. This situation can grow up students" response and make them active in the class. To motivate the students, the teacher gives some ways such as approaching them by giving highest score if there are students get answer the question right. Besides, the teacher uses games to explain the materials. Therefore, the teacher uses another ways for supporting her ways in the class such as enhancing the games and media[50].

Dewi Anggraini conducted a study entitled Teacher"s Strategies in Teaching English to the Students of Fifth Grade at MIN Model Palangka Raya". That study was aimed at describing teacher"s strategy in teaching English to the students of the fifth grade at MIN Model Pahandut of Palangka Raya. Statements of the problem coveredhow are the teacher"s strategy and what are the teacher"s media and evaluation in teaching English. The research design was descriptive qualitative which collected the data through questionnaire, observation, interview, and documentation. The result of study showed; (1) The teacher"s strategy in teaching English Applied at MIN Model Pahandut Palangka Raya were games, demonstration, look and say,

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[50] Sri Martiwi K. Djaki, "Students' Perception in learning English Vocabulary Using Short Stories in SMPN II Satap Asparaga."(Islamic Institute Collage of Gorontalo: June, 26th 2015), p. 150

questioning, read andsay, verbal illustrationbelonging to some method communicative approach and situational language teaching, (2) the teacher used media such as picture, body language, picture cards, glue, scissors, student, paper for roulette games and examples[51]. The writer described the strategy that was used by the teacher clearly, but when she discussedit , she did not connectto any learners" characteristic, whereas every learner has their own characteristic that influencesthe way of learning.

Nurrahman also conducteda research entitled the teaching of English at the eight grade students of MTs Hidayatul Insan Palangka Raya. The principle purpose of the study was to describe the English teaching learning process at eight grade of Mts Hidayatul Insan Palangka Raya. The writer used qualitative research. Writer collected the data using observation, interview, field note, and documentation. The result of the study were: 1) the method used by English teacher in classroom were communicative approach, grammar translation method, and direct method, 2) Teacher used some books and dictionary, 3) the learning scenario consists of pre-activity, while activity, and post activity, 4) evaluation was done by giving written test and oral test.7This study covered the method of teaching English in general, there was no focus on any specific skill or componentof English.

This study was similar to the previous study, it also concerned on teaching English, especially on teaching reading, but, this study was specified on teaching reading for student on senior high school and the place of the study conducted in informal education institution which the number of students and condition in the

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[51] Dewi Anggraini, Teacher's Strategies in Teaching English to the Students of Fifth Grade at MIN Model Palangka Raya, Unpublished Thesis,Palangka Raya: State Islamic College of Palangka Raya, 201,P. v

classroom was different. This writing proposes one of the possibility ways to the retrospect teacher method in teaching of which is mainly focused on student development.

A research conducted by Lamatokan on "Students' Perception toward Teachers' teaching Styles and the Use of Learning Strategies in Teaching English" reports that the majority of students at SMA Negeri 1 Tobelo, North-Halmahera are aware that their teachers' teaching styles and the use of learning strategies gave positive impact in their learning. Their perception of their teachers' teaching styles and learning strategies which covers attitudes, behavior, interaction, method, teaching material and media during teaching and learning process influenced the success of students in developing English skills.[52]

Ampadu in his study entitled "Students' Perceptions of their Teachers' Teaching of Mathematics: The Case of Ghana" reports that students' perceptions of their teachers' teaching varies as the results established that both teacher-centered and student-centered teaching approaches were used by mathematics teachers. The study also established both actions and inactions impact positively or negatively on students learning experiences as majority of the respondents reported that their learning experiences are to a larger extent controlled by that teacher.[53]

The previous studies related to students' perception on teachers' teaching activities in the classroom show that perception of teaching strategies leads to better

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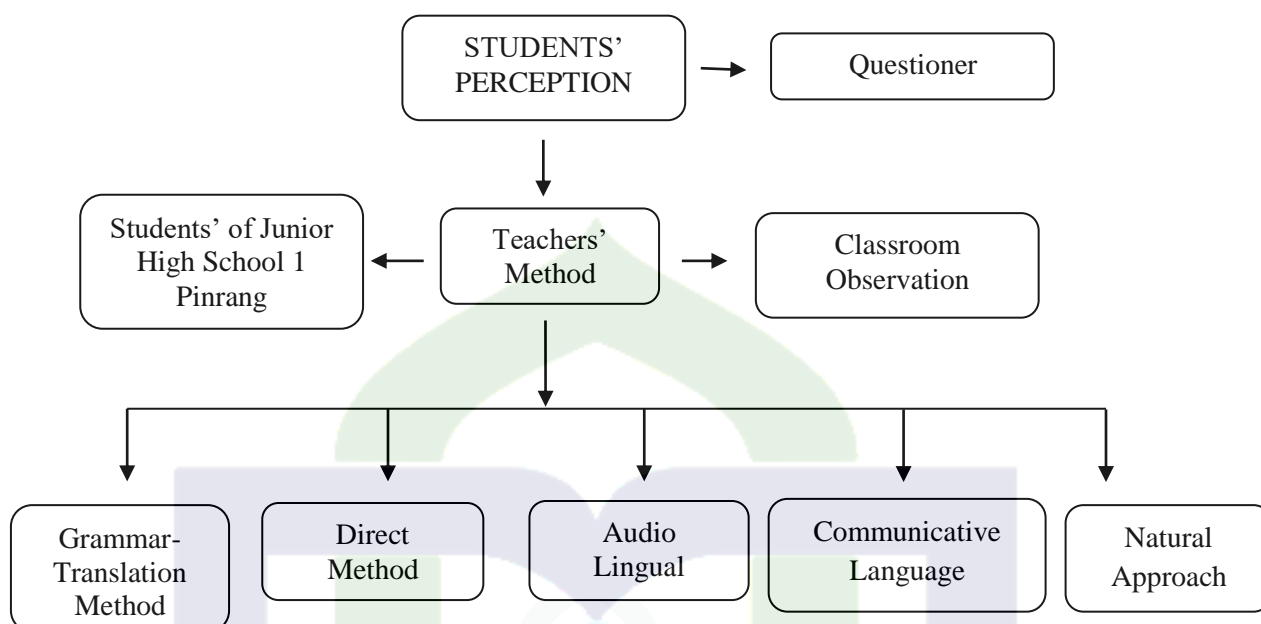[52] Alfonsus Lamatokan, "Students' Perception toward Teachers' Teaching Styles and the Use of Learning Strategies in Teaching English", *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra,* 2, No.2, (August 2018), p.41-46.

[53] Ernest Ampadu, "Students' Perceptions of Their Teachers' Teaching of Mathematics: The Case of Ghana", *International Online Journal of Educational Sciences,* 4, No.2, (June 2012), p.351-358.

achievement although they have various research fields. The first research is a quantitative research in the field of English Language Teaching that investigated teachers' teaching style. The second research applied qualitative research is still in the same field of ELT that examined students' attitudes. The third research is a case study conducted in the different field that is mathematics teachers' strategies. Finally, the last research is a descriptive quantitative study conducted in the field of Economic Education. This research however is different from the previous studies since it aims to describe students' perception on their English teachers' teaching strategy in the classroom. It is expected to give novel description on the teaching strategy used by English teachers in Senior High School 1 Pinrang in order to be a feedback for their teaching strategy.

C. Conceptual Framework

Students' perception is students' opinion, experience and knowledge they got from observation towards teachers' teaching method in school. Teachers' teaching method includes Grammar-Translation Method, Direct Method, Audio Lingual, Communicative Language Teaching Method, and Natural Approach. In regard to these two basic theories, this research measured students' perception whether it is positive or negative perception. Therefore, the conceptual framework of this research the researcher would do students' perception in teaching reading method is used by the teacher in teaching English, the conceptual framework of this research is presented in the following figure:

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┌─────────────────┐        ┌─────────────────┐
│   STUDENTS'     │  ──▶   │   Questioner    │
│   PERCEPTION    │        │                 │
└─────────────────┘        └─────────────────┘
          │
          ▼
┌──────────────────┐  ┌─────────────┐  ┌─────────────────┐
│ Students' of     │◀─│  Teachers'  │─▶│   Classroom     │
│ Junior High      │  │   Method    │  │   Observation   │
│ School 1 Pinrang │  └─────────────┘  └─────────────────┘
└──────────────────┘        │
                            ▼
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┌──────────────┐ ┌──────────┐ ┌──────────┐ ┌───────────────┐ ┌───────────┐
│ Grammar-   │ │ Direct   │ │ Audio   │ │ Communicative │ │ Natural   │
│ Translation │ │ Method   │ │ Lingual │ │ Language   │ │ Approach │
│ Method   │ │   │ │   │ │   │ │   │
└──────────────┘ └──────────┘ └──────────┘ └───────────────┘ └───────────┘

D. Variable and Operational Definition

1. Variable

There are two variables in this researcher they are independent variable and dependent variable. Independent variable is teacher method in teaching reading and dependent variable is reading skill.

2. Operational Definition

Students' perception includes on what they see, hear, touch and feel during in school. It involves their cognitive impression that is formed by process of study and learning environment including teachers. In this research, English teachers were evaluated by students through perception on their teaching strategies.

Teachers' teaching method includes Grammar-Translation Method, Direct Method, Audio Lingual, Communicative Language Teaching Method, and Natural Approach.

CHAPTER III
METHOD OF RESEARCH

A. The Research Design

This research is a descriptive quantitative study. It is designed in a survey method which involves asking students for information about the students' perception of teaching phenomena in Senior High School 1 Pinrang through questionnaire by using google form.

B. Location and Duration of the Research

The location of this research takes a place at Senior High School 1 Pinrang. The researcher uses the quantitative methods that have one month to collect and analyze data. Therefore, the researcher use round one month for collecting the data.

C. Population and Sample

1. Population

The population of this research is the second-year students of Senior High School 1 Pinrang in academic year 2020-2021. There are 420 students and they are divided into twelve classes.

Table III.1 the total student of the second year at senior high school 1 pinrang

No	Class	Student
1.	XI. IPA 1	34
2.	XI. IPA 2	35
3.	XI. IPA 3	35
4.	XI. IPA 4	35

5.	XI. IPA 5	35
6.	XI. IPA 6	35
7.	XI. IPA 7	35
8.	XI, IPA 8	36
9.	XI. IPS 1	35
10.	XI. IPS 2	35
11.	XI. IPS 3	35
12.	XI. IPS 4	35
	Total	**420**

(*Source administration of Senior High School 1 Pinrang*)

2. Sample

Sample as defined as a number of members selected from the population.[54] Based on the population above, the researcher used random sampling technique. Which each sample is equal probability of being chosen. A sample chosen randomly is mean to be an unbiased representation of the total population the research would be easily.

D. Instrument of the research

The instrument of this research is questionnaire. The questionnaire was used to collect the data about students' perception about the teachers' method in teaching reading. The questionnaire was distributed to students by using google form because the pandemic. The questionnaire consists of 14 numbers statements. The items

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[54]Juliansyah Noor, "Metodologi Penelitian Skripsi, Tesis, Disertasi dan Karya Ilmiah (Prenada Media, 2010).

covered students' perception about the method in teaching English. The questionnaire provides close-ended statements with multiple-choice response options namely strongly agree, agree, disagree as well as strongly disagree. The questionnaire can be seen in the appendix.

E. Procedures of the Collecting Data

To collect the necessary data, firstly, researcher visited Senior High School then met the English teacher to gather the samples into the classroom using whatsapp group, or zoom meeting. Secondly, researcher explained how to answer the questions in the questionnaire. Thirdly, researcher observed students in answering and provided help for the students who found difficulties. Finally, after finishing answering, researcher collected the questionnaires from the students.

F. Technique of Data Analysis

To analyze the data and test the hypotheses, researcher processed it by using quantitative analysis with statistical method which is elaborated as follows:

1. Scoring students' questionnaire

The researcher assessed students' answers on questionnaire by giving score for each item. In scoring each item, researcher used Likert Scale scoring system[55] which has been modified into 4 scales. The first reason is to avoid undecided answer from students which will be multi-interpretable. The second reason is to avoid central tendency effect which can lead respondents scoring students' questionnaire

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[55] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif. Kualitatif, dan R&D*, p.135.

The researcher assessed students' answers on questionnaire by giving score for each item. In scoring each item, researcher used Likert Scale scoring system[56] which has been modified into 5 scales. The first reason is to avoid undecided answer from students which will be multi-interpretable. The second reason is to avoid central tendency effect which can lead respondents to choose the neutral answers which can omit or decrease the amount of information we can take from respondents.[57] The scale can be seen as follow:

Table III.2 Likert Scale for Scoring System

Score for positive statement	Answer	Score for negative statement
5	Strongly agree	1
4	Agree	2
3	Neither agree nor disagree	3
2	Disagree	4
1	Strongly disagree	5

2. Calculating frequency and mean score

In calculating the data, researcher used Microsoft Excel computer program to present descriptive statistical information. Frequency was calculated manually by using tally while mean score was calculated by following the following formula:

$$X = \frac{\sum x}{N} \times 100$$

___

[56] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif. Kualitatif, dan R&D*, p.135.

[57] Eko Hertanto, "Perbedaan Skala Likert Lima Skala dengan Modifikasi Skala Likert Empat Skala", *Metodologi Penelitian*, September 2017, pp. 1-4

Where: X : Mean score

∑x : Total score

N : Number of students [58]

3. Classifying students' perception

The mean score was classified by using Likert Scale on the classification of perception. It is by making the range of the mean score related to the internal consistency adopted in the questionnaire. The internal consistencies applied in the classification of perception are very positive, positive, negative as well as very negative.[59] Likert Scale calculated the range of those classifications with interval value is 30 and maximum score is 120. Therefore, the range of each item is as following table:

Table 3.3 Likert Scale for Scoring System

No.	Classification	Score
1.	Very Positive	59-70
2.	Positive	47-58
3	Average	35-46
4.	Negative	23-34
5.	Very Negative	0-23[60]

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[58]L.R. Gay, *Educational Research*, *Competencies for Analysis and Application second edition* ,(Columbus: Charles E Merril Company,1981),p.298.

[59] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif. Kualitatif, dan R&D*, p.135.

[60] Suharsimi Arikunto, Dasar-dasar Evaluasi Pendidikan (Jakarta: Bumi Aksara,2009) pp

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter consists of two parts, the finding of the research and the discussion of the research. The finding deals with the rate of percentage and frequency of the students score obtained through the test and questionnaire. In discussion part, further explanations about the findings are represented.

A. Findings

To answer the research question in the previous chapter, the researcher collected necessary data of students' perception about the teachers' method in teaching reading of the research namely questionnaire. The data process of the instrument is elaborated as follows:

1. The Student Perception about the Teacher's Method

   a. Questionnaire no.1 (Guru menyampaikan kompetnsi dasar tujuan pembelajran dan indikator-indikator dengan jelas)
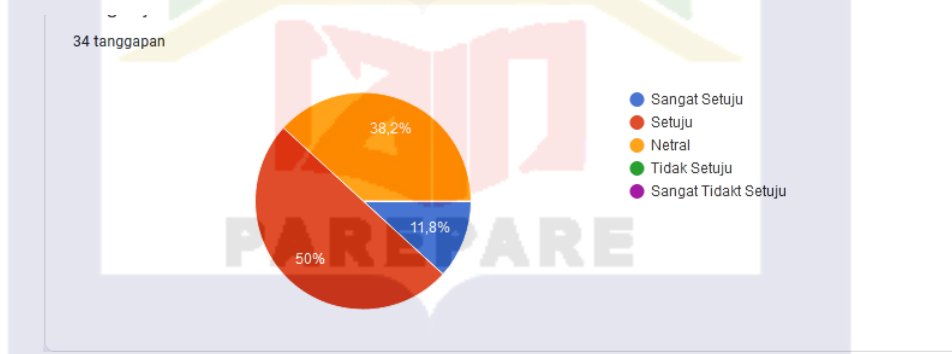
The graph show the result of a survey in which the teacher activities before getting started learning with new material. From the pie chart clearly the majority of the student prefer to answer, strongly agree (11, 8%) and agree (50%) with just 38, 2% student prefer choose neutral.

In conclusion, explaining the competency, learning objectives, and indicator. In term of delivering of learning objectives by teachers to student is one of the important phases in every learning. The teacher uses any model, strategy, or approach, so one of the stages always includes the phase of delivering learning objectives. This has implied to us how important it is to convey learning objectives,

b. Questionnaire no.2 (Guru tidak pernah memberikan contoh pengalaman nyata yang sesuai dengan Kompetensi Dasar
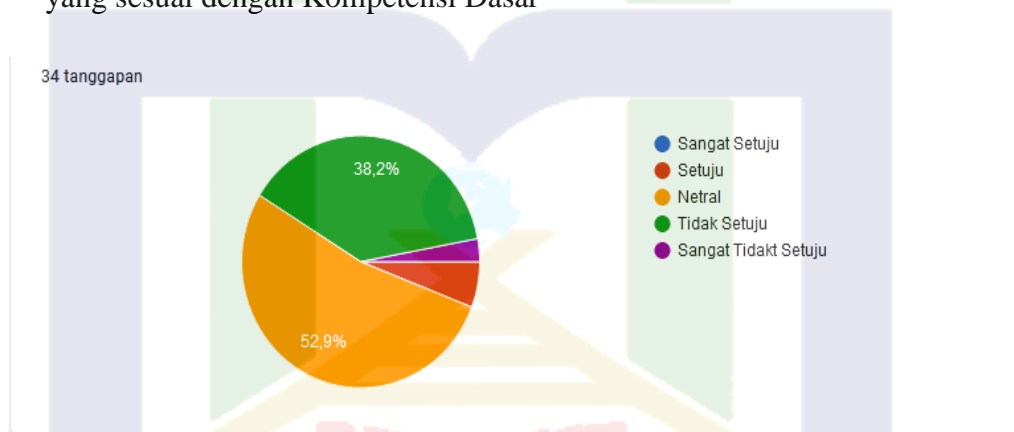
The pie chart show the result of the teacher adjusts the basic competencies with real experience. From the chart the student prefer to answer neutral (52,9%), disagree (38.2%) and strongly disagree (3,2%). Only a small minority of student prefer answer agree (5,7%)

The research can conclude the teacher method of teaching should be designed in such a way as to suit the students' understanding in everyday life. This is important so that the student reflection process goes hand in hand with the material given.

c. Questionnaire no.3 (Pada awal pembelajaran guru membuka sesi Tanya jawab sehingga siswa dapat mengingat kembali materi sebelumnya).
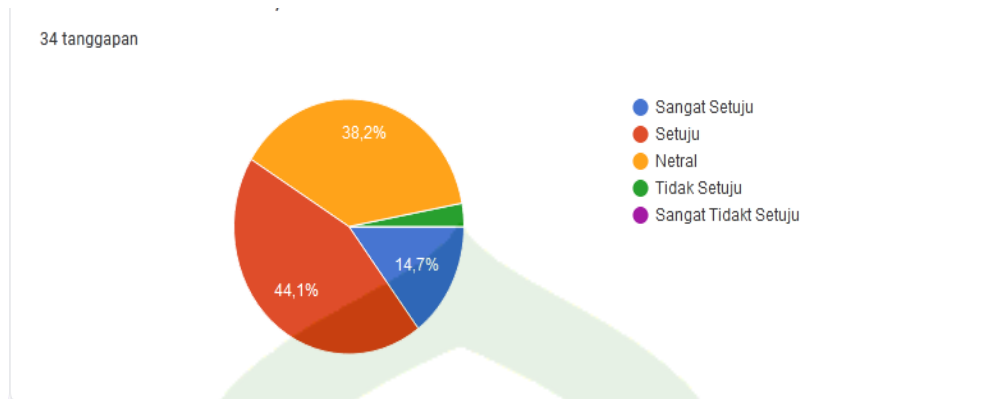
The graph shows the result of the teachers' method to recall the student's material that has been given. From the chart it is clear the 44,1% of student prefer to answer agree, 38,2% of student 14,7% answer strongly agree.

In conclude the teachers started the learning process by retrospect, so that the teachers know whether students understand the material that has been given or not, so the teacher can continue the material or re-explain the previous material.

d. The Questionnaire no.4 (Guru menjalaskan materi pembelajaran disertaidengan contoh-contoh).
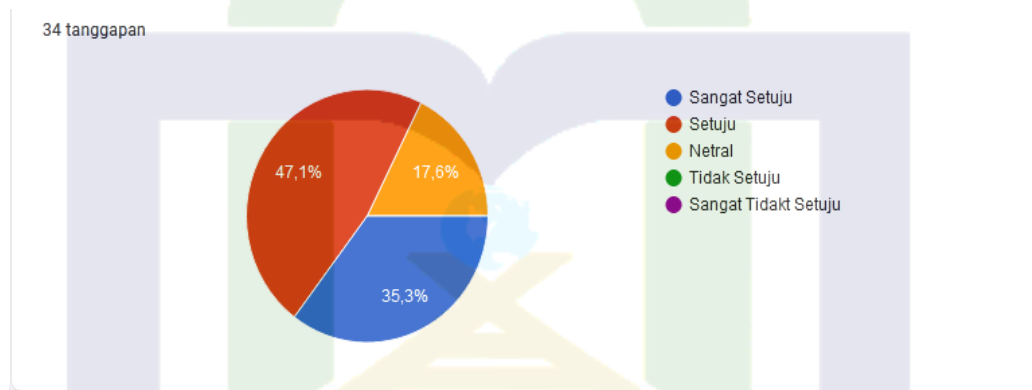
The pie chart shows the result of the teacher using example when teaching. From the chart is clearly see 61,8% of the student answer agree,
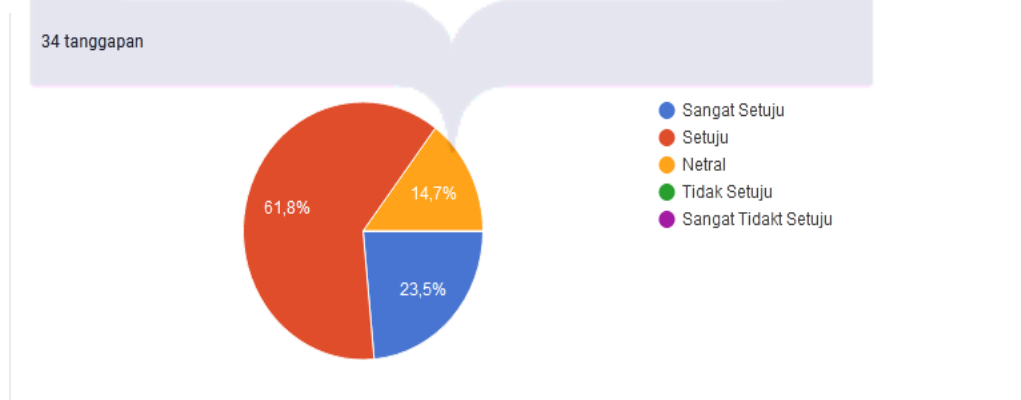
25,5% of the student prefer to answer strongly agree and 14,7% prefer to answer neutral.

The research concludes the student perception that the teacher always using example in each material that provided to the student, it is make the learning process is simplifies to the student.

e. The Questionnaire no.5 (Dalam menerangkan, guru menggunakan bahasa yang mudah dipahami oleh siswa).

34 tanggapan

The chart pie shows the result of a survey in which the teacher uses simple language in explaining the material. From the chart, 47,1% student answer agree, 36,3% answer strongly agree and the rest of the student prefer to answer neutral.

In conclude the student perception that the teacher uses simple language so that the students can understand the material given evenly and this method is one of the teachers' methods to harmonize the understanding of students.

f. The Questionnaire no.6 (Guru member kesempatan kepada siswa untuk mempraktikkan materi yang diberikan).
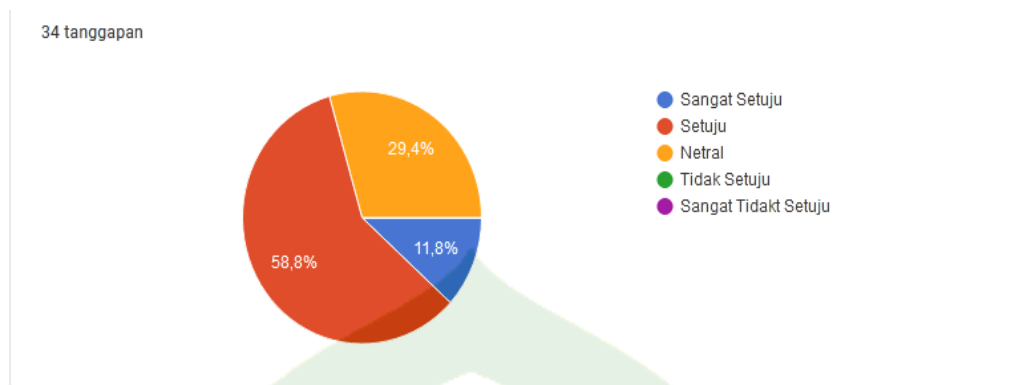
The graph shows the result of the student perception which the teacher gives students an opportunity to practice the material provided. The result of that student prefers to answer 58,8% of agree, 11,8% of strongly agree and the other prefer to answer 29,4% of neutral

From the graph the research conclude that the students are given the opportunity to practice the material that has been given.

g. The Questionnaire no.7 (Guru mengajukan pertanyaan untuk seluruh siswa tetapi apabila tidak ada yang mau menjawab beliau akan menunjuk siswa satu persatu).
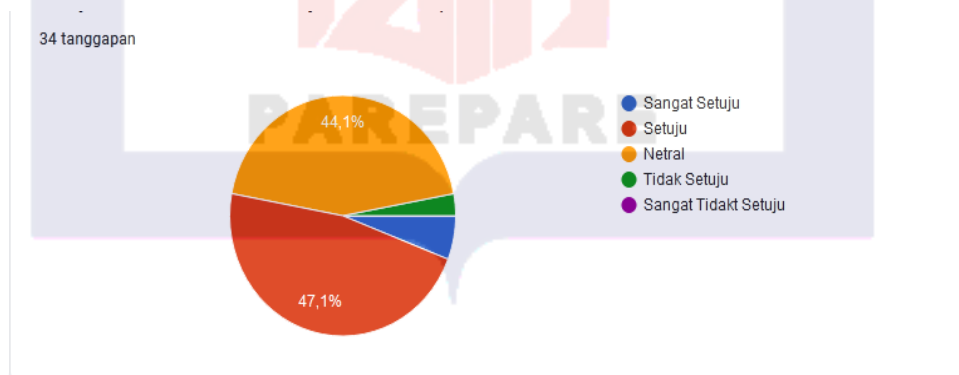
The graph shows the result of student perception which the teacher observation learning process with regard to the level of student confidence

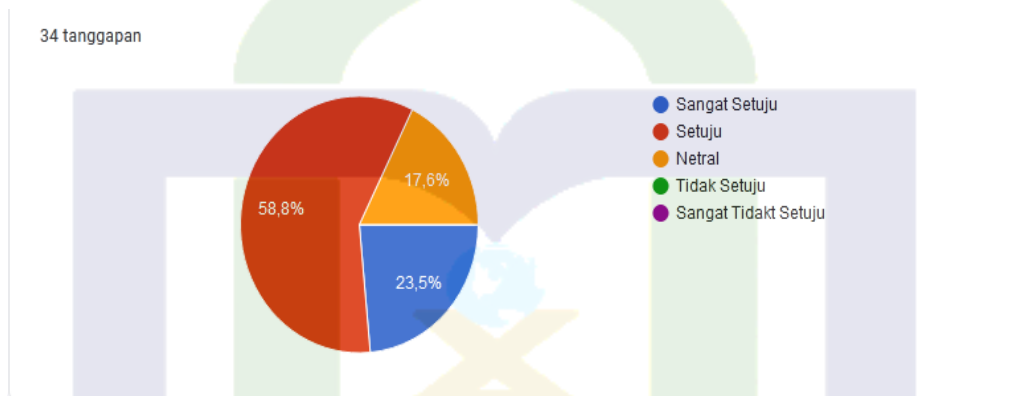about their abilities to used their ability. The result of that, the students prefer to answer 47,1% of neutral, 44,1% of student prefer to answer agree, and other prefer to answer strongly agree.

h. The Questionnaire no. 8 (Ketika ada siswa yang bertanya, guru mencoba untuk membuka diskusi kelas sehingga siswa yang lain juga paham).

34 tanggapan

The pie chart shows the result of student perception which the teacher concern in the problem solving, the right problem for learning with the discussion are problem that produce many alternatives solutions. That the result of student's perception, the student prefers to answer 58.8% of agree, 23.5% of student prefer to answer strongly agree and other answer 17.6% of Neutral.

In conclude the student in learning process the student makes the discussion as a problem solver.

i. The Questionnaire no.9 (Guru focus pada media tayang yang digunakan saat menelaskan materi pelajaran).

34 tanggapan

- ● Sangat Setuju
- ● Setuju
- ● Netral
- ● Tidak Setuju
- ● Sangat Tidakt Setuju

17,6%

58,8%

20,6%
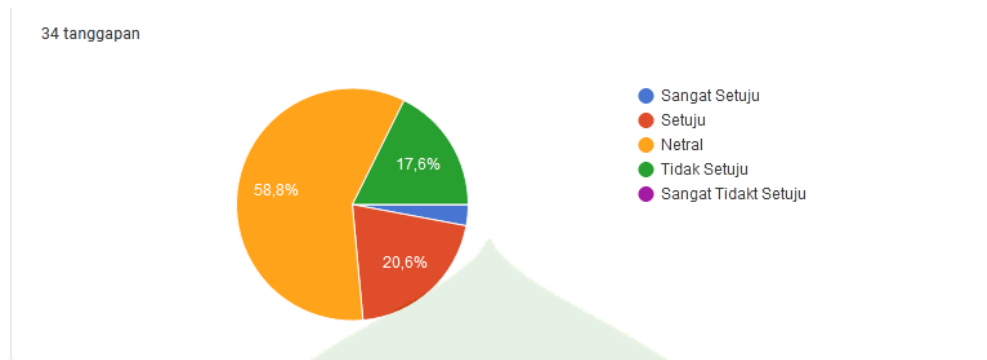
The pie chart show the student perception result of the teacher focuses on the instructional media provided to students as communication tools used in the learning process to bring information in the form teaching material from teachers to students, so that students become more interested in participating in learning activates[61]. The result of student's perception are the students prefer to answer 58,8% of neutral, 20,6% prefer to answer agree, 17,6% students answer belong disagree and the rest of the student answer agree.

In conclude the student perception through the teacher that the teacher does not always focus on the broadcast media or the instructional media provided to students,

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[61]Usep Kustiawan, *Pengembangan Media Pembelajaran Anak Usia Dini,* (Yogyakarta:Gunung Samudera, 2016), h. 6.

j.   The Questionnaire no.10 (Alat peraga yang digunakan guru membuat siswa lebih memahami materi pelajaran).
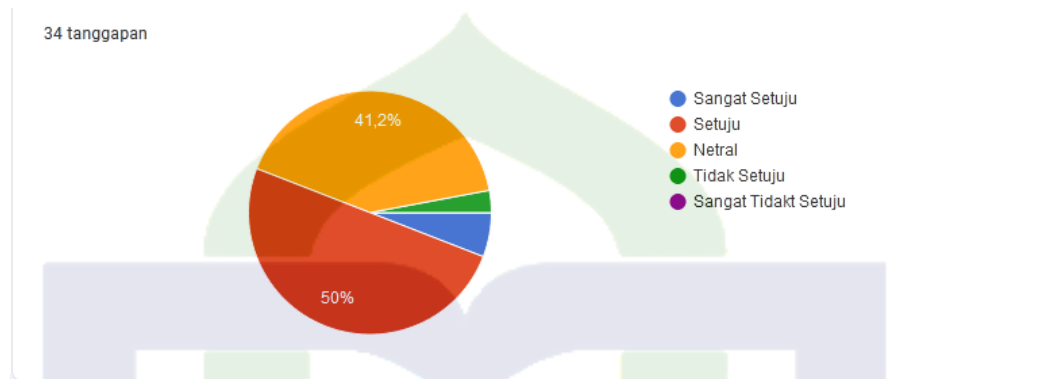
The pie chart show the student perception result of the teachers method in using teaching aids. The result of the student perception are 50% of the students prefer to answer agree, 41.2% answer Neutral, 7% prefer to answer Strongly agree and the rest of the student answer to disagree. The researcher concludes that the teaching aids that using by the teacher help most of students to absorb the material.

k.   The Questionnaire no.11 (Pada pembelajaran, guru memberikan kesimpulan sesuai dengan tujuan pembelajaran yang di sampaikan pada awal pembelajaran).
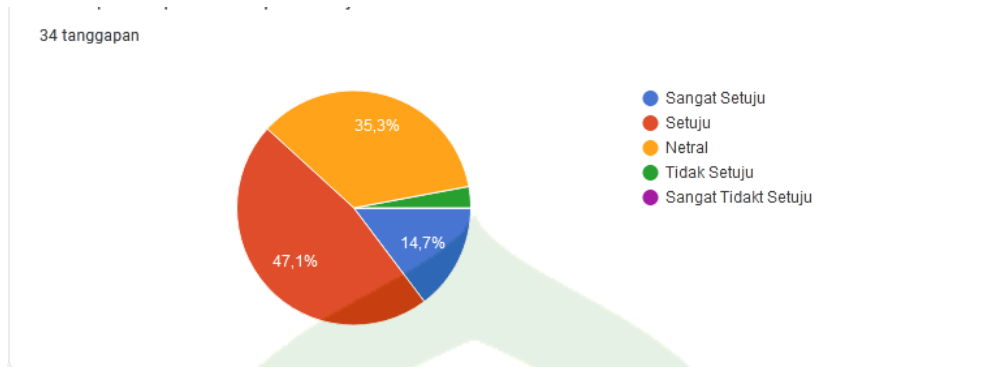
The pie chart show the student perception through the teacher conveys conclusions in accordance with the learning objectives as the result from the questionnaire the student prefer to answer 47.1% agree, 35.3% answer neutral, 14,7% of the students answer strongly agree and the rest of the students answer disagree. That show the student perception through the teacher is the teacher frequently notify the student about the conclusion in the end of the learning accordant the learning objectives.

l. The Questionnaire no.12 (Pada waktu ulangan, soal-soal yang yang diberikan sesuai dengan materi yang telah disampaikan).
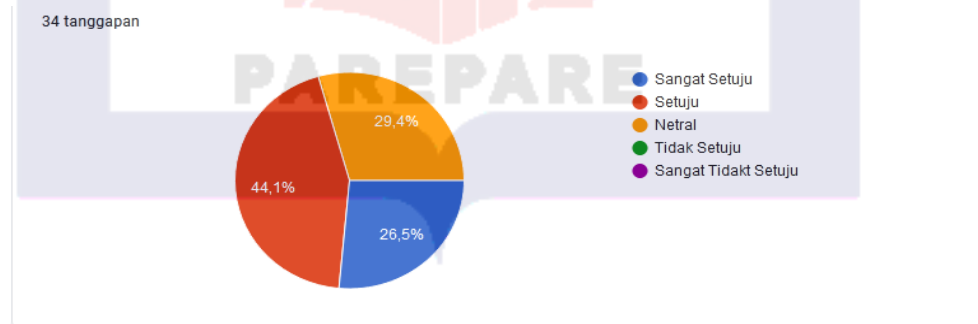
The Pie chart shows the student perception about the questions that given by the teacher during tests/exams in accordance with the material has

been given before. The result of the student perception are 44.1% students prefer to answer agree, 29.4% answer neutral and 26.5% the students answer was strongly agreed. That show student's perception that the teacher always gives exams/test accordance with them has learned before.

m. The Questionnaire no.13 (Guru terlihat pilih kasih dalam penilaian)

34 tanggapan

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidakt Setuju
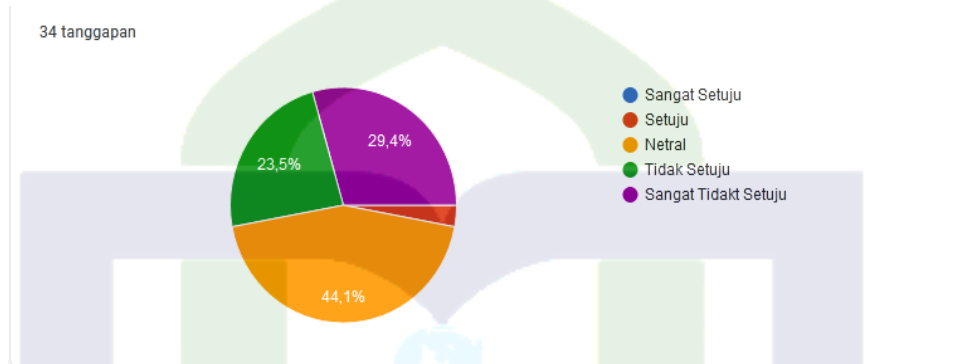
The pie chart shows the result of student perception about the teacher in assessment. The result of the student perception are 44.1% students answer neutral, 29.4% of students prefer to answer strongly disagree, 23,5% answer disagree and the rest of the student answer agree. That shows the student perception according teachers' assessments the students mostly answer that the teachers are not impartial in assess the students, and the rest of student is neutral that means they do between partial or not.

n. The Questionnaire no.14 (Guru membahas kembali, tugas dan ulangan yang dianggap sulit).

34 tanggapan

- Sangat Setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidakt Setuju
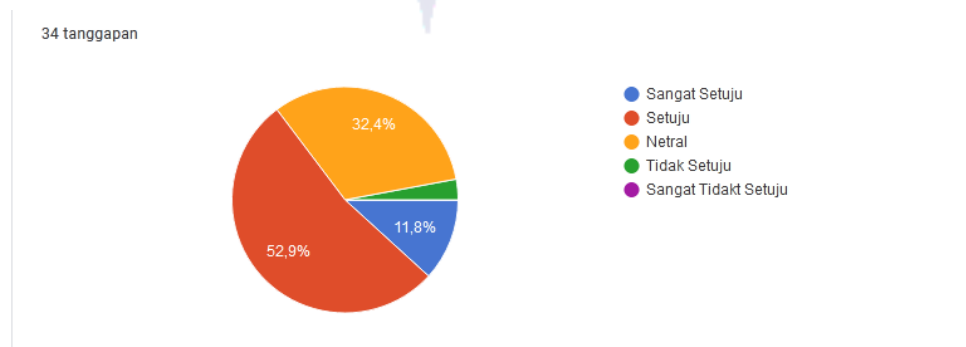
The graph shows the students perception about review of difficult assignment by teacher, the result of this perception is 52.9% answer agree, 32.4% the student prefer to answer neutral, 11.8% the student answer strongly agree and the other prefer to answer disagree. From the data clearly shows the perception of the students that the teacher often to review tests and tasks that are considered difficult for the students.

2. The Result of Questionnaire

The questionnaire was distributed on 08th December and was responded by 36 students of class 9 in Senior High School 1 Pinrang. In gathering the students, researcher was help by the English teacher of class XI MIPA 1. It can be seen in the following table:

Table IV.1. The Data of Questionnaire

NO	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	JUMLAH
1	3	3	4	3	3	3	2	4	2	3	4	3	3	2	42
2	5	4	3	4	5	3	2	4	4	4	2	3	2	3	48
3	4	4	3	5	5	5	2	5	4	3	3	3	5	4	55
4	5	4	4	4	5	4	2	4	4	4	4	4	4	4	56
5	3	3	4	3	4	3	3	3	3	3	3	3	3	3	44
6	4	3	5	4	5	4	2	5	2	4	4	4	5	4	55
7	4	3	3	4	4	4	3	4	4	3	3	4	5	4	52
8	4	3	4	4	4	4	3	4	3	4	4	5	4	5	55
9	4	4	4	4	4	4	3	4	2	4	4	4	3	4	52
10	3	3	4	4	4	4	2	4	3	3	3	3	3	4	47
11	4	3	3	4	4	4	2	4	3	3	3	4	4	3	48
12	4	4	3	4	5	3	4	5	3	4	4	5	5	5	58
13	3	4	5	5	3	5	1	5	3	5	5	3	3	5	55
14	3	3	3	3	3	4	2	3	2	3	3	4	4	3	43

15	4	4	5	5	5	4	3	5	4	4	5	4	5	4	61
16	4	3	5	5	4	4	3	4	3	4	4	4	4	4	55
17	4	4	3	4	5	4	3	3	3	3	4	4	4	4	52
18	4	3	4	4	4	4	2	4	3	4	4	4	3	3	50
19	3	3	2	4	5	3	3	5	3	4	3	4	5	3	50
20	3	3	3	3	3	3	3	3	4	3	3	3	3	4	44
21	4	3	4	5	5	4	3	4	3	5	5	5	3	4	57
22	4	3	4	4	4	4	2	3	3	3	4	4	3	3	48
23	3	4	4	4	4	4	3	4	3	4	5	5	5	4	56
24	5	5	5	5	5	4	1	4	3	4	4	5	5	5	60
25	4	3	3	5	4	3	3	4	3	4	4	5	3	4	52
26	3	2	4	4	4	3	2	4	1	2	3	3	3	3	41
27	4	4	4	4	5	5	2	5	3	4	3	5	3	4	55
28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	42
29	3	2	3	4	4	4	2	4	3	4	4	5	4	4	50
30	3	4	3	4	3	3	3	4	3	3	4	4	3	3	47
31	3	4	3	4	4	4	2	4	2	3	3	4	4	4	48
32	5	3	4	4	5	5	3	5	2	4	5	5	5	3	58
33	4	4	4	5	4	5	2	4	3	3	4	3	3	4	52
34	4	3	4	4	4	4	2	4	2	4	4	4	5	4	52
TOTAL															1740

Table IV.1 shows us the total of score 1740. From this data mean score calculated by the following formula:

$$X = \frac{\sum x}{N} = \frac{1760}{34} = 51.764 = 52$$

Likert Scale calculated the range of those classifications with interval value is 12 and maximum score is 70.

Table IV.2 this mean score than was classified by using the following table

No.	Score Ranges	Qualitative Descriptions
1	58 – 70	Very positive
2	46 – 57	Positive

3	34 – 45	Average
4	22 – 33	Negative
5	1 – 21	Very Negative

As illustrated in the table, the mean score of student's perception is 52 which are in range of positive perception.

B. Discussion

The objective of this research is to describe the students' perception about their teachers' method in teaching reading. The results revealed that the students have positive perception towards their teachers' teaching method. The instruments were distributed to the students by using Google form. The items covered students' perception about the method in English teaching.

Students' perception on teachers give understandable explanations is measured in the questionnaire. The results of questionnaire show that teachers explain the materials in a clear way so students understand what they should do in the classroom. Besides, teachers also pay much attention on students' vocabulary and tell them the importance of that for speaking. Also, teachers teach grammar and practice the use in students' daily communication. In explaining important things, teachers repeated their explanation by using students' native language. Fajriah states that it is good for teachers to give instructions or explanations with words which are familiar to students so that they will understand them better.[62]

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[62] Nurul Fajriah, *et.al,* "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.20.

Students' perception on teachers give appropriate task is measured in the questionnaire. The results of questionnaire show that teachers give appropriate vocabulary test for students since vocabulary is considered important to support their reading habit. However, Jenson suggests teachers to filter and arrange the test carefully that it provides stimulating and fun experiences that match the ability level of students without causing frustration.[63]

Students' perception on teachers gives feedback and assessment is measured in the questionnaire. The data from questionnaire shows that teachers' question commonly goes to individual and group. Teachers gave enough time for students to answer the questions. Besides, in giving feedback, teacher's correct students' speak when students make mistakes. For written test, not all teachers return students' writing and give feedback. Orlich proposes some strategies teachers can use in the classroom for giving feedback to enhance student learning namely questioning, peer assessment, as well as feedback through grading.[64]

Many teaching methods are available in high school education that enhance learning processes and offer teacher many options. Students respond differently to different teaching methods and have their own ways of demonstrating the knowledge acquired and absorbed. To achieve their teaching goals, teachers need to adopt methods that are as effective as possible. While many teachers are willing to try new ways of teaching, there are still those who either prefer or predominantly use outdated lecture methods despite the development of innovative approaches to teaching and learning in higher education. Those traditional approaches ignore or suppress

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[63] Nurul Fajriah, *et.al,* "Students' Perceptions toward Teacher's Teaching Strategies, Personal Competence, and School Facilities", *English Education Journal (EEJ)*, p.20.

[64] D.C. Orlich, *et.al., Teaching Strategies: a Guide to effective Instructio n 9th edition*, p.330.

students' responsibility; thus, students assume a receptive role in their education[65]. Traditional educational practices are being challenged by information age technologies steering higher education institutions (HEIs) to appropriately integrate available technological resources to enhance their teaching and learning.

Stephenson and Cortinhas (2013, 1) suggest that teachers can supplement their teaching by means of, for example, lecture capture, audience response systems, mobile phones, wikis, learning blogs, screen-casting, and web-based textbook-linked electronic resources[66]. Their study discusses e-learning technologies for 'in-class' teaching and learning as well as 'out class' technology to support the classroom experience and upgrade student participation. New and emerging technologies are now widely recognized as providing exciting opportunities for school use. Inter-teaching provides an alternative method for classroom instruction that has been reported as more effective than traditional lectures[67], and some of the more active teaching methods also include seminars, group discussion, lecture/discussion, case study, simulation, workshopping and the problem-solving method[68].

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[65]J.S. Amstrong, *Natural Learning in Higher Education* *http://repository.upenn.edu/cgi/viewcontent.cgi?article=1151&context=marketing_papers.*(accessed 22 February 2021)

[66]J. Stephenson & C. Cortinhas, *creative uses in-class technology.* (2013)

[67]B.K. Saville, T. Lambert, & S. Roberson, *Inteteaching: Bringing Behavioral Education into the 21st century.*(Pychological Record 2011), h. 153-166.

[68]R.Killen, *Teaching Strategies for Quality Teaching and Learning,* (Cape Town : Juta, 2011)

CHAPTER V

CLOSING

A. Conclusion

Based on the findings and discussion of this research, it can be concluded that students' perception about teaching the teachers' method in teaching reading for second years student at senior high school 1 Pinrang, and their positive perception will lead them to a better participation in the learning process of English class. The result of testing hypotheses showed that the mean score (100) is higher than the criteria (60) which resulted H_a is accepted and H_0 is rejected. This finding means students of Senior High School 1 Pinrang have positive perception towards teaching strategy used by their English teachers with the classification very positive.

Moreover, the effective teaching strategies proposed by experts have been implemented by the English teachers in Senior High School 1 Pinrang. Teachers need to evaluate their teaching strategies in order to make students more motivated in learning English since students' perception affected by teachers' method in teaching. A good perception brings a good engagement in learning process. When students involve much in the learning process, it is possible for their achievement and attitude to improve in English skills.

B. Suggestion

Although the finding showed that students have very positive perception towards teachers' teaching strategy, but some suggestions should be considered by teachers, students, and the next researchers as well. For the teachers, they should evaluate the teaching strategies they used in teaching English. Taking the method of effective teaching into consideration is better to help them

Creating fun situation in teaching English. A fun situation is a teaching and learning process which is comfortable for both teachers and students. And using more media in teaching seems like movie, music etc.

For students, in learning English in the classroom, students can be involved to suggest the teachers what materials or methods are suitable for their learning styles. Following teachers' teaching style will not help them to learn, but helping teachers to set the learning environment based on students' needs will result in a good classroom management and cooperation.

For the next researcher, this research is still basic research which describes only students' perception towards their teachers' teaching strategy in English subjects. It is limited only in students' perception. The researchers in the same or extended field are possible to look for the correlation of the finding of this study to another learning phenomenon such as, students' achievement and attitude or teachers' resilience in teaching. Although researcher did not measure that correlation, but students' attitude in learning and teachers' attitude in teaching shows such potentialities.

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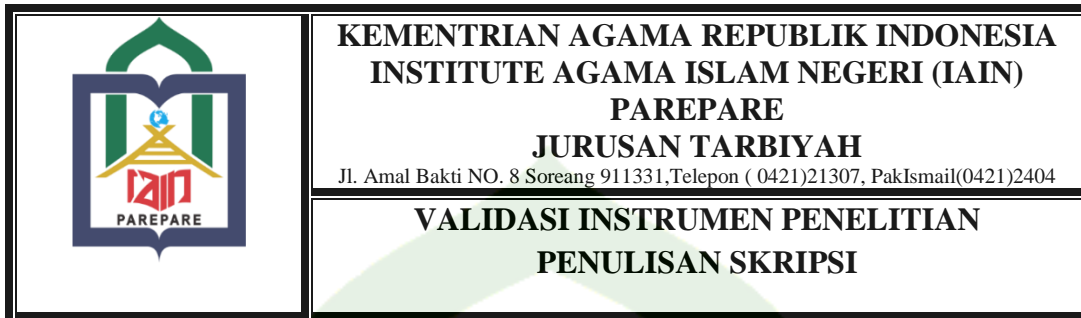
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APPENDIX

Appendix 1. Questionnaire of students' perception

<table>
<tr>
<td rowspan="2"></td>
<td>

KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUTE AGAMA ISLAM NEGERI (IAIN)
PAREPARE
JURUSAN TARBIYAH
Jl. Amal Bakti NO. 8 Soreang 911331,Telepon (0421)21307, PakIsmail(0421)2404
</td>
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VALIDASI INSTRUMEN PENELITIAN
PENULISAN SKRIPSI
</td>
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</table>

NAMA MAHASISWA   : MIFTAHUL FARID

NIM   : 15.1213.001

FAKULTAS/PRODI   :   TARBIYAH/PENDIDIKAN   BAHASA
INGGRIS

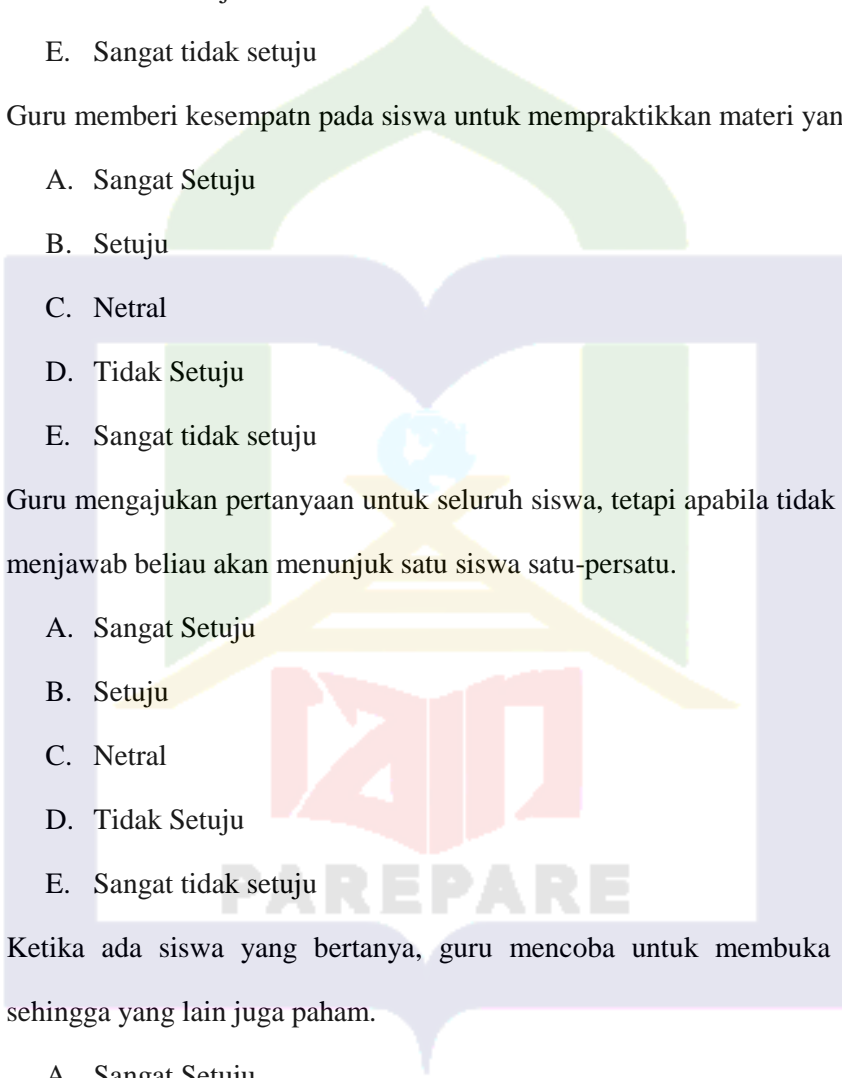JUDUL   : THE STUDENTS' PERCEPTION ABOUT THE
                                        TEACHERS' METHOD IN TEACHING READING
                                        FOR SECOND YEAR STUDENT AT SENIOR
                                        HIGH SCHOOL 1 PINRANG

Instrument Peneltian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-test dan post- test yang sama pada kelas eksperimen serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

1. Guru menyampaikan kompentensi dasatr, tujuan pembelajaran, dan indikatror-indikator dengan jelas

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak setuju

E. Sangat tidak setuju

2. Guru tidak pernah membeerikan contoh pengalaman nyata yangsesuai dengan kompetensi dasar

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

3. Pada awal pembelajaran membuka sesi tanya jawab sehingga siswa dapat mengingat kembali materi sebelumnya

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

4. Guru menjelaskan materi pembelajaran diseertai dengan contoh-contoh

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

5. Dalam menerangkan, guru menggunakan Bahasa yang mudah di pahami oleh siswa.

A. Sangat Setuju

B. Setuju

C. Netral

D. Tidak Setuju

E. Sangat tidak setuju

6. Guru memberi kesempatn pada siswa untuk mempraktikkan materi yang diberikan.

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

7. Guru mengajukan pertanyaan untuk seluruh siswa, tetapi apabila tidak ada yang mau menjawab beliau akan menunjuk satu siswa satu-persatu.

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

8. Ketika ada siswa yang bertanya, guru mencoba untuk membuka diskusi kelas sehingga yang lain juga paham.

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

E. Sangat tidak setuju

9. Guru focus pada media tayang yang digunakan saat menjelaskan materi pembalajaran.

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

10. Alat peraga yang digunakan guru membuat siswa lebih memahami materi pelajran.

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

11. Pada pembelajaran, guru memberikan kesimpulan sesuai dengan tujuan yang di sampaikan pada awal pembelajaran.

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

12. Pada waktu ulangan, soal-soal yang diberikan sesuai dengan materi yang telah disampaikan.

    A. Sangat Setuju

B. Setuju

C. Netral

D. Tidak Setuju

E. Sangat tidak setuju

13. Guru terlihat pilih kasih dalam penilaian

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

14. Guru membahas kembali tugas dan ulangan yang dianggap sulit

    A. Sangat Setuju

    B. Setuju

    C. Netral

    D. Tidak Setuju

    E. Sangat tidak setuju

Setelah mencermati instrumen dalam penelitian penyusunan skripsi mahasiswa sesuai dengan judul tersebut maka pada dasarnya di pandang telah memenuhi kelayakan untuk digunakan dalam penelitian yang bersangkutan.

Parepare, 05 Februari 2020

Dosen Pembimbing

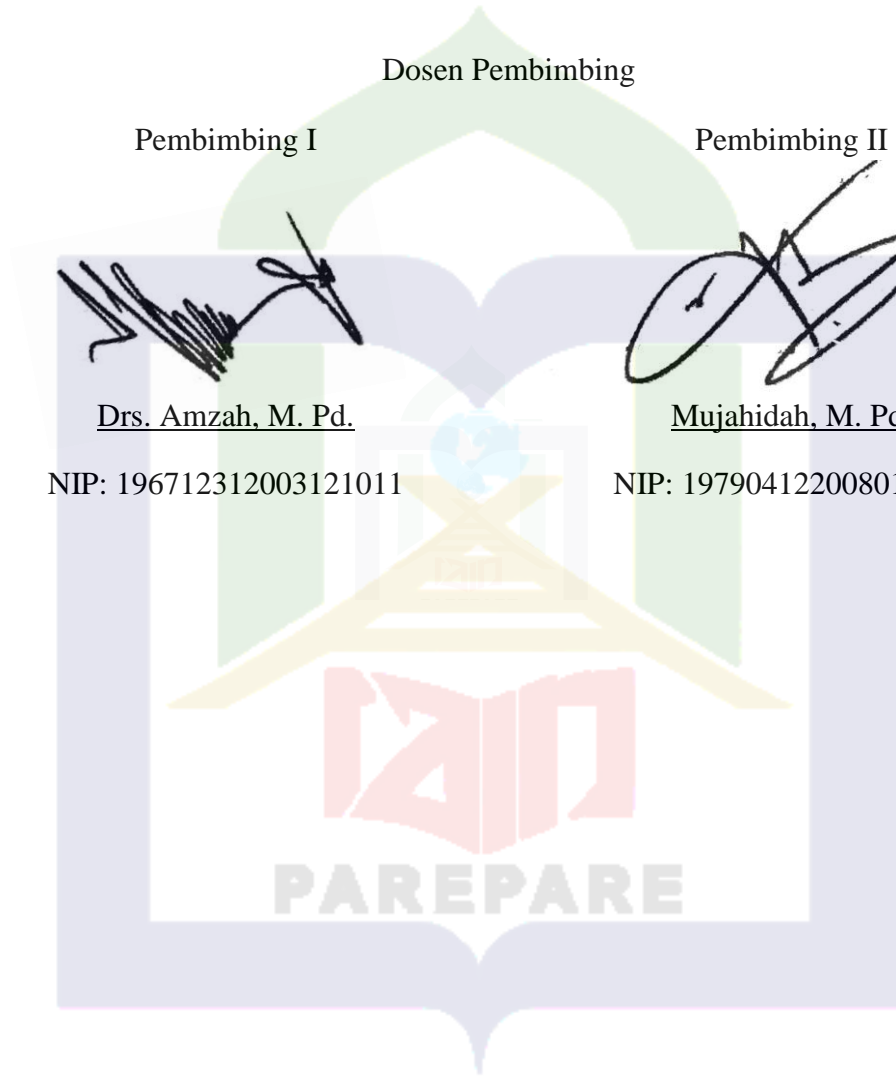Pembimbing I   Pembimbing II

Drs. Amzah, M. Pd.   Mujahidah, M. Pd.

NIP: 196712312003121011   NIP: 197904122008012020

4. Untuk mengelompokkan siswa saya untuk pengajaran di kelas saya. *

Mark only one oval.

◯ YES

◯ NO

Students Interview

The Students' Perception about the Teachers' Methods In Teaching Reading

* Menunjukkan pertanyaan yang wajib diisi

1. Nama Sekolah *

_____

2. Nama Lengkap *

_____

3. NIS *

_____

4. KELAS *

_____

5. KELAS *

_____

6. KELAS *

_____

XI

7. The teacher asked question in class or contributed to class discussions *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

8. The Teacher Made a class Precentation *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

9. The Teacher Made a class presentation *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

10. Worked with other students on projects during class *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

XII

11. Worked with classmates outside of class to prepare the class assignment *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

12. The teacher acquiring a board generally education *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

13. The Teacher Speaking clearly and effectively *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

14. The teacher divide the class to groups in teaching reading progress *

Centang semua yang sesuai.

☐ Never
☐ Sometimes
☐ Often
☐ Very Often

Appendix 3. Documentation

Appendix 4. Research Permision

PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0508/PENELITIAN/DPMPTSP/12/2020

Tentang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 04-12-2020 atas nama MIFTAHUL FARID, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Mengingat :
1. Undang – Undang Nomor 29 Tahun 1959;
2. Undang – Undang Nomor 18 Tahun 2002;
3. Undang – Undang Nomor 25 Tahun 2007;
4. Undang – Undang Nomor 25 Tahun 2009;
5. Undang – Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 1058/R/T.Teknis/DPMPTSP/12/2020, Tanggal : 04-12-2020
2. Berita Acara Pemeriksaan (BAP) Nomor : 0508/BAP/PENELITIAN/DPMPTSP/12/2020, Tanggal : 07-12-2020

MEMUTUSKAN

Menetapkan :

KESATU : Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SOREANG PAREPARE
3. Nama Peneliti : MIFTAHUL FARID
4. Judul Penelitian : THE STUDENTS PERCEPTION ABOUT THE TEACHERS METHOD IN TEACHING READING FOR SECOND YEARS STUDENT AT JUNIOR HIGH SCHOOL 1 PINRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA KELAS 2 SMA
7. Lokasi Penelitian : Kecamatan Watang Sawitto

KEDUA : Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 04-06-2021.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 08 Desember 2020

Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP.,M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-

Balai Sertifikasi Elektronik

Dokumen ini telah ditandatangani secara elektronik menggunakan **sertifikat elektronik** yang diterbitkan **BSrE**

Nomor   : B. 2615 /In.39.5.1/PP.00.9/12/2020
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang

C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu

di,-

     Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Miftahul Farid	
Tempat/Tgl. Lahir	: Pangkajene, 26 April 1998	
NIM	: 15.1213.001	
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris	
Semester	: XI (Sebelas)	
Alamat	: Madallo, Kel. Siparappe Kec. Watang Sawitto Kab. Pinrang	

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

"The Students' Perception About The Teacher' Method in Teaching Reading For Second Years Student at Junior High School 1 Pinrang"

Pelaksanaan penelitian ini direncanakan pada bulan Desember sampai bulan Januari Tahun 2021.

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

Wassalamu Alaikum Wr. Wb.

Parepare, 01 Desember 2020

Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

XVII

Appendix 5. Curriculum Vitae

CURRICULUM VITAE

This writer was born on April 26th, 1998 in Pangkajene. He is the first child from three siblings he has two brothers. His father's name is Hasanuddin, S.Ag. and His mother's name is Hasmawaty S.Ag. He began his study in 2003 in SD Negeri 245 Pinrang and graduate on 2009. He continues his study in the same year on 2009 in SMP Negeri 2 Pinrang and graduate on 2012. He continued his study at SMA Negeri 1 Pinrang and graduated 2015. He continued his education at State Islamic Collage (STAIN) Parepare but now it was changed become State Islmaic Institute (IAIN) Parepare and took English Educational Department of Tarbiyah Faculty as his mayor. While he studies in IAIN Parepre, he actives in Lintasan Imajinasi Bahasa Mahasiswa (LIBAM) IAIN Parepare From 2014-2021. Finally on 2021 he completes his thesis with the tittle "**The Students' Perception about The Teachers' Method in Teaching Reading for Second Year Student at Senior High School 1 Pinrang**.