

STUDENTS' PERCEPTION TOWARDS TEACHER'S STRATEGIES IN TEACHING READING SKILL

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Abstract

Students' perceptions towards teachers' strategies in teaching reading skills are also important to know teachers so that they can be used as reflections to improve their teaching strategies. This research differs from previous studies because the focus in the last is more general. After all, it analyzes students' perceptions of teachers' attitudes, teaching styles, and attitudes in learning English. Meanwhile, this research is more specific because it analyzes students' perceptions of teachers' strategies and only focuses on reading skills. The previous study used a quantitative method but a qualitative one in this study. This study aimed to determine students' perceptions of teachers' strategies in teaching reading skills. The participants in this study were eleventh-grade students at SMAI MU Jatiurip. This study used interviews, observation, and documentation to obtain data. The result showed that students' Perception of teachers' strategies in teaching reading at SMAI MU Jatiurip was positive with all the teaching strategies teaching reading. They are predicting, questioning and generating and answering, role plays, and thinking pair share except for summarizing process because they feel bored about learning reading material when the teacher used summarizing strategy. Most students prefer role play approach because students understand lessons more quickly when using role play methods.

Keywords: Perception, Teachers Strategies, Reading

INTRODUCTION

Reading is one of the most important skills for acquiring new language skills for readers' to learn further information. According to Tarigan (2015), reading is a process carried out and used by readers to obtain and read information message. The strong definition comes from Cameroon (2022), which states that reading is not just about understanding, not just understanding words or codes but also about the message conveyed. Beyond, Grabe & Stoller (2022), define reading as the ability to draw and understand the meaning of a printed page of correct information. Students can be rich by reading, increasing vocabulary, improving pronunciation, and developing grammar. It means reading is very important for students. Larsen Freeman (2018), states that the secret to effective reading is effort or strategies devised by teachers or language instructors. In academic growth, reading is a very effective skill, as well as achieving students and life opportunities. Reading is the cornerstone. Hence, reading

skills in class need to be enhanced. Various methods and strategies that guide students to understand what they read and understand their meaning must be applied by the teacher in the class.

Takac (2022), states that pedagogical strategy refers to everything teachers do or should do to help students learn. The pedagogical strategy that the instructor will use depends on the available time and the value for students. Strategy is crucial in the teaching and learning process. Strategy is holistic planning as an orderly presentation of language material, not contradictory parts, and everything is based on the chosen approach. The approach is axiomatic; the strategy is procedural. Within one direction, there can be many strategies (Richard & Rodgers, 2018). So strategies are the way to the teaching and learning process. Every teacher is needed to build on these learning conditions that challenge creativity and student activities, motivating students, using multimedia, multi-method, and multi-resource to achieve the learning objectives needed (Rusman, 2012). English teaching and learning in non-English-speaking environments require teachers with special abilities to function with limited resources (Brown, 1994). These findings indicate that teachers must be equipped with a strategy for teaching reading skills to help students overcome difficulties in reading English. Teachers should be more creative in teaching the students in the class.

Perception is a cognitive process by interpreting sensory information or ways of thinking about things (Qiong, 2017). Sarkol (2016), states that Perception is a process of arranging and interpreting stimulus patterns. This implies that Perception is a mental process. According to Robbins (2021), there are two perception categories: positive and negative. Positive Perception is a personal evaluation of a particular object positively or so expected from certain objects. Positive Perception will come from individual satisfaction with the particular object that is the source of Perception, knowledge, and individual experience about felt objects—positive action of Perception as a student nice to learn English when students can solve their difficulties. At the same time, negative Perception is a personal evaluation of something; a negative object is not what one would expect from a particular object. Negative Perception is caused by dissatisfaction with certain objects, perceptions of the source, individual ignorance, and lack of experience with unidentified objects. The true actor is the

negative perception that students feel uncomfortable talking to friends and fellow students. They find it difficult to express their thoughts in writing because they need more vocabulary.

From that Perception, there will be an assessment from students about how the teacher uses the strategy. Teachers must use different strategies in teaching reading, like varying teaching methods, media, and games that stimulate students' interest. It is consistent with H. Douglas Brown (2019), who states that teaching strategies facilitate students to apply varying methods and teaching techniques easily. Mehrgan (2020), states that teaching strategies are needed in the teaching process. The teaching strategy is basic teaching—a procedure used to describe content during teaching-learning. Teaching language strategy is defined as a set of pedagogical practices that enforce a particular learning strategy. Learners are directed to develop target language competence.

In this study, the teacher's strategies in teaching reading skills include: 1) predicting, predicting femininity, thinking forward, previewing, guessing ideas by reading, and anticipating information and events in the text. Students predict what they have read in a text, and students can also relate new ideas that they discovered to an idea that they knew earlier; 2) summarizing, summarizing is the process of drawing conclusions or summaries from a text by simply picking up the key points., Summarizing requires students to make a text shorter but to cover the main points, summarizing requires students to be concise points as well as objective; 3) question generating and answering, in this strategy student was invited to form groups and create questions and then search for answers from the text, in the way each group leader asked questions while members of the other groups discussed and found answers; 4) role plays, in the teacher's role play the teacher gives the student activities to do action. The role play can be simple. As the student is asked to form a small group, then the teacher gives the action, and the student does the action based on the instruction given by the teacher; 5) think pair share, Think Pair Share is a strategy in that students are given time to understand a text and then students will exchange opinions or share ideas. All the students will share ideas with the other students.

Several studies have been conducted on students' Perceptions of teachers' strategies Feri Ferdianto (2021) and Ayunda Mayang (2019). However, there is more general because focusing on analyzing teachers' attitudes, teaching styles, and strategies for learning English.

However, this study focuses on teachers' strategies and only focuses on teaching reading skills.

Therefore, this study aims to know the students' Perceptions of teachers' strategies in teaching reading skills at Islamic Senior High School. Specifically, this study intends to answer research questions: How is the students' Perception of teachers' strategies in teaching reading skills?

METHOD

Respondents

In this study, the researcher investigated the students' Perceptions of teachers' strategies for teaching reading skills. This study applied a qualitative method. The qualitative data were obtained from 10 students. The research was conducted at the eleventh grade of Islamic Senior High School, Miftahul Ulum jatiurip.

Instruments

The researcher will collect data by collecting cumulatively, which will be made a more complete report. Data was collected through interviews, observation, and documentation (Creswell, 2012).

Procedures

All respondents were initially asked to provide a complete explanation of the interview to be conducted. After the students agreed, the researcher collected data using qualitative methods. After that, students were interviewed for twenty minutes about their perceptions of the strategies used by the teacher in teaching reading skills. Students were given ten main questions during the interview. This procedure is carried out to find out how students perceive the strategies used by the teacher in teaching reading skills, whether they give positive or negative responses.

Data analysis

The analysis consists of three lines of activity happening simultaneously: data reduction, data presentation/display, and data conclusions drawing/verification (Miles & Huberman, 1994).

FINDINGS AND DISCUSSION

Findings

The present experiment consisted of ten participants, which include eleventh grade students of SMA Islam Miftahul Ulum Jati Urip Probolinggo. The approach used in this study is a qualitative method. This method explains students' perceptions towards teacher's strategies in teaching reading skill.

Interviews and observations are data collection techniques used by researchers to determine students' perception towards teacher's strategies in teaching reading skills. Based on the results of the study, the students' perceptions towards teacher's strategies in teaching reading skills receive many positive reactions from the students. This was tested after the researchers found the students active in teaching and learning. The researcher also included the following data documentation:



Figure 1. The researcher interviewed student 1



Figure 2. The researcher interviewed student 2



Figure 3. The researcher interviewed student 3



Figure 4. The researcher interviewed student 4



Figure 5. The researcher interviewed student 5

Based on the results of observations and interviews with students on January 15-16, 2023, located in the eleventh grade. The first to second days were found to be the results of how the students' perceptions towards teacher's strategies in teaching reading skill. In this case, it involves all eleventh grade students consisting of 15 students with a total of 10 students from 18 students who were taken to be interviewed, which will be presented and explained below:

Based on the experience of direct observations in the field, it was found that teachers use several strategies when teaching students reading, namely: predicting, question generating and answering, role play, summarizing, and think pair share. This strategy was positively received by the students. The researchers analyzed that students find the strategies used by teachers interesting and diverse, which makes it easier to understand the material. Especially when the strategy like play games, students are more enthusiastic. Although sometimes they get bored and get negative response from students. Students get bored using a summarizing strategy, they consider the strategy not interested.

Thus, based on the results of the observation experience research, the researchers concluded that the students' perceptions towards teacher's strategies in teaching reading skill are coded into two concepts, which are positive observation and negative observation.

Based on the researchers describe the coding and explain the interviews in tables 1 and 2 below:

Table 1. Students' Perception Towards Teacher's Strategies in Teaching Reading skill

Strategies for Teaching Reading Skill	Coding Result
Predicting	Positive Perception Negative Perception
Question Generating & Answering	Positive Perception Negative Perception
Role Play	Positive Perception Negative Perception
Summarizing	Positive Perception Negative Perception
Think Pair Share	Positive Perception Negative Perception

Table 2. Example of Students' Perception Towards Teacher's Strategies in Teaching Reading Skill

Strategies for Teaching Reading Skill	Coding Result	Example of Statement
Predicting	Positive Perception	"This strategy makes it easier for me to find information in a text." "I find it easier to preview what the meaning of what I read means"
	Negative Perception	"Sometimes like less clear in conveying the material"
Question Generating & Answering	Positive Perception	"I always feel clear about what the teacher conveys"
	Negative Perception	"I do not understand if I have answered because it is easier for me to make questions than to answer" "I do not like it because of this strategy; the teacher gives any question."
Role Plays	Positive Perception	"With the role-playing strategy, it is easier for me to understand reading material because it is fun. So, I do not feel bored."
	Negative Perception	"There are no negative comments; we are very happy when teachers use role-play strategies."
Summarizing	Positive Perception	"I think this strategy is easier than other strategies."
	Negative Perception	"I easier to find what information read, but if the text too much, I also find it difficult" "I think this strategy is easier than other strategies." "I think this strategy makes me feel bored in class." "This strategy is less exciting"
Think Pair Share	Positive Perception	"I am helped when using the think pair share strategy because it can be used as practice speaking in front of friends" "This strategy is very suitable because we can exchange opinions about our understanding with others."
	Negative Perception	"I do not like it because I fear being asked to speak up."

Discussion

The researcher used a qualitative method consisting of one class. The researcher conducted interviews and observations with the class. The title of this study is students' perceptions towards teachers' strategies in teaching reading skills in the eleventh grade of SMAI MIFTAHUL ULUM Jatiurip.

Based on interviews with students. The researcher discovered five strategies teachers use in the classroom. Interviews with students consist of 10. Some strategies used by teachers in teaching reading. They are predicting, question generating and answering, role play, summarizing, and thinking pair share strategies.

The first strategy is predicting; it was found that students gave many positive responses to the predicting strategy used by the teacher in teaching reading skills, because they felt it was helpful and easier to find information from the texts they read. This finding supported the other research Mardhiyatuzakiyah (2021), states that students gave many positive responses to the predicting strategy used by the teacher in teaching reading skills because they felt it was helpful and easier to find information from the texts they read. And there are also those who have a negative perception because sometimes like less clear in conveying the material. It can be seen from the table 2 that there are many of students give positive perception.

The second strategy is question generating and answering, this strategy depicted that students sometimes find it difficult to answer and give statements. It is consistent with theory from Suprijono (2015), which states question generating and answering is designed to train students to have the ability and skills to ask and answer the question. But some students give a positive perception for students who like the question and answer. It can be seen from the table 2 that there are many of students give negative perception.

The third strategy is role play, the strategy received a positive response from students, because when the teacher used the role play strategy, it was easier for students to understand the material and it was not boring. This research supported by other research Dananjaya (2013) in Pipit Rahayu (2015), in this role-playing game, a real situation is created. This activity is different from theater. Duration is very short. The teacher only gives a simple scenario and lets the students feel a change or improve the situation at will and character. It

can be seen from the table 2 that there are many of students give positive perception. None of students give a negative perception.

The fourth strategy is summarizing; this strategy gets a negative response from students because many students think that this strategy could be not exciting and less interesting. However, there are students who respond positively because this strategy is the easiest of the others It can be seen from the table 2 that there are many of students give negative perception.

The fifth strategy is to think pair share; students positively perceive that the think pair share strategy allows students to work alone and in collaboration with others, optimizes student participation, and provides opportunities for students to show their participation to others. Moreover, most importantly, students can be braver and more confident in speaking in front of the class. The think pair share strategy used by teachers in teaching reading skills are very helpful for teachers in the teaching and learning process (Lyman F,1998). But there may be students who give a negative perception because they lack confidence when speaking in front of the class. It can be seen from the table 2 that there are many of students give positive perception.

Based on the results of this study, students gave positive perceptions about all these strategies. Because they feel all the strategies teachers use can improve or develop their skills. Except for summarizing process because they feel bored about learning reading material when the teacher used summarizing strategy. Most students prefer role play approach because students understand lessons more quickly when using role play methods. Perception is how people think about their surroundings. Perception is formed. Starting with the eyes, the eyes catch the stimulus and Physiological processes that produce Perception. Perception is a subjective student based on experience. People have different Perceptions. Depends on physiological processes such as motivation and needs. Everyone has the right to have their Perception for a long time because we can prove it with facts. The educational strategy should increase student interest in materials that can stimulate student skills. Harris and Sipay countries, a good English education program should encourage reading and help other individuals who find moments of joy in reading reactions. In this case, teachers have an important role in guiding students. For teachers at SMAI MU Jatiurip, using teacher strategies is very helpful for creating a good atmosphere in class. Students' responses reveal what the

teacher has done in class about the teacher's strategy for making a good impression on them. They take them positively. The teacher practiced a good strategy.

CONCLUSION

Based on the findings, researchers concluded that students SMAI MIFTAHUL ULUM Jatiurip ensure a positive perception of all teaching strategies in reading classes. Except for the summary strategy because when teachers use it, they feel bored and are not interested in learning reading comprehension. The student has a positive attitude towards teachers' strategies. Most students like to use prediction strategies. Researchers hope the study will bring many benefits to learning to read.

Additionally, teachers can use strategies to teach reading. Student needs that make learning fun and comfortable read. In addition, students can also comprehend reading material easily. So, teachers should use good strategies in teaching reading. This study aims to contribute to further research; it can provide ideas for those working in education. Selection is designed to help teachers be more selective when choosing strategies to teach reading. This study may also be useful to future researchers as a reference. This research should also help the authors of the following materials develop better materials.

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