

**STUDENTS' PERCEPTION TOWARDS TEACHER
STRATEGIES IN TEACHING READING SKILL AT THE
ELEVENTH GRADE OF SMAN 4 PALOPO**

A Thesis

*Presented as Partial Fulfillment for the Attained of S.Pd Degree
in English Education Study Program Tarbiyah and Teacher
Training Faculty State Islamic Institute of Palopo*



Written by:

SUCI INDAH SARI

REG. NUMBER: 15.0202.0035

**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH
AND TEACHERS TRAINING FACULTY STATE ISLAMIC**

INSTITUTE OF PALOPO

2021

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**ENGLISH EDUCATION STUDY PROGRAM TARBIYAH
AND TEACHERS TRAINING FACULTY STATE ISLAMIC
INSTITUTE OF PALOPO**

2021

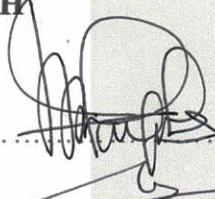
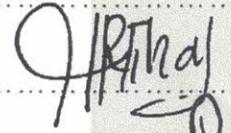
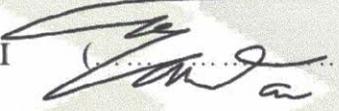
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This thesis entitled “Students’ Perception Towards Teacher’s Strategies in Teaching Reading Skill at the Eleventh Grade of SMAN 4 Palopo” Which is written by **Suci Indah Sari, Reg. Number. 15.0202.0035**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Friday, 7th of May 2021 M**, coincided with **7th Syawal 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd.** degree in English language teaching.

Friday, 7th of May 2021

Syawal 1442 H

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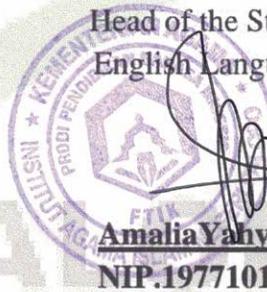
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Researcher



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Suci Indah Sari
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ABSTRACT

Suci Indah Sari, 2020, “Students’ Perception Towards Teacher’s Strategies in Teaching Reading Skill at The Eleventh Grade of SMAN 4 Palopo”. Thesis, English Study Program Tarbiyah and Teacher Training Faculty of State Institute For Islamic Studies (IAIN Palopo). Supervisor by : (1) Hilal Mahmud, M.M (2) Syamsudarni, S.Pd., M.Ed

This research focuses on Students’ Perception Towards Teacher’s Strategies in Teaching Reading Skill at The Eleventh Grade of SMAN 4 Palopo. The objective of the research is to find out how is the students’ perception towards teacher’s strategies in teaching reading at the eleventh grade of SMAN 4 Palopo. This research applied qualitative method. The subject of the research is the eleventh grade of SMAN 4 Palopo consist of 20 students. The instrument used in collecting data was a questionnaire. The result of the research shows that students’ perception towards teacher’s strategies in teaching reading at SMAN 4 Palopo agreed with all of the teaching strategies in teaching reading. They are Brainstorming, Predicting, Question and Generating and answering, Role plays, Teaching Power-point and Overhead and think pair share except summarizing strategy because they felt less enthusiastic about learning reading material when the teacher used summarizing strategy. The student had positive perceptions on the use of teacher’s strategies. The most of students prefer to predicting. It can be seen from the data of the questionnaire that 75% students chooses to agree. The strategy that the student do not like is Summarizing. It can be seen from the data of the questionnaire that only 10% students chooses to agree.

Key Words: *Perception, Teachers Strategie*

CHAPTER I

INTRODUCTION

A. Background

English consist of the four skills, they are reading, writing, listening and speaking. Reading is one of the skills that must be mastered by the students. Learners get insight and information by reading. So reading is very important. As Burgon states that reading is the most worth skills that ELF learners should be mastered, it is the key success of academic, capacious future, and on the way for new knowledge information. Reading is affected to students' academic growth¹. Reading is also angle flint of students' success and opportunity of life. Because of that, reading skills should be improved through reading skills in the class. The teacher should apply various method or strategies that guided students to understand what they read and comprehend its meaning.

Reiser and Dick argue that teachers can use different strategies of teaching to achieve teaching-learning goals and objectives². It is correspondingly asserted by Coles that is the teacher's role to provide an effective plan/strategies in accomplishing students' educational needs, whose general purpose is to communicate using the language being learned³. The teachers who able to manage or arrange the classroom means have good

¹ Judee Burgon, K. Lesa A. Stern and Lesaa Dillman. *Interpersonal Adaptation and Implication for Relation Communication*, (New York: Alyyn & Bacon, 1995).

² Robert A. Raiser, Walter Dick. *Instructional Planning: a Guide for Teachers*, (Florida: Florida State University, 1996).

³ Cole R.W, *Educating Everybody's Children: Diverse Teaching Strategies for diverse Student, Rivese and Expanded*, (2nd Ed; Virginia: Association Supervision and Curriculum Development (ASCD), 2008).

teaching strategies. Teaching strategies are a generalized plan for a lesson or lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy (Strasser, 1964). Teachers' strategies often expect students to develop their reading skill and without help.

In the context of teaching English as a foreign language, teachers' strategies are of special interest: the role of the teacher in the classroom is very important for student in creating enjoyable English language learning experience. It is related to arguments that the core of teaching and learning success is dependent on teachers. As Brown suggested, English teaching and learning in a non-English speaking environment requires teachers with a special ability, especially to function with limited resources⁴. Teachers should endeavor to obtain diverse English teaching and learning resources to create an enjoyable learning atmosphere in the classroom. The finding indicates that the teachers need to be equipped with strategies in teaching reading skills to help the students to cope with the difficulties in learning English reading. The teacher should be more creative to teach students in the classroom.

The role of the students in the classroom is not just a learner, apart from the teacher as a role model in the classroom, the students can indicate what the teacher is doing in the class. The learning process they get from the teacher's direction may not be in line with what they expect. The teacher should also understand the needs of the student without disregarding the

⁴ Brown H.D, *Principles of Language Learning and Teaching*. (New Jersey: Practice Hall, 1994), p.120.

learning objectives and teacher flow that has been determined in the lesson plan. Teacher as an educator has to use a good method in the teaching-learning process in the class, to help the student master the reading skill.

The researcher has done pre-observation, to ensure the reality relating to the researcher. The researcher interest in students' perception towards teacher's strategies is because the researcher found that teacher's strategy that adopt by the teacher in teaching reading at eleventh grade are diverse and interesting. The researcher saw that the students feel enthusiastic when the teacher teaching reading because at the time teacher played game used strategy. So the researcher interest to do this research about teachers strategies in teaching reading to know what the strategies that teacher use in teaching reading. In this research the research concerns with the title, "*Students' Perception Towards Teacher's Strategies In Teaching Reading Skill at the Eleventh Grade of SMAN 4 Palopo*".

B. Problem Statement

Based on the background above, the researcher states the research problem as follows: How is the students' perception towards the teacher's strategies in teaching reading skill at the eleventh grade of SMAN 4 Palopo?

C. The objective of the Research

Based on the problem statement, the objective of the research is to find out how the students' perception towards the teacher's strategies in teaching reading skill at the eleventh grade SMAN 4 Palopo.

D. Significant of the Research

The significant of the research is expected to be used theoretically and practically:

a. Theoretically

The researcher hopes that this research can be beneficial in theoretically:

1. The result of the research can be used as input in understanding the teachers' strategy in teaching reading skill.
2. The result of this research can be included in understanding the condition of the students and also the teachers' strategies in teaching reading skill.
3. The result of this research can use as a model and review for those who want to conduct research more deeply about teachers' teaching strategies.

b. Practically

The researcher hopes that this research can be beneficial in practically

1. For teachers

The result of this research can be used as reference or reflection for the teachers so that the teachers can increase their strategy during the English learning process.

2. For the students

The result of this research can be to motivate students to improve their reading skill.

3. The further researcher

The result of this research can develop the researcher knowledge and experiences about teaching style on reading skill.

E. Scope of the Research

In this research, the researcher gives the limitation. Researchers describe the students' perception of teacher strategy in teaching reading only. As we know the English language is complex, such as teaching vocabulary, reading, listening, writing, speaking, grammar, and so on. And also not for judging or comparing the teacher.

F. Operational Definition

There are key terms of this research:

1. Students' perception is the ability of to think about how individuals judge or make a reaction based on information or stimulus.
2. Teachers' strategies as a deliberate action of the teacher, intended to result in student learning.
3. Reading is a skill of getting knowledge from the text or word message of the writer.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

In this writing, the writer finds some research which is closely related to this research, that research is:

1. Eva Hanipah (2005) the research about *Students' Perception of Teacher Teaching Style on vocabulary at Tenth Grade of SMK Sultan Agung Sumber*. This research is qualitative research. The result of this research is the teacher style on vocabulary at SMK Sultan Agung is good enough and has variation. This previous research also focuses on discussing teacher teaching style based on students' perceptions, different from this research is the focus on teachers' strategies based on students' perception. The object of this research is a vocation high school, while the object of research that will be discussed in the current research students of senior high school⁵.

2. Ya Ching Chang (2010) that is about *Students' Perception of Teaching style and Use of Learning Strategies*. According to the result of this previous research, the dominant teaching style was indifferent, the student felt that their teacher paid too much attention to their own work while teaching so the student did not receive an adequate learning strategy from the teacher. The object of this previous research is Taiwanese students in junior high school, different from the current research that will use senior high school students as the object of research. The method of this previous

⁵ Eva Hanipah, *Perception of Teacher Teaching Style on vocabulary at Tenth Grade of SMK Sultan Agung Sumber*, (Cirebon: IAIN Syekh Nurjati Cirebon, 2015).

research is a quantitative approach, while the current research will use qualitative. This previous research similar to the current research using an interview for the way of collecting data⁶.

3. Tiin Nurlaili (2014) the research is *A Study on Teacher's Strategies in Teaching Reading in Second Grade of Student's MTS Tarbiyatul Ulum Panungasri*. The result of this research is teacher's strategies in teaching reading is used fourth strategies, they are memorizing strategy, question-answer strategy, game, discussion strategy. The object of this previous research is the second grade of students MTS Tarbiyatul Ulum Panungasri different from the current research that will use senior high school students as the object of research. This previous research same as this research using qualitative research⁷.

B. Perception

1. Definition of Perception

Perception refers to the students' subjective based on their experiences. People have different perceptions. It depends on their physiological process such as motivation and needs. Each person has his or her right to have their perception as long as it can be proved by the facts. There are some experts who give a definition of perception. Atkinson states that perception is the process by which people regulate and interpret the pattern

⁶ Ya Ching Chang, *Students' Perception of Teaching style and Use of Learning Strategies*, (Master Thesis: Univeritas of Tennessee: Knoxville, 2010).

⁷ Tiin Nurlaili, *A Study on Teacher's Strategies in Teaching Reading in Second Grade of Student's MTS Tarbiyatul Ulum Panungasri*, (Master Thesis: IAIN Tulungagung, 2014).

of stimulation to provide by the environment.⁸ According to Stone and Nelson perception is an intellectual organization that occurs through a process of stimulation both internal and external, which is connected with people, objects, or nature events that occur around the individual.⁹ According to Angell, perception is the consciousness. In other words, perception is the way people think of something in their surroundings¹⁰. Perception is formed starting from the eyes, then the eyes catch stimuli and it produces a physiological process to bring out perceptions.

Based on the definition above, the researcher can conclude that perception is the ability to think about how individuals judge or make a reaction based on information or stimulus.

2. Factors Influencing Perception

According to Altman (2015), there are four factors which influence a person's perception they are:

1. Selection of Stimuli

A stimulus which received by a person is different from others because people perceive things differently. People have different interests toward something.

2. Organization of Stimuli

People's perceptions are influenced by the arrangement of stimuli so that stimuli should be organized. Stimuli can be interpreted

⁸ Rita L. Atkinson, *Pengantar Psikologi*. (Jilid 1 Jakarta: Erlangga)

⁹ Stone and Nielson, *Education Psychology: The Development of the Teaching skill*. (Massachussets: Addison Publish, 1985)

¹⁰ Angell, J.R, "*Perception*" chapter 6 in *Psychology: An Introductory Study of the Structure and Function of Human Conscious*, (3rd Ed; New York: Henry Holt and Company)

as meaningful information if there is a categorization of stimuli and become simpler. It means that meaningful information comes from the activities that can affect someone's behavior.

3. Situation

What people perceive toward something depends on their expectations on the situation that they experience.

4. Self-concept

A self-concept the way people receive about themselves. Self-concept is important because it can affect people's perception and it can determine what people perceive and do.

3. Measurement of Perception

Measurement of perception can be done by using a Likert Scale. According to Djaali (2008) Likert scale is a scale can be used to measure attitudes, opinions, and perception of a person or group of people about symptom or phenomenon with the following categories:

1. SA: Strongly Agree =5
2. A: Agree = 4
3. QA: Quite Agree =3
4. D : Disagree =2
5. SD : Strongly Disagree =1

C. Teachers' Strategies

1. Definition of Strategy

Strategy according to Henry strategy is a plan, a “how”, a means of getting from here to here¹². Based on W. Gulo state strategy is a plan, method, or series of activities designed to achieve a particular education goal¹³. According to the Liddell strategy as “the art of the employment of battles as a means to gain the object of war” is seriously flawed in that this view of strategy intrudes upon policy and makes battle only means of achieving strategic ends¹⁴.

So based on the explanation above, the researcher conclude that strategy is a plan for achieving success in the situation.

There are many kinds of teaching strategies in their teaching, depending on what skill or information the teacher is trying to deliver. Some of the kinds of teaching strategies are: cooperative learning and group or pair work, role-playing activities, problem-solving activities, using technology to practice learning strategies, enquire discovery learning, expository learning, mastery learning, and humanistic learning.

¹¹ Saifuddin, Azwar, *Sikap Manusia Teori dan Pengukurannya*. (Yogyakarta: Pustaka Pelajar).

¹² Henry Miantzberg, *The Raise and Fall Strategic Planning*. P.3.

¹³ W. Gulo, *Strategy Belajar Mengajar*, (Jakarta: PT. Grasindo, 2002), p.2.

¹⁴ Liddell Hart B.H, *Strategy*. P.1.s

2. Teaching Strategies

Hamzah B. Uno stated that teaching strategy is the way that will be used by teachers to choose learning activities that will be used in the learning process¹⁵. Aswan at al state that teaches strategy is a teacher's way in the teaching and learning process to achieve a purpose which has be planned¹⁶.

3. Strategy in Teaching Reading

1. Brainstorming

Brainstorming is a process of exploring creative ideas from each member of the groups. Brainstorming can be done with individually, the whole class, in pairs or small groups. Brainstorming emphasizes broad and creative thinking, inviting all participants' points of view to ensure that all relevant aspects of an issue or question are considered. Example: *If there is a hurricane or other natural disaster, what should everyone do to be safe? It is usually a good idea to use a graphic organizers such as "idea map" or flowcharts so students can see the relationship between various ideas.*

2. Predicting

Predicting is an activity to thinking ahead or guess an ideas while reading and anticipating information and events in the text. The student predict what they have already know about the text, and the student can also connect between the idea they have and new idea.

¹⁵ Hamzah B. Uno, *learning Model*, [Online], available: <http://www.blogspot.co.id/2016/12> Jakarta, Earth Literacy (2008).

¹⁶ Aswan at al, *Strategy Belajar Mengajar*. (Jakarta: Rineka Cipta, 2013).

3. Question Generating and Answering

Question generating and answering is often taught as part of *Reciprocal Teaching*, a powerful set of techniques that also includes peer-to-peer strategies for summarizing, predicting, and clarifying. Students are invited to generate questions about a text and work with others to find the answers in the text. Students can work in pairs of items, with individual students leading the team and asking questions while the rest of the group finds and discusses the answer. Question formation can be difficult for students who have not been actively engaged in learning for some time. The structure of a question may need to be pre-taught and may require practice before they can form a question easily and focus on the content of the text. Information texts work well, but for low-level readers, a personal narrative can be used. Some teachers use question generating to help students focus on literature concepts.

4. Role Plays

The teacher gives students an activity to do in action. It can be done in a small group. The student does an action based on the clues that the teacher gave. Sometimes, the teacher asks students to create their own story. Role plays can be simple or complex.

5. Summarizing

Summarizing is a part of a set of strategies called *Reciprocal Teaching* that involves peer interactions. Summarizing is a challenging

task for most struggling readers, and is often preceded by a practice in retelling and not talking. Summarizing requires that students first get the gist of reading and then distill the key points in the reading. Summarizing requires that students develop a shorter version of a longer piece that includes both the main points and essential details. Most struggling readers have difficulty with summaries, since they may not have the literacy skills required to distill and restate ideas. To start, they need a chance to practice paraphrasing and retelling a short text in their own words. Even at low-literacy levels, students should get the idea that just copying sentences is not an acceptable way to retell or summarize.

6. Teaching with Power-Point or Overhead

The teacher creates a presentation or a mini-lesson that focuses on their content knowledge (e.g., electricity, multiple intelligences), a theme designed to build vocabulary, a reading strategy. Slides containing visual information are created and supplemented with slides that contain visual information plus text and eventually just text alone. This is an effective way of teaching content and also an ideal medium for introducing strategies as words can be highlighted and sentences deleted or added to make a point. The slides are used to set the context, focus students' attention, and pace the class. Students are taught to be able to work individually or in teams to create their PowerPoint presentations to teach others. PowerPoint lessons allow teachers to

create and store images and text permanently, allowing for easy retrieval, modification and update. (If computers and digital projectors are not available, project on transparencies can be created from drawings or collages.) Compelling image help create a picture in students' minds. They connect visual information with text and activate prior knowledge. Images enrich background knowledge in ways that are not dependent on print. Students are asked to respond to visuals with a series of question prompts memory pegs, or the use of diagrams to show relationships between ideas.

7. Think-Pair-Share

Think-Pair-Share is learning strategy that helps the students to increase student understanding of a text. Think pair share gives the students time to think about the ideas of the text and share their ideas all the students will share their ideas with at least one other student, which will help increase student engagement in learning. Think-Pair-Share also can help the English teachers in teaching and learning process.¹⁷

¹⁷ National Youth Literacy Demonstration Project, *Strategies for Teaching Reading Skill*. 2002P.3-23

D. Concept of Reading

1. Definition of Reading Skill

Grabe and Stoller say that “reading is the ability to illustrate meaning from the printed page and explain this information appropriately”¹⁸. Watkins states that reading is a giving of knowledge¹⁹. When the readers read privately, the writer is means of his/her text, gives his/her knowledge with the reader. Linse defines reading, the ability that involves effort and getting meaning from the printed word²⁰. Tarigan state that reading is a procedure carried out and utilized by a reader to obtain notes which is given by an author through words could be seen and known by the reader²¹.

From the definition above, the researcher conclude that reading is a skill of getting knowledge from the text or word message of the writer.

2. Types of Reading

According to Patel the types of reading are:

1. Intensive Reading

Intensive reading is correlated to further in language assessment under the teacher’s direction. Intensive reading will give a basis for drawing problems of structure and for developing the ability of idioms and vocabulary. An intensive reading subject will be the

¹⁸ Grabbe, William and Frederic L. Stoller, *Teaching and Reseraching Reading*. (New York: Person Education, 2002), p.9.

¹⁹ Watkins, George, *The Teaching of English in Secondary School: Intensive Reading*. (Cambridge: Assistant Master Association, Cambridge at University Press, 1973), p.118)

²⁰ Caroline T. Linse, *Practical English Language Teaching Young Learners*. In David Nunan (Ed; New York: McGraw-Hill Companies, Inc, 2006), p.69.

²¹ Tarigan, Henry, *Membaca Sebagai Suatu Keterempilan Berbahasa*. (Bandung: Angkasa).

beginning of the classroom program. It will not only be read but will be discussed in detail in the target language, to study and used as a basis for writing guidance. Intensive reading is text reading or passage reading. In this reading, the student read the text to get ability or analysis. The goal of this reading is to understand the shorted text. This reading is done to capture specific information.

2. Extensive Reading

Extensive reading is used to get a general understanding of the material and includes reading longer texts for satisfaction. The readers want to understand something. The reader doesn't care about specific or important news after reading. Usually, people understand to keep them updated.

3. Aloud Reading

According to Elizabeth aloud reading means reading a book by making sound audible to others. Reading aloud by the teacher can make the students listening skill is an improvement. Reading aloud is useful as only certain moments²².

4. Silent Reading

According to Elizabeth silent reading means reading something without creating sounds audible to others. In silent reading, the students can more easily work at their subject speed or pace.

²² Elizabeth, A. *Thinking Oustide Box: An Exercise in Heresy*. (Qualitative Inquiry: 2004), p.286-288.

5. Scanning Strategies

Scanning is not a reading procedure from the meaning of the essence of a certain word. It is searching that wants a reader to float over the subject until he gets what needs. And he pauses and reads as much as is needed to serve the question.

6. Skimming Strategies

Skimming refers to the procedure of reading rapidly to find specific facts. While skimming gives you what general information is within a section²³.

3. The Important of Reading

Reading is very important because reading is a vital skill in finding a good job. Reading also develops the mind. Reading can enrich our experience and knowledge by reading. Therefore, reading also something crucial and indispensable. By reading, we can develop our knowledge about science, technology, and easy way to get much useful information.

Reading is the main skill to reach a successful study. Students who only confine in what their teacher gives in the class without having and effort to read many references will not pass in the time and success. More readers means more knowledge.

Moreover, reading as a target language to build vocabulary for English lessons. It is realized skill or reading activity will open knowledge widely give more vocabulary and information.

²³ M. Patel, Praveen M. Jain, *English Language Teaching (methods, tools, techniques)*. (Jaipur: Publishers & Distributors, 2008), p. 117-123.

4. The Aim of Reading

The main purpose of reading is to seek and acquire information involving the contents of reading and understanding the meaning of the reading text.

Tarigan said that there are some important things about the aim, as follows:

a. The readers try to find or know the experience of someone what he has done or something that happens to him or the way how to solve his/her problems.

b. Reading or main idea

The readers try to know what the topic interest and the problem of the story.

c. Reading for Sequence or Organization

The reader tries to know what happens in each part of stories, action, etc.

d. Reading for Inference

The readers try to find out the conclusion of the action or the idea in the text.

e. Reading to Classify

The readers try to classify any information or actions of the writer in the text or paragraph.

f. Reading to Evaluate

The reader tries to evaluate what the writer has done or what he tries to explain in his paragraph.

g. Reading to Compare or Contrast

The reader compares the plot of the story or content, whether it has similarity with him or even contrast²⁴.

For the purpose above, reading has an important role for the readers. It can be concluded that reading as organizing and study also for a general impression. Moreover, we can know that reading as a learning content.

E. Conceptual Framework

Based on the statement above, the researcher focuses on the students' perception towards teachers' strategies in teaching reading skill at the eleventh grade of SMAN 4 Palopo. The conceptual framework underlying in this research will be given in the following diagram:

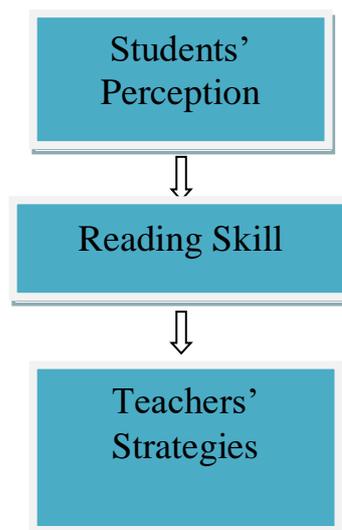


Figure 2.1 The Conceptual Framework

²⁴ Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), p.9.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

This research used qualitative research. Creswell (2012) states that qualitative research was meant for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process research involves emerging questions and procedures, collecting data in the participants' setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data. This research design is used to describe students' perceptions toward teacher strategies in teaching reading at the eleventh grade of SMAN 4 Palopo.

B. The Subject of the Research

The respondents of this research were taken from 20 students at eleventh grade MIA 1 in SMAN 4 Palopo.

C. The instrument of the Research

1. Questionnaire

The instrument used in collecting data in this research was a questionnaire. When the researcher done pre-observation, the researcher found 7 strategies hat the used by the teacher and the researcher want to know about how is the students' perception. The questionnaire is translated into the Indonesian language to make them easier to understand and to avoid misinterpretation. The researcher presented 11 item of questionnaire with six positive statements and five negative statements.

D. The Procedure of Collecting Data

The procedure for collecting data in the following session:

1. The respondents were invited into the WhatsApp group
2. The researcher sent the questionnaire to a WhatsApp group
3. The researcher explained how to answer the questionnaire.
4. The researcher gave the student time 2 weeks to answer the questionnaire.
5. The researcher collects the entire questionnaire in google form to analyze.

E. The Technique of Data Analysis

A process that includes tabulating data is scoring and tabulating. The scoring process gives a certain score on the questionnaire statement items for analyzing data derived from the inquiry field or graded from 5-1 for positive perception and 1-5 for negative perception. The researcher concludes the meaning of each alternative for the following:

Table 1.1 The Scoring of Rubric of the Questionnaire

Positive Perception		Negative Perception	
Category	Score	Category	Score
Strongly Agree	5	Strongly Agree	1
Agree	4	Agree	2
Quite agree	3	Quite Agree	3
Disagree	2	Disagree	4
Strongly Disagree	1	Strongly Disagree	5

Source: (Gay, 2006)

The percentage of formulating that will be used is as follow:

$$P = \frac{F}{N} \times 100$$

Annotation:

P : Percentage

F : Frequency of the respondents

N : the number of respondents

The calculation of central tendency can help the researcher in making a description of classifying the data interpretation. It is based on the certain criteria:

Table 1.2 Percentage of Central Tendency and its Interpretation

Percentage of Central Tendency	Interpretation
0% - 20%	Very week
21% - 40%	Weak
41% - 60%	Enough
61% - 80%	Strong
81% - 100%	Very strong

(Taken from Akdon, 2008, as written in Nitiswari, 2012)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of this research consist of several tables regarding to the result of this questionnaire. However, the questionnaires are constructed based on students' perception towards teacher strategies in teaching reading skill at the eleventh grade of SMAN 4 Palopo. These result can be seen as follow:

Table 2.1 The students' perception about Roleplays

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	4	20%
2	Agree	14	70%
3	Quite Agree	2	10%
4	Disagree	0	0
5	Strongly Disagree	0	0

Table 2.1 show that role plays strategy that the teacher used in teaching reading is clear so that it helps to understand the reading material that is delivered properly. It proves by the student answer above. There were 70% of the students who agree with the statement, 20% of the students strongly agree, 10% students were quite agree.

Based on the table above, the researcher can conclude that role plays strategy that the teacher used in teaching reading is clear, so that it help to understand the reading material that is delivered properly is strong with a frequency 14 respondents and result percentages 70%. So the average score is 4.10, it means this strategy is strong.

Table 2.2. The students' perception about Question Generating and Answering strategy.

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	0	0%
2	Agree	6	30%
3	Quite agree	7	35%
4	Disagree	7	35%
5	Strongly Disagree	0	0%

Table 2.2 shows that the student felt that able to understand reading material used question generating and answering. It can be seen from the students' answer there were 35% of the student choose to disagree and doubt. There were 30% of students choose to agree.

Based on the table above, the researcher can conclude that the student felt that able to understand reading material used question generating and answering is weak with frequency respondent and result percentages 35%. So the average score is 3.10, it means this strategy is weak.

Table 2.3. The students' perception about Brainstorming strategy.

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	6	30%
2	Agree	11	55%
3	Quite Agree	3	15%
4	Disagree	0	0%
5	Strongly Disagree	0	0%

Table 2.3 show that the student felt being helped to understand reading material after the teacher used brainstorming strategy. The result proves that there were 55% of students agree with the statement. 30% of students strongly disagree and 15% of students were quite agree.

Based on the table above, the researcher can conclude that students felt being helped to understand reading material after the teacher used brainstorming strategy is enough with frequency of 11 respondents and result percentages 55%. So the average score is 4.15, it means that this strategies enough

Table 2.4. The students' perception about Predicting strategy

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	2	10%
2	Agree	15	75%
3	Quite Agree	3	15%
4	Disagree	0	0%
5	Strongly Disagree	0	0%

Table 2.4 shows that predicting strategy has a big effect on understanding of reading material. It can prove that there were 75% of students choose to agree. 15% were quite agree and 10% choose to strongly agree.

Based on the table above, the researcher can conclude that predicting strategy has a big effect on understanding of reading material is strong with the a frequency 15 respondents and result percentages 75%. So the average score is 3.95, it means this strategy is strong.

Table 2.5 The students' perception about Question Generating and Answering strategy

No	Classification	Frequency	Percentage (%)
1	Strongly Agree	5	25%
2	Agree	13	65%
3	Quite Agree	2	10%
4	Disagree	0	0%
5	Strongly Disagree	0	0%

Table 2.5 shows that students are happy with question generating and answering strategy. It can be seen from the students' answer there were 65% of students choose to agree. There were 25% students choose strongly agree and only 10% students choose quite agree.

Based on the table above, the researcher can conclude that the student is very happy with question generating and answering strategy is strong with the frequency 13 respondents and result percentages 65%. So the average score is 4.15, it means this strategy is strong.

Table 2.6. The students' perception about Role plays strategy

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	6	30%
2	Agree	11	55%
3	Quite Agree	3	15%
4	Disagree	0	0%
5	Strongly Disagree	0	0%

Table 2.6 shows that role plays strategy is needed in learning reading. It proves by the students' response above. There were 55% of students who choose to agree. 30% of students choose to strongly agree and 15% of the students were quite agree.

Based on the table above, the researcher can conclude that role plays strategy is needed in learning reading is enough with the frequency of 11 respondents and result percentages 55%. So the average score is 4.15, it means this strategy is enough.

Table 2.7. The students' perception about Summarizing strategy.

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	2	10%
2	Agree	5	25%
3	Quite Agree	7	35%
4	Disagree	5	25%
5	Strongly Disagree	1	5%

Table 2.7 shows that most of the students are less enthusiastic about learning reading material when the teacher used summarizing strategy. It can be seen from the data above. There were 35% choose quite agree, 25% of students choose agree and disagree. There were 10% students choose strongly agree and 5% student choose to strongly disagree.

Based on the table above, the researcher can conclude that most of the students are less enthusiastic about learning reading material when the teacher used summarizing strategy is very weak with frequency 2 respondents and result percentages 10%. So the average score is 2.90, it means this strategy is very week.

Table 2.8. The students' perception about Teaching power point and overhead strategy

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	1	5%
2	Agree	10	50%
3	Quite Agree	8	40%
4	Disagree	1	5%
5	Strongly Disagree	0	0%

Table 2.8 shows that teaching PowerPoint and overhead strategy is only a variation of the teacher's teaching, so the students are not bored easily, but actually the material can be understood is same as not using power point. Based on the data above, there were 50% of students agree with the statement. There were 40% students choose quite agree and 5% of

student chooses to strongly agree and disagree.

Based on the table above, the researcher can conclude that teaching power point and overhead strategy is only a variation of the teacher's teaching, so the students are not bored easily, but actually, the material can be understood is enough with frequency 10 respondents and result percentages 50%. So the average score is 2.45, it means this strategy is enough.

Table 2.9. The students' perception about Think Pair Share strategy.

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	1	5%
2	Agree	6	30%
3	Quite Agree	6	30%
4	Disagree	7	35%
5	Strongly Disagree	0	0%

Table 2.9 shows that the student felt helped to understand reading material after the teacher used think pair share strategy. It can be proved, there were 35% of students choose to disagree with the statement. 30% students choose to agree and quite agree. Only 5% of student choose to strongly agree.

Based on the table above, the researcher can conclude that the student felt helped to understand reading material after the teacher used think pair share strategy is weak with frequency 7 respondents and result percentages 35%. So the average score is 2.95, it means this strategy is weak.

Table 2.10. The students' perception about Think Pair Share strategy.

No.	Classification	Frequency	Percentages (%)
1	strongly agree	4	20%
2	Agree	9	45%
3	Quite Agree	4	20%
4	Disagree	3	15%
5	strongly disagree	0	0%

Table 2.10 shows that, think pair share strategy that the teacher used is very suitable for the material delivered. It can be seen from the data above. There were 45% of students choose to agree. There were 20% of students who choose strongly agree and quite agree. 15% of students disagree about the statement.

Based on the table above, the researcher can conclude that think pair share strategy that the teacher used is very suitable for the material delivered is weak with frequency 9 respondents and result percentages 45%. So the average score is 3.70, it means this strategy is enough.

Table 2.11. The students' perception about Brainstorming strategy.

No.	Classification	Frequency	Percentages (%)
1	Strongly Agree	2	10%
2	Agree	4	20%
3	Quite Agree	6	30%
4	Disagree	8	40%
5	strongly disagree	0	0%

Table 2.11 show that the students were easy to understand reading material after the teacher used brainstorming strategy. It can be proved from the data above. 40% of students disagree with the statement. There were 30% students choose quite agree. 20% students choose to agree and 10% students choose strongly agree with the statement.

Based on the table above, the researcher can conclude that the students were easy to understand reading material after the teacher used brainstorming strategy is weak with frequency 8 respondents and result percentages 40%. So the average score is 3.00, it means this strategy is enough.

B. Discussion

This researcher used a qualitative method that consists of 1 class, they are XI Mia 1. The class has been given a questionnaire. This research prefers students' perception towards teacher's strategies in teaching reading at the eleventh grade of SMAN 4 Palopo. The researcher found 7 teachers' strategies in teaching based on the observation in the class. the questionnaire that has been given to the student consist of 11. Some strategies used by the teacher in teaching reading. They are Brainstorming, predicting, question generating & answering, role plays, summarizing, teaching with power-point and overhead, and think pair strategy.

The first strategy is role plays. Most of the students choose to agree. It can be seen from the data that there are 14 students choose to agree and none of students are disagree and strongly disagree. The second is a positive statement question generating and answering. Most of the students choose to quite agree and disagree. It can be seen from the data that there are 7 of students choose quite agree and disagree. None of

students choose strongly agree and strongly disagree. The third strategy is brainstorming with positive statement. Most of the students choose to agree. It can be seen from the data that there are 11 of students are agree and none of students are disagree and strongly disagree.

The fourth is predicting. Most of the students choose to agree. It can be seen from the data that there are 15 students are agree and none of students are disagree and strongly disagree. The fifth is question generating and answering with negative statement. Most of the students choose to agree. It can be seen from the data that there are 13 students are agree and none of students are disagree and strongly disagree. The sixth is role plays. Most of the students choose to agree. It can be seen from the data that there are 11 students are agree and none of students are disagree and strongly disagree.

The seventh is summarizing. Most of the students choose to quite agree. It can be seen from the data that there are 7 of students are quite agree and none of students are strongly disagree. The eighth is teaching power point and overhead. Most of the students choose to agree. It can be seen from the data that there are 10 students are agree and none of students are strongly disagree. The ninth is a negative statement of think pair share. Most of the students are disagree. It can be seen from the data that there are 7 students are disagree and none of students are strongly disagree. The tenth is a positive statement of think pair share. Most of the students choose to agree. It can be seen from the data that there are 9 students are agree and none of students are strongly disagree. The eleventh is a negative statement of brainstorming. Most of the students choose disagree. It can be seen from the data that there are 8 students are disagree and none of students are strongly disagree.

Based on the research result, students agree with all the strategies because they felt that all the strategies that the teacher used can make improve or develop their skills. According to Dr. Jalaluddin Rachmad, perception refers to a person's responses or attitude about something such as enjoy and appreciate which makes them have a desire to do. According to Angella perception is consciousness. In other words, perception is the way people think of something in their surroundings. Perception is formed starting from the eyes, then the eyes catch stimuli and it produces a physiological process to bring out perceptions. Perception refers to the students' subjective based on their experiences. People have different perceptions. It depends on their physiological processes such as motivation and needs. Each person has his or her right to have their perception as long as it can be proved by the facts.

In line with teaching strategy, students' interest should improve by teaching materials which can stimulate student skill. Haris and sipay state that a good English teaching program must create a desire to read and help individuals to find pleasure moments in the reaction of reading. In this case, the teacher has an important role in guiding the learners. Moreover, the use of teachers' strategies is very helpful for the teachers at SMAN 4 Palopo to create a good atmosphere in the classroom. In addition, students' responses revealed that what the teachers had done in the classroom regarding teacher's strategies made a good impression on them. They perceived them positively. It can also be said that the teacher had practiced the strategies well.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings the researcher concluded that the students at SMAN 4 Palopo agreed with all of the teaching strategies in teaching reading, except summarizing strategy because they felt less enthusiastic about learning reading material when the teacher used summarizing strategy. The students had positive perceptions of the use of the teacher's strategies. The most of students prefer to predicting. It can be seen from the data of the questionnaire that 75% students chooses to agree. The strategy that the student do not like is Summarizing. It can be seen from the data of the questionnairre that only 10% students chooses to agree.

B. Suggestion

The researcher hopes that this research will give many advantages in learning reading. Also, the teacher can use the strategies in teaching reading that students' needed that can make students feel enjoy and comfortable in learning reading. Besides that, the students can also comprehend the reading material easily. So, the teacher has to use good strategies in teaching reading.

This study was expected to give a contribution to the following study and may contribute ideas to people involved in the education field. This study was intended to help the teacher to be more selective in choosing strategies in teaching reading. Additionally, this study could help future researchers as a usual reference. This study was also expected to help future material writers develop better materials.

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APPENDICES

No.	Indicator	Sub-indicator	Nomor item		Jumlah
			+	-	
1.	Brainstorming	1. Siswa terbantu memahami materi reading setelah guru menggunakan strategi brainstorming mengemukakan ide anda dalam belajar reading).	3	11	2
2.	Predicting	1. Penggunaan strategi predicting (mengambil informasi dan membuat tebakan berdasarkan informasi dari sebuah teks) berpengaruh besar terhadap pemahaman siswa tentang materi yang disampaikan.	4		1
3.	Question Generating and Answering	1. Siswa mengalami peningkatan nilai pada pelajaran reading dengan menggunakan strategi question generating & answering (membuat dan menjawab pertanyaan dari teks yang anda pelajari).	5		2
		2. Siswa mampu memahami materi reading dengan menggunakan strategi question generating and answering.		2	
4.	Role Plays	1. Siswa memerlukan strategi role plays dalam belajar reading (membagi anda dalam sebuah kelompok dan setiap anggota kelompok memiliki peran masing-masing).	6		2
		2. Siswa terbantu dalam memahami reading menggunakan strategi role plays.	1		
5.	Summarizing	1. Siswa bersemangat mempelajari materi reading saat guru menggunakan strategi summarizing (meringkas bacaan yang anda baca).		7	1
6.	Teaching powerpoint and overhead	1. Siswa merasa terbantu dengan penggunaan strategi teaching powerpoint and overhead.		8	1
7.	Think Pair Share	1. Strategi think pair share (berpikir tentang suatu topic kemudian membagikan hasil pemikiran anda kepada teman anda) sangat cocok untuk materi yang disampaikan.	10	9	2

ANGKET KUISIONER

Students' Perception Towards Teachers' Strategies in Teaching Reading Skill at the Eleventh Grade at SMAN 4 Palopo

Nama :

Kelas :

Petunjuk Pengisian:

- Bacalah dengan teliti seluruh pernyataan di bawah ini.
- Berilah tanda (✓) centang pada kolom jawaban yang tersedia dengan alternatif jawaban yaitu:
SS : Sangat Setuju
S ; Setuju
CS : Cukup Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju
- Jawablah dengan sejujur-jujurnya.
- Jawaban dalam angket ini tidak akan mempengaruhi hasil pembelajaran Bahasa Inggris.

No.	Pertanyaan	S S	S	C S	T S	S T S
1.	Saya merasa strategi role plays (membagi anda dalam sebuah kelompok dan setiap anggota kelompok memiliki peran masing-masing) yang digunakan guru dalam mengajar reading jelas, sehingga saya terbantu dalam memahami materi reading yang disampaikan.					
2.	Saya kurang mampu dalam memahami materi reading dengan menggunakan strategi question generating and answering (membuat dan menjawab pertanyaan dari teks yang saya pelajari).					
3.	Saya merasa terbantu dalam memahami materi reading setelah guru menggunakan strategi brainstorming (mengemukakan ide sendiri dalam belajar reading).					
4.	Penggunaan strategi predicting (mengambil informasi dan membuat tebakan berdasarkan informasi dari sebuah teks) berpengaruh besar terhadap pemahaman saya tentang materi yang disampaikan.					
5.	Saya sangat senang dengan strategi question generating & answering (membuat dan menjawab pertanyaan dari teks yang anda pelajari).					
6.	Menurut saya, strategi role plays (membagi kami dalam sebuah kelompok dan setiap anggota kelompok memiliki peran masing-masing) diperlukan dalam belajar reading.					

7.	Saya kurang bersemangat mempelajari materi reading saat guru menggunakan strategi summarizing (meringkas bacaan yang anda baca).					
8.	Saya merasa penggunaan strategi teaching powerpoint and overhead hanyalah variasi pengajaran dari guru agar tidak mudah bosan, namun sebenarnya materi yang saya pahami sama saja seperti tidak menggunakan media powerpoint.					
9.	Saya merasa tidak terbantu memahami materi reading setelah guru menggunakan strategi think pair share (berpikir tentang suatu topic kemudian membagikan hasil pemikiran anda kepada teman anda).					
10,	Saya merasa strategi think pair share (berpikir tentang suatu topik kemudian membagikan hasil pemikiran anda kepada teman anda) Yang digunakan guru sangat cocok untuk materi yang disampaikan.					
11.	Saya merasa kesulitan memahami materi reading setelah guru menggunakan strategi brainstorming (mengemukakan ide anda dalam belajar reading).					

LEMBAR VALIDASI INSTRUMEN PERSEPSI SISWA

Penilaian ini dimaksudkan untuk mengumpulkan informasi tentang instrument validasi yang akan digunakan untuk mengumpulkan data penelitian dalam pengujian validasi Persepsi Siswa.

1. Melalui lembar penilaian ini Bapak/Ibu dimintai pendapatnya tentang lembar validasi yang telah dibuat untuk mengumpulkan data penelitian.
2. Pendapat yang Bapak/Ibu berikan pada setiap butir pernyataan yang terdapat pada lembar validasi yang akan digunakan untuk mengumpulkan data penelitian.
3. Mohon memberikan pendapat Bapak/Ibu dengan memberikan tanda (✓) centang, pada salah satu kolom angka 1,2,3, 4 atau 5, yang mempunyai arti:
 1. STS = Sangat Tidak Setuju
 2. TS = Tidak Setuju
 3. CS = Cukup Setuju
 4. S = Setuju
 5. SS = Sangat Setuju
4. Identitas Bapak/Ibu mohon di isi dengan lengkap
Nama :
Instansi :

No.	Aspek yang Dinilai	Skor				
		5	4	3	2	1
		SS	S	CS	TS	STS
1.	Petunjuk pengisian dalam lembar validasi Persepsi Siswa					
2.	Pernyataan-pernyataan yang dibuat pada lembar validasi Persepsi Siswa sesuai dengan indikator penilaian					
3.	Pernyataan-pernyataan yang dibuat pada lembar validasi Persepsi Siswa sesuai dengan tujuan yang ingin dicapai					
4.	Pernyataan-pernyataan dalam lembar validasi Persepsi Siswa mengandung makna yang ganda					
5.	Lembar validasi angket menggunakan format penilaian yang sederhana dan mudah dipahami					
6.	Kata yang digunakan pada setiap butir pernyataan pada lembar Persepsi Siswa sesuai dengan kaidah EYD bahasa Indonesia yang baik dan benar.					

Saran:

.....

Keputusan

Petunjuk: silahkan Bapak/Ibu berikan tanda (✓) centang pada kolom A,B dan C.
Huruf A, B dan C mempunyai arti sebagai berikut:

A = Layak selanjutnya digunakan untuk penelitian pada SMAN 4 Palopo
tandparevisi

B = Layakdigunakanuntukpenelitian pada SMAN 4 Palopo dengan revisi

C = Tidaklayakdigunakanuntukpenelitian pada SMAN 4 Palopo

<u>A</u>	<u>B</u>	<u>C</u>

Palopo,

2020

Validator,

NIP

Nama	x1	x2	x3	x4	x5	x6	x7	x8	x9	x10	x11
Alvionita Lestari	5	2	3	4	4	4	2	2	3	5	3
Irbah Nur Azizah	4	4	4	4	5	5	4	2	3	4	2
Andriani	4	2	4	4	4	4	2	2	2	4	2
Eka Hapsari	4	4	5	4	5	3	2	3	4	2	4
Inayah azza S.	4	3	4	4	4	4	2	3	4	4	3
Adelia Namora H	4	3	4	4	4	4	3	3	4	4	4
Cipta putra rizky	4	4	4	3	4	4	3	2	2	2	3
Amira Putri Nabila Syarif	4	2	4	4	4	4	3	3	3	3	3
Putri Maharani	4	2	4	4	5	5	5	2	3	3	4
PUTU SAPUTRA	4	5	5	4	3	5	4	3	2	2	3
Muh nur fauzan samih	4	3	4	4	5	4	4	2	2	4	4
Muh Faizhol	4	4	3	4	4	4	3	2	3	3	2
Muthmainna	5	3	5	4	4	5	3	3	1	5	3
Imelda rahayu pongsitanan	5	3	5	5	4	5	4	1	2	5	1
Adnan Yahya	4	3	5	3	4	4	1	2	2	4	4
NurHuda	3	2	3	3	3	3	3	3	4	4	2
Amanda	5	2	4	5	5	4	1	4	4	5	1
Alissa	4	4	5	4	4	4	2	3	3	3	4
Muhammad Reza	4	3	4	4	4	5	3	2	4	4	4
Jihan maharani	3	4	4	4	4	3	4	2	4	4	4
	82	62	83	79	83	83	58	49	59	74	60



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum
NIP : 19771013 200501 2 006
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

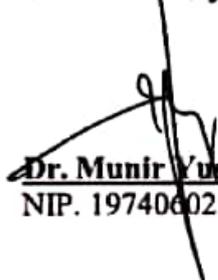
Nama : Suci Indah Sari
NIM : 15 0202 0035
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
Alamat/ No. HP : 085256451780

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 18 Februari 2021

Ketua Program Studi

a.n. Dekan
Wakil Dekan Bidang Akademik
Fakultas Tarbiyah dan Ilmu Keguruan


Dr. Munir Yusuf, S.Ag., M.Pd
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SURAT KETERANGAN PENELITIAN

Nomor : 421.3/1621-UPT.SMA.04/PLP/DISDIK

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 4 Palopo, menerangkan bahwa :

N a m a : Suci Indah Sari
N I M : 15 0202 0035
Tempat / tgl. lahir : Palopo, 06 Maret 1998
Jenis kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Alamat : Jln. Camar Bukit Indah

Yang bersangkutan telah mengadakan penelitian di SMA Negeri 4 Palopo, pada tanggal 07 September sampai dengan 07 November 2020, guna melengkapi Skripsi yang berjudul:

“Students’ Perception Towards Teacher’s Strategies In Teaching Reading Skill At The Eleventh Grade Of SMAN 4 Palopo”

Demikian Surat Keterangan Penelitian ini kami buat, diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Palopo, 09 November 2020
Kepala Sekolah



SMAN, M.Pd
Pangkat/ Pembina utama Muda
41231 198903 1 242



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Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Suci Indah Sari

Nim : 15 0202 0035

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 14 September 2020

Ketua Prodi
Pendidikan Bahasa Inggris



Amalia Yahya, S.E., M.Hum
NIP.19771013 200501 2 006

CURRICULUM VITAE



Suci Indah Sari, was born on March 6th, 1996 in Palopo. The daughter of Ance Salman and Irawati, is the second of five children. The researcher completed her studies at SD Negeri 373 Batuputih, than continued to the Junior High School level at SMPN 8 Palopo and graduated in 2012. In he same year, the author continued high school at SMA Negeri 2 Palopo and graduated in 2015. In the same year, the author continued her studied at the State Islamic College at the Palopo State Islamic Institute (IAIN) at the Tarbiyah and Teacher Training Faculty of English Education Program. In the final stage of completing the study, the author compiles a thesis by writing the title, “Students’ Perception Towards teacher Strategies in Teaching Reading Skill at the Eleventh Grade of SMAN 4 Palopo” as a requirement to obtain a bachelor’s degree in the undergraduate program (S1).