

**THE TEACHERS' PERCEPTION ON READING TEACHING
TECHNIQUE AT PMDS PUTRI PALOPO**



A THESIS

*Submit to the English Study Program Teacher Training Faculty of the State
Islamic Institute of Palopo for S.Pd Degree in English Education*

**COMPOSED BY,
AHMAD AL KAHFII AS
REG.NUM 14.16.3.0004**

**IAIN PALOPO
ENGLISH STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO**

2020

**THE TEACHERS' PERCEPTION ON READING TEACHING
TECHNIQUE AT PMDS PUTRI PALOPO**



A THESIS

*Submit to the English Study Program Teacher Training Faculty of the State
Islamic Institute of Palopo for S.Pd Degree in English Education*

**COMPOSED BY,
AHMAD AL KAHFII AS
REG.NUM 14.16.3.0004**

Supported By

Dr. Masruddin S.S., M.Hum

Dewi Furwana S.Pd.I., M.Pd

IAIN PALOPO

ENGLISH STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO

2020

THESIS APPROVAL

This thesis, entitled **"The Teachers' Perception on Reading Teaching Technique at PMDS Putri Palopo"** written by **Ahmad Al Kahfii AS**, Reg. Number 14.16.3.0004, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, March, 13th 2020 M**, coincided with **Rajab 18th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, March, 13th 2020 M

Rajab, 18th 1441 H

COMMITTEE OF EXAMINATION

1. Amalia Yahya, S.E., M.Hum	Chairman	(.....)
2. Dr Masruddin, S.S., M.Hum	Secretary	(.....)
3. Dr. Rustan S., M.Hum	Examiner I	(.....)
4. Wahibah, S.Ag., M.Hum	Examiner II	(.....)
5. Dr Masruddin, S.S., M.Hum	Consultant I	(.....)
6. Dewi Furwana, S.Pd.I., M.Pd	Consultant II	(.....)

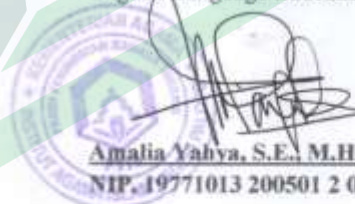
Approved by:

Dean of Tarbiyah and
Teacher Training Faculty



Dr. Masruddin Kaso, M.Pd
NIP. 19681231 199903 1 014

Head of the Study program
English Language Education



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

IAIN PALOPO

PRONOUNCEMENT

Signature by:

Name : Ahmad Al Kahfii AS

Nim : 14.16.3.0004

Faculty : Tarbiyah and Teacher Training

Study Program : English Department

With all awareness and consciousness, the researcher who signs bellow pronounces that this is literary work of researcher hisself. If somebody, It is proven that this thesis is duplicated, copied or made by the other people as whole partially, so this thesis caused use this thesis invalid for a law.

Palopo, ,2019
Researcher,



Ahmad Al Kahfii AS
14.16.3.0004

IAIN PALOPO

CONSULTANT APPROVAL

Thesis Entitled: **The Teachers' Perception on Teaching Technique at PMDS Putri Palopo.**

Written By:

Name : Ahmad Al Kahfi AS
Reg. Num : 14.16.3.0004
Faculty : Tarbiyah and Teacher Training
Study Program : English Study Program

Has been corrected and approved to be examined.

Palopo, , 2019

Consultant I



Dr. Masruddin S.S., M.Hum.
NIP. 19800613 200501 1 005

Consultant II



Dewi Furwana S.Pd.I., M.Hum.
NIP. 19870831 201503 2 006

IAIN PALOPO

NOTA DINAS PEMBIMBING

Lampiran : -

Palopo,

2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr.Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama	: Ahmad Al Kahfii AS
NIM	: 14.16.3.0004
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
Judul	: "The Teachers' Perception on Teaching Technique at PMDS Putri Palopo."

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

Pembimbing I



Dr. Masruddin S.S., M.Hum.

NIP. 19800613 200501 1 005

IAIN PALOPO

NOTA DINAS PEMBIMBING

Lampiran :-

Palopo,

2019

Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

Assalamu 'Alaikum Wr.Wb.

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini :

Nama : Ahmad Al Kahfii AS

NIM : 14.16.3.0004

Prodi : Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Judul : **"The Teachers' Perception on Teaching Technique at PMDS Putri Palopo."**

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

Wassalamu 'Alaikum Wr.Wb.

Pembimbing II

Dewi Furwana S.Pd.I., M.Hum.
NIP. 19870831 201503 2 006

IAIN PALOPO

EXAMINER APPROVAL

**Thesis Entitled: The Teachers' Perception on Teaching Technique at
PMDS Putri Palopo.**

Written By :

Name : Ahmad Al Kahfii AS
Reg. Num : 14.16.3.0004
Faculty : Tarbiyah and Teacher Training
Study Program : English Study Program

Has been corrected and approved to examine in munaqasyah thesis.

Palopo,

2020

Examiner I

Examiner II



Dr. Rustan S M.Hum
NIP. 196512311992031054



Wahibah S.Ag., M.Hum
NIP. 196905042003122002

IAIN PALOPO

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of ALLAH SWT, the beneficent and the most merciful, lord of the world has created judgment day in the hereafter and to our Prophet MUHAMMAD SAW peace be upon him. Alhamdulillah the researcher expresses his gratitude to the almighty God (ALLAH SWT) that has been given His guidance, chances and good health. So that, the researcher could finish the thesis on the title “The Teachers’ Perception on Reading Teaching Technique at PMDS Putri Palopo”.

The researcher realize that the existence of this thesis by receiving much advice, guidance, encouragements, and comments from many people, even though this thesis is still far from being perfect. Therefore the researcher would like to express his deepest gratitude to them.

1. Dr. Abdul Pirol, M.Ag. as the head of IAIN Palopo, the first, the second, and the third deputy head, all of the lectures and their assistances and the employers of IAIN Palopo who have taught, educated, helped, advice, and guidance the writer during his study in IAIN Palopo.

2. Dr. Nurdin Kaso, M.Pd as the head of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo and the writer’s respect for him.

3. Greatest thanks and gratitude to his examiners, Dr. H. Rustan S., M.Hum. and Wahibah S.Ag., M.Hum. for their valuable help, guidance, corrections and suggestions for the completion of this thesis.

4. Dr. Masruddin S.S., M.Hum, as the first consultant and Dewi Furwana S.Pd.I., M.Hum, as the second consultant who had given the writer guidance, explanation, suggestion, some ideas, and correction to the writer in finishing this thesis and the writer's respect for them.

5. Amalia Yahya, S.E.,M.Hum, as the head of English Study Program, who always gives support and encourage how to be the good students.

6. The writer's special thanks to his father (Asmari), beloved mom (Sudarti Arsyad), my brother (Ahmad Al-Qadri AS) and my sister (Nudiyal Khair AS) for their loving, praying, understanding, sacrifices, and encouragement kept the writer going through the last page.

7. Thank you very much to Arie Wijaya Hajar, Bhima Shakti, Asrabikal, Iqbal, Fasehk Kodrat Mas Sahid, Fahrur Nisa Idrus, to all of the BIG 2014 family, and all of the writers' friends who cannot mention one by one for their help and support to the writer in finishing this thesis.

8. Thanks a million to all of the teachers at PMDS Putri Palopo that had been participating and joining to this research as the respondents so the research can be run well.

The writer also thanks to others who can not be mention one by one,who have helped and supported the writer to finish this thesis. The writer realize that this thesis would not be created without their participation.

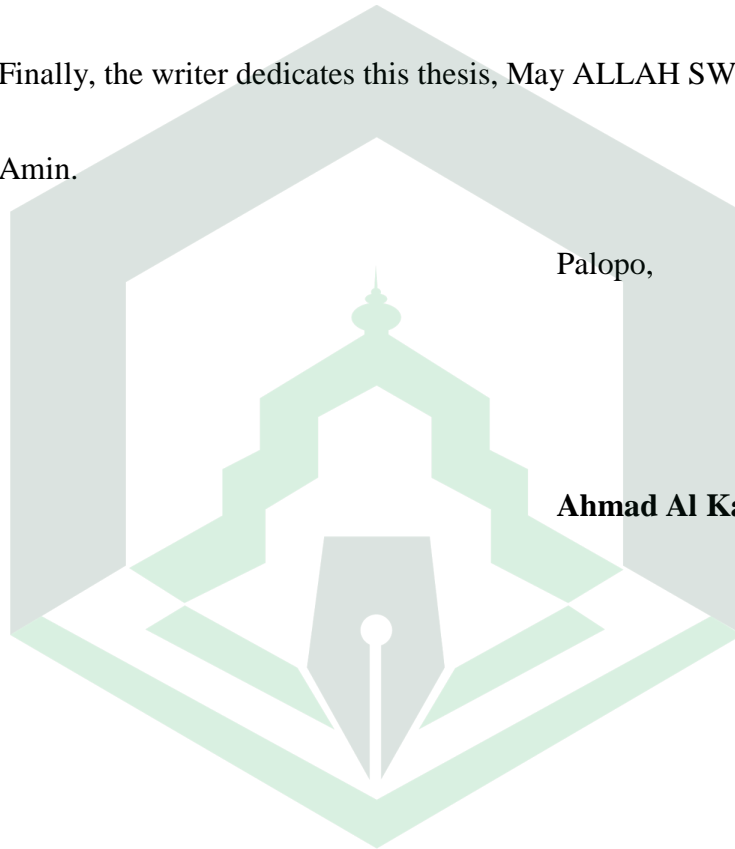
The writer hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving teaching-learning of vocabulary. The writer admit that this thesis is not perfect, so that the writer will accept suggestions from the readers in order to make better. The writer hope that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, May ALLAH SWT. Bless us.

Amin.

Palopo, , 2019

Ahmad Al Kahfii AS



IAIN PALOPO

LIST OF CONTENTS

THESIS APPROVAL	i
PRONOUNCEMENT	ii
CONSULTANT APPROVAL.....	iii
NOTA DINAS PEMBIMBING.....	iv
EXAMINER APPROVAL	v
ACKNOWLEDGMENT.....	vii
LIST OF CONTENTS.....	x
LIST OF TABLES	xii
ABSTRACT	xiii
CHAPTER I INTRODUCTION	
A. Background	1
B. Problem Statement	3
C. Objective of the Research	3
D. Significant of the Research	3
E. Scope of the Research	4
F. Definition of Terms.....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Previous of The Research	5

B. Some Partinent Ideas	8
1. Perception	8
2. Teachers' technique	12
3. Teaching Reading	18
4. Reading Technique.....	20

CHAPTER III RESEARCH METHOD

A. Research Design.....	24
B. Time and Location of The Research	24
C. Subject of The Research.....	24
D. Instrument of The Research	25
E. Procedur of Collecting Data.....	32

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings.....	35
1. The Result of Interview.....	35
2. The Result of Questionnaire	39
B. Discussion	50

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion.....	54
B. Suggestions	54

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

Table 3.1 Theoretical Questionnaire	26
Table 3.2 Likert Scale categories	33
Table 3.3 Likert in Stefanowski	34
Table 4.1 Questionnaire 1	39
Table 4.2 Questionnaire 2	40
Table 4.3 Questionnaire 3	41
Table 4.4 Questionnaire 4	42
Table 4.5 Questionnaire 5	43
Table 4.6 Questionnaire 6	44
Table 4.7 Questionnaire 7	45
Table 4.8 Questionnaire 8	46
Table 4.9 Questionnaire 9	47
Table 4.10 Questionnaire 10	48
Table 4.11 Score Questionnaire	49
Table 4.12 Classification Score Questionnaire	49

IAIN PALOPO

ABSTRACT

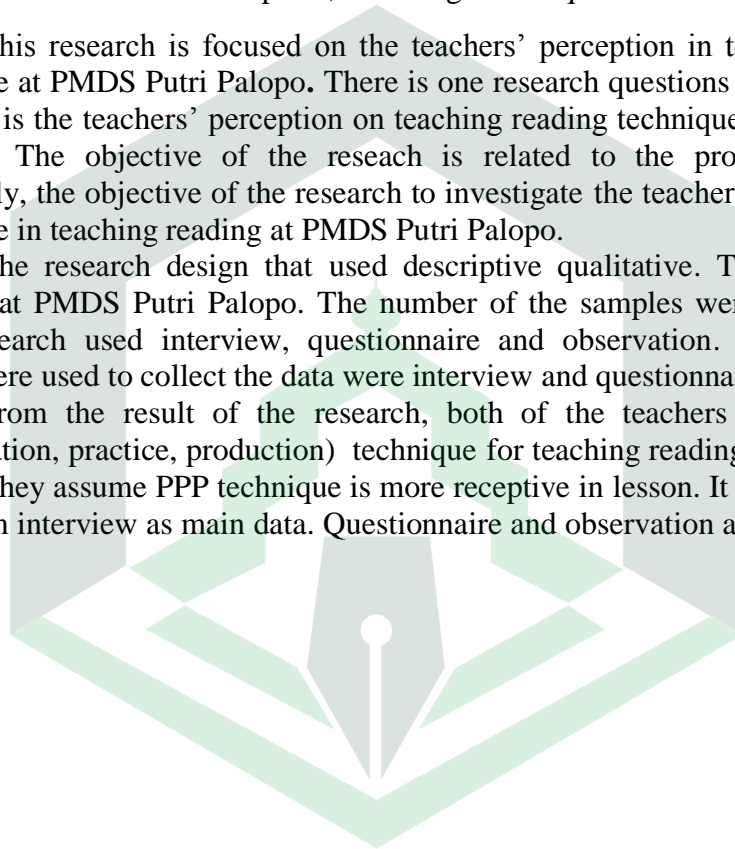
Ahmad AK, 2019, The Teachers' Perception on Teaching Technique at PMDS Putri Palopo. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of the State Institute for Islamic Studies (IAIN) Palopo. Under Supervisors: Dr. Masruddin S.S., M.Hum. as the first consultant and Dewi Furwana S.Pd.I., M.Hum. as the second consultant.

Key Words : Teachers' Perception, Teaching Technique

This research is focused on the teachers' perception in teaching reading technique at PMDS Putri Palopo. There is one research questions in this research: (1) How is the teachers' perception on teaching reading technique at PMDS Putri Palopo?. The objective of the reseach is related to the problem statement previously, the objective of the research to investigate the teachers' perception on technique in teaching reading at PMDS Putri Palopo.

The research design that used descriptive qualitative. The reseach was conduct at PMDS Putri Palopo. The number of the samples were two teachers. This research used interview, questionnaire and observation. The techniques which were used to collect the data were interview and questionnaire.

From the result of the research, both of the teachers often use PPP (presentation, practice, production) technique for teaching reading at PMDS Putri Palopo, they assume PPP technique is more receptive in lesson. It is proven by the data from interview as main data. Questionnaire and observation as the supporting data.



IAIN PALOPO

CHAPTER I

INTRODUCTION

A. Background

Reading is an important skill for many students. Reading is an effective way to get information. Reading is one of the basic skills of English, but it is very complex process where the reader tries to discover meaning in print page of script. Through reading one can enhance experience, develop new concept and increase thinking or knowledge from the writer and the reader. Reading is a way to get the knowledge from the printed page such as text book, magazine and newspaper. Because by reading we can do many activities in order to find information.

According to Seyler, reading is a process of obtaining meaning or constructing meaning from words or cluster words. It indicates that this activity concerns on skills to gain and construct the meaning from printed words in reading materials.¹ Based on the opinion of Seyler, reading is a skill about how to get meaning from the reading text and then construct the meaning from words by word with the aim to get message and information.

In general, teachers in the school assumed that teaching reading is a difficult subject to be taught to the student because English foreign language for the students. In addition, the students sometimes cannot understand the

¹ Dorothy U Seyler. *The Reading Context: Developing College Reading Skill*. (New York: Pearson Education, 2004), p. 3.

information from English sources. They were hard to answer the questions of reading English sources, and they were also hard to understand context of text.

Teaching reading is an activity where the teachers help students to comprehend some texts or sentence. The students have to get meaning of the text and tell about the text to others by their own words. If the students can comprehend the text, they can answer the question easily. Besides that, the students can not only get the ideas and information that want to find, but the students also can add new vocabularies from the text and students also more easily understand any readings obtained.

Actually, the role of teachers is also very important in developing students' interest in learning, especially reading teaching. The teacher should be able to teach students by using various techniques in teaching reading, so students do not easily feel bored in learning reading. Qualified teacher is the teacher who is able suit best method or technique to the material that is being taught. There were many techniques which can be used in learning English, especially in English reading skill.

Based on observations at PMDS Putri Palopo, researchers asked English teachers how English teaching techniques were applied especially reading in school. In this study the researcher focused on teaching techniques to teach teachers in reading because students feel difficult to understand and easily feel bored in learning to read.

Based on the statement above, the researcher is interest to conduct a research with the title “The Teachers’ Perception on Reading Teaching Technique at PMDS Putri Palopo.”

B. Problem Statement

Based on the background above, the researcher formulates the problem statement as follow “How is the teachers’ perception on teaching reading technique at PMDS Putri Palopo?”

C. Objective of the Research

Related to the problem statement above, the objective of the research to investigate is the teachers’ perception on technique in teaching reading at PMDS Putri Palopo.

D. Significance of the Research

The result of this research was expected to be useful to:

1. The teachers

It can be useful information to English teachers in varying their teaching technique in the class.

2. The students

It can be applied to motivate the students’ interest in teaching reading.

3. Others researcher

It can be useful information for the researcher to their experience in teaching reading to use some technique in reading.

E. Scope of the Research

In this research, the researcher focused on the teachers' perception on teaching reading technique by dicipline in English teaching and by content focus on the teaching reading technique at PMDS Putri Palopo.

F. Definition of Terms

To get the general understanding about the topic, the researcher provides the definition of terms this research as follow:

1. Perception is the process of receiving, differentiating, and giving meaning to the stimulus received by the sense device, so that it can give conclusion and interpret to the particular object observed.
2. Reading technique means of techniques used by teachers to achieve maximum result at the time of teaching in a particular section of the lesson.
3. Reading is a process of constructing meaning from written texts.
4. Teachers' perception on teaching reading technique is the teacher's response to the techniques used in teaching reading to facilitate material acceptance so that the teaching and learning process becomes efficient.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of the Research

There are some previous of the research similarity with this research, these are:

Katherine D (2009), the graduated master thesis Teachers' Perceptions of Strategy Based Reading Instruction for Reading Comprehension. She suggest reading Comprehension 38 school confirm that strategy based reading instruction is an effective way to differentiate instruction. This is an important benefits that should be highlighted because in one classroom there is always a span of reading abilities. The participants of the survey all agreed that it is enjoyable to teach using strategy based reading instruction. When teachers are passionate and excited about what they are teaching, students are going to be more engaged with the actual lesson. In addition, all of the participants felt that strategy based reading instruction is an effective way to improve reading comprehension. Many of the teachers surveyed had used other methods to teach reading comprehension, but felt that strategy based reading comprehension was more effective. The first moment I knew that strategy based reading instruction was an effective way to improve reading comprehension was during my first year of teaching. It was sitting with my reading group as we finished the last chapter in Stone Fox. It was during this chapter that the main character's dog, Searchlight, died. There wasn't a dry eye in sight. I knew that each one of my readers connected to the main character on

a personal level. I knew that some of them had shared a similar experience of a pet passing away, and what that loss felt like. I knew that my readers had questions about why he died. It was a powerful moment because I knew strategy based reading instruction was working right in front of me. Each student was an active reader fully engaged with the text. They had used the strategies that they had been taught. From that moment on, I knew that it was an effective way to improve reading comprehension. The research and studies discussed in the literature review supports this notion.²

H. Brooke Blair (2006) the theses and dissertations teachers' perceptions of their preparation to choose and implement effective methods for teaching emergent readers. He suggest Approximately 83% of teachers of emergent readers in this qualitative study said they did not see themselves as adequately prepared to teach emergent readers when they finished their college preparation courses and entered the teaching profession. Approximately 50% of teachers with teaching experience verbalized a need for more professional development, workshops, and training for the teachers of emergent readers. One veteran teacher bemoaned, “It seems that research provides data hourly concerning new, different, and better methods to teach children to read.” Through the review of related literature, interviews with these 30 professional educators, and 28 years of experience as a classroom teacher, I definitely agree. Interestingly, the 17% of the participants in this study who said they did feel adequately prepared to teach emergent readers had completed their master's

²Katherine D. *Thesis Teachers' Perceptions of Strategy Based Reading Instruction for Reading Comprehension*. (Gibson Dominican University: California, 2009). p. 37.

degree at a local state university that required all aspiring teachers to complete 1 full school year of internship prior to receiving a teaching certificate.³

Karim Sadeghiin (2012) the thesis perceptions of Iranian high school efl teachers and students toward teaching and learning reading skill. He suggestit was revealed through this study that Iranian EFL teacher pay high attention to teaching reading skill, but there are some problems in this regard. First of all, most teachers do not make use of different resources and materials in teaching reading and often adhere to textbooks and boards. On the other hand, the results of this study and other researchers' studies revealed that the textbooks suffer from many problems. Another major finding was that teachers do not use different testing methods, and this can be regarded as a pitfall in EFL programs. Following this study, some changes can be suggested to the current situation of teaching reading in Iranian high schools. Authorities in the educational system are invited to revise and update the books used in teaching English so as to pay enough attention to teaching this skill, and be more motivating for students as well as to teachers. Necessary equipment and materials needed to teach reading should be provided at every school. Additionally, the researchers would like to draw teachers' and authorities' attention to the importance of making changes in the procedures of evaluation ongoing at schools, which do finally there are some limitations which may be addressed in future studies. First, the data were collected at one point in time in Iran, and as the nature of research in social settings entails, the views of

³H. Brooke Blair. *Teachers' Perceptions of Their Preparation to Choose and Implement Effective Methods for Teaching Emergent Readers*.(East Tennessee State University, 2006).p. 75.

English teachers and learners towards teaching language skills could change over time. The findings are therefore open for confirmation through replicating the research and more in depth quantitative as well as qualitative analyses. In addition, in fact teach of the open ended questions could be a separate research question and worthy of more inspection and investigation.⁴

Based on the explanation from the finding researcher above, the researcher concludes that between previous studies and the other, there are difference and similarities. The difference of the researchers, and place. But the similarity is the perception the teachers for the students.

B. Some Pertinent Ideas

1. Perception

a. Definition of Perception

According to Asrori understanding of perception is an individual process in interpret, organize and give meaning to the stimulus that comes from the environment in which the individual is located which is the result of learning and experience.⁵ In term of perception there are two important element, interpretation and organization. Interpretation is an individual's understanding of the information obtained. While, organizing is the process of managing certain information to have meaning.

⁴Karim Sadeghi. *perceptions of iranian high school efl teachers and students toward teaching and learning reading skill*. (Urmia University: Urmia Iran,2012). p. 179.

⁵Mohammad Asrori. *Psikologi Pembelajaran*. (Bandung: CV Wacana Prima, 2009), p. 14.

Williams said that perception is the process of recognizing and interpreting sensory stimuli. Think of all the ways in which you experience the world around you.⁶ For example, you recognize your favorite food by its aroma and the way it looks. You recognize a song by listening to its melody and the singer's voice. It is through this sensory experience that we interact with and interpret things in our world. Recognizing and interpreting sensory information, such as sound and smells, are all a part of perception.

Eysenck states that true perception requires learning and experience. The result of the learning process and interaction of a person will provide experience for him to be able to compare the circumstances encountered.⁷ And according to Shaleh, perception is a cognitive ability. It means that, at the beginning of formation of perception, people who have to determine what would be considered. Awareness will also affect the perception.⁸

Sugihartono, et.al suggests that the perception is the brain's ability to translate the stimulus or process for translating stimulus into the human sensory organs.⁹ Human perception standpoint there is differences in sensing. There perceives something is good or perception of positive and negative perception that will influence human action are visible or tangible.

Walgito reveals that perception is a process of organizing, interpretation to the stimulus received by the organism or individual to be something

⁶Y Williams. *The Difference between perception and reality*. (Inc. Philadelphia: Research for Batter Schools, 2009), p. 1.

⁷Mohammad, Asrori. *Op. Cit.* p. 215.

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

⁹Sugihartono, et.al. *Psikologi Pendidikan*. (Yogyakarta: UNY Press, 2007). p. 8.

meaningful, and is an activity that is integrated within the individual. The response as a result of the perception can be taken by individuals with various forms.¹⁰ Stimulus which one will get the response of the individual's attention. Based on this, feeling, thinking ability, the experience of the individual is not the same, then in perceiving something stimulus, the results may be different perception between one individual with another individual.

Based on some opinions above the researcher can conclude that the meaning of perception is the process receiving, differentiating, and giving meaning to the stimulus received by the sense device, so that it can give conclusion and interpretation to certain objects observed.

b. Types of Perception

According to Papa is several types of perception in communication, they are explained below:¹¹

1) Self-perception

Yourself perception is the way you perceive yourself. The self-perception is based on your self-system, self-system, self-concept and self-efficacy. Yourself concept is designed by how think people perceive, you, how you are perception in a group setting and your own perception based on past experiences self-efficacy is the predications you make about yourself.

¹⁰BimoWalgito. *Pengantar Psikologi Umum*. (Yogyakarta: Andi offse, 2004). p. 70.

¹¹Johns. *Component Perception*. Retrived on 06 th January 2019. (From: <http://psychology.about.com>, 2004). p. 12.

2) Environmental

Environmental perception is formed based on the context in which the information is received, for example, if a child turned to a parent and said, "I hate you" that would have one obvious perception, but if you were practicing for a play and you read, I hate you in your script, the perception creates a mental filter in which they process life and information through.

3) Learned

Learned perception is formed around personality, culture and habit, learned perception are thoughts, ideas and benefit that are formed by a person being taught or learned by example, an individual will process and react based on his or her learned perception. This can be seen in children reflecting their parent personality traits, religious beliefs and philosophy on life.

4) Physical

Physical perception is based on the tangible world. It's the way your physical ears and eye perceive something and how your mind processes it. For example, in U.S culture. It would be perceived as intrusive and rider for a stranger to stand close to you while you ride the bus.

5) Culture

Culture perception differs from environmental perception because it refers to larger scale of a society and not a specific environment based on the person's life. Culture perception will vary from city and region.

c. Components of Perception

According to Johns there are three components of perception, there are:

- 1) The perceiver, the person who become aware about something and comes to a final understanding. There are 3 factors that can influence his or her perception experience, motivational stage, and finally emotional stage. In different ways. Also in different he or she might employ a “perceptual defense” where they tend to “see what they want to see”.
- 2) The target. This is person who is being perceived or judged, “ambiguity or lack of information about a target leads for interpretation and addition”.
- 3) The situation also greatly influences perception because different situations may call for addition information about the target.¹²

2. Teacher's Technique

a. Definition Teacher

According to Senge a teacher has also been defined an expert who is capable of imparting knowledge that will help learners to build, identify and acquire skill that will be used to face the challenges in life. The teacher also provides to the learner knowledge, skill and values that enhance development. An educate person is capable of utilizing the available opportunities in both private and public sector the educated person can

¹²Joey, Papa. *Types of Perception in Communication* how.com. (accessed: January 2019, 2000). p. 112.

easily secure employment as well as having life skills that will enable him/her to interact well in the society.¹³

Tungaraza states that a good teacher should be a role model to the pupils. The teacher should have a hard working spirit, should be diligent. For examples we do not expect a teacher to be lazy, an alcoholic, a thief, brutal, harsh and a dictator.¹⁴

So, teacher is person who helps another to acquire knowledge, competence or value that enhances development that will help learners to face the challenges in life.

b. Definition of Technique

Learning techniques can be interpreted as a way that someone does in implementing a particular method. For example, the use of the lecture method in a class with a relatively large number of students requires a separate technique, which of course will be different from the use of lecture methods in classes with limited number of students. Similarly, with the use of the discussion method, different techniques need to be used in the class where students are active with classes that are classified as passive. In this case, the teacher can switch techniques temporarily in the corridor method same.¹⁵

According to Gerlach and Ely, quoted by Hamzah B Uno, techniques are ways, tools, or media used by teachers to direct the activities of students

¹³Peter, Senge. *School that learn*. (New York: Double Day Publishing Group, 2004).

¹⁴Tungaraza. *Helping teacher learn, principal of leadership growth development*. (California: Age Publication Company, 2004)

¹⁵Ismail Bugis, *Pengertian Strategi, Pendekatan Model Teknik dan Metode Pembelajaran*. Retrived on 14th January 2019, from <http://ismailbugis.wordpress.com>, 2011.

towards the goals to be achieved.¹⁶ And according to Slameto, learning techniques are a plan for ways to utilize and use existing potentials and means to improve effectiveness and efficiency (teaching). In other words, learning techniques are a plan of how to carry out identified learning tasks (analysis results) so that the task can provide optimal learning outcomes.¹⁷

Based on the opinion above, it can be understood that learning techniques are learning process situations often used in various terms which are basically intended to explain the ways, stages, or approaches taken by a teacher to achieve learning goals.

c. Teacher's Techniques in Teaching Reading

According to Harmer there are some techniques that can be used to teaching English, as follows:

1) Presentation, Practice, Production (PPP)

In this procedure the teacher introduces a situation which contextualizes the language to be taught. The language, too, is then presented. The student now practice the language using accurate reproduction techniques such as choral repetition (where the students repeat a word, phrase or sentence all together with the teacher 'conducting'), individual repetition (where individual students repeat a word, phrase or sentence at the teacher's urging), and cue-response drills (where the teacher gives a cue such as cinema, nominates a student by

¹⁶Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif*, (Jakarta: Bumi Aksara, 2009). p. 2.

¹⁷Slameto. *Proses Belajar Mengajar dalam Sistem Kredit Semester (SKS)*. (Jakarta: Bumi Aksara, 1991). p. 90.

name or by looking or pointing, and the student makes the desired response, e.g. Would you like to come to the cinema?).

The following elementary level example demonstrates the PPP procedure:

- a) Presentation: the teacher shows the student the following picture and asks them whether the people in it are at work or on holiday to elicit the fact that they are holiday.
 - b) Practice: the teacher gets the students to repeat the sentence he's listening music in chorus. She may then nominate certain students to repeat the sentence individually and she corrects any mistakes she hears.
 - c) Production: Here the students are asked to use the new language (in this case the present continuous) in sentence of their own.¹⁸
- 2) Storytelling

Teachers are ideally placed to tell stories which, in turn, provide excellent listening material. At any stage of, the student can be asked to predict what is coming next, to describe people in the story pass comment on it in some other way.

Re-telling stories is a powerful way of increasing language competence. Telling the stories again allows to them to re-use word and grammar, re-formulating, what they said the first time in way that help them to think about language even as they use it.

¹⁸Jeremy, Harmer. *The Practice of English Language Teaching: Fourth Edition*. (Harlow: Pearson Education Limited, 2007). p. 72.

3) Reading aloud

An enjoyable activity, when done with conviction and style, is for the teacher to read aloud to a class. This allows the student to hear a clear spoken version of a written text and can be extremely enjoyable if the teacher is prepared to read with expression and conviction. According to Larsen, in reading aloud students take turns the reading section, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, regalia, examples or other means to make the meaning of the section clear.¹⁹

4) Silent viewing

This technique can use for language and music. For language, the teacher plays the film extract at normal speed but without the sound. Students have to guess what they can check to see if they guessed correctly.

5) Role Play

Role play is an activity that stimulates student to speak and train fluency in the English language. In a role play activity student are given the opportunity to practice the language that has given learned in a particular context.

¹⁹Larsen. *Techniques and Principles in Language Teaching*. (Oxford: Oxford University Press, 2000). p. 23.

6) Question and Answer

This technique is well known because of any class in everyday life asks an activity anytime and ask people waiting for an answer is expected. For the initial level, the activities can be done by the teacher began to ask and answer sample members. Before answering questions, student must listen to and understand the question. In this technique, can be applying to a particular sentence structure, for example interrogative sentence with a vocabulary that is a vocabulary that is already known a case of “what is your name?”

7) Substitutions

In applying this technique, the teacher removes one part of the sentence and ask student to replace with other similar words. This technique can be applied in teaching listening, speaking, and vocabulary and grammar additions. To apply this technique, the teacher can use tools such as flashcard, flip cards, poster or actual objects.

8) Group Discussion

The technique is to train student to appreciate your friend, learn to listen to the opinions of others, and express opinions to the group. In group discussions, topic and purpose of learning activities should be clear. Similarly, clear instructions and responsibilities that will be required of students in the form of result of group discussion.

9) Brainstorming

Brainstorming is a technique that can be used to active the student. When the teacher asks the entire student in class to give the idea or mention example as much as possible in a short time when the teachers to brainstorm. In this case, students are usually more willing to express their opinion because the teacher will not say wrong. All of student receive and written statement on the board.

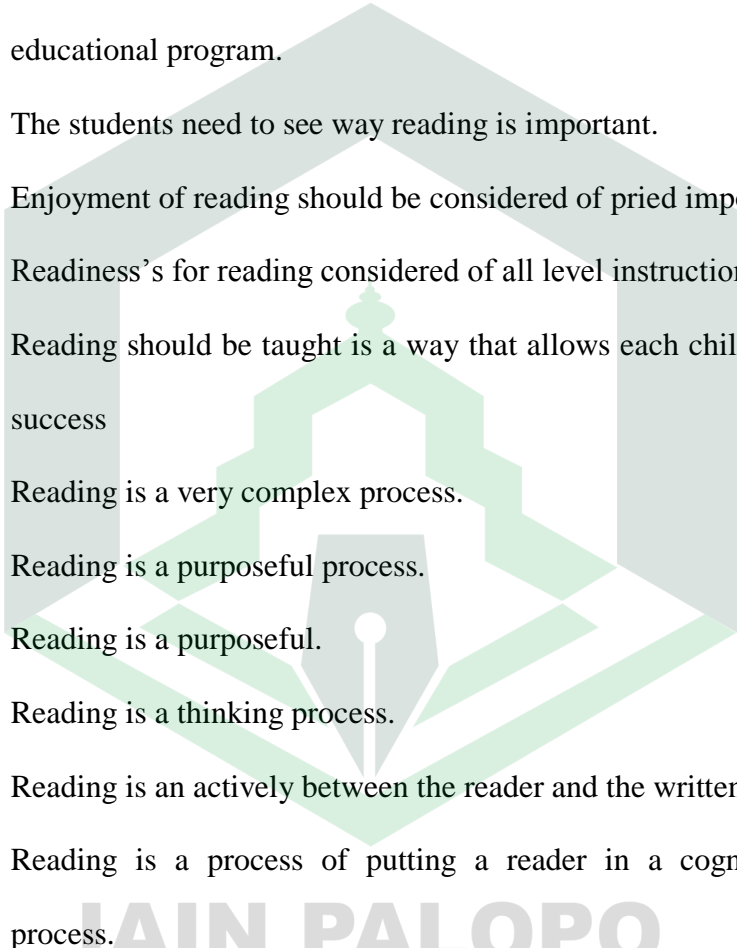
10) Pair discussion

Pair discussion is an activity performed by student in pairs or two can train to interact and communicate. This activity will make student to interact and communicate. This activity will make student to interact and learn to respect the opinion of others. In activities that are done in pairs, student practice until really to interact or ask question about a thing. This activity can be a question-answer activity or completing a sentence or member answer on a problem.

3. Teaching Reading

According to Burnett says that there are three are seventeen principle of teaching reading as follow:

- a. Reading is a complex act with many factors that must be considered.
- b. Reading is the interpretation of the meaning of printer symbols.
- c. There is no correct way to teach reading
- d. Learning to read is continuant process.

- 
- e. Student should be thought word recognition skill that allows them to unlock the pronunciation and meaning of familiar words independently.
 - f. The teacher should be diagnosed each student reading ability and use diagnose as a basic for planning instruction.
 - g. Reading is integral part of all content are instruction written the educational program.
 - h. The students need to see way reading is important.
 - i. Enjoyment of reading should be considered of pried impotence.
 - j. Readiness's for reading considered of all level instruction.
 - k. Reading should be taught is a way that allows each child to experience success
 - l. Reading is a very complex process.
 - m. Reading is a purposeful process.
 - n. Reading is a purposeful.
 - o. Reading is a thinking process.
 - p. Reading is an actively between the reader and the written.
 - q. Reading is a process of putting a reader in a cognitive primarily process.

According to Burnett, process of teaching reading is student should be thought word recognition skill that allows them to un lock the pronunciation and meaning of familiar words independently and the

teacher should be diagnose each student reading ability then use the diagnose as a basic for planning instruction.²⁰

Based on the explanation above that reading is a process putting a reader in a cognitive primarily process and process student to understand the material.

4. Reading Technique

There are some techniques of reading, such as:

a. Intensive reading

According to Beare skimming is used to quickly gather the most important information, or 'gist'. You need to have your aims clear in mind when undertaking intensive reading.²¹ According Miller intensive reading as a methodology is a teacher centered approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed.²² Depending on the teacher, much of the explanation for these points. No doubt, students are encouraged to ask questions, but in the absence of such curiosity by student, it is the teacher who sets the pace and chooses which aspects of the text are to receive close scrutiny.

²⁰Burnett. *Effective pedagogy: The Principles of Learning and Teaching P-12*. (London: Education Dictionary, 2004). p. 11.0

²¹D, Beare. *A/S/Tography*. (Youth Theatre Journal. Vol 23, no 2: Secondary Theatre Teaching, and the Theatre of Possibilities Project, 2009) p.75.

²²Kevin, Miller. *Intensive Reading* (University Library: Extensive Reading and the English Reader Marathonat Tsurumi, 2001).

b. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books (Beare).²³ According to Day, extensive reading is based on the well-established premise that we learn to read by reading. This is true for learning to read our first language as well as foreign languages. In teaching foreign language reading, an extensive reading approach allows students to read, read, and read some more. Extensive reading involves reading for pleasure.²⁴

c. Scanning

Brown states that scanning is also quick reading, but when you scan, you are looking for information about a question you work to answer. You are usually looking for a number, a word, or the name of something.²⁵

When you scan, you usually take the following steps:

- 1) Decide exactly what information you're looking for and what form it is likely to take.
- 2) Next, decide where you need to look to find the information. You would turn to the sports section of the newspaper to discover who went to a baseball game, and you would scan the "C" section of the phonebook for the phone number of Steven Curry.

²³D. Beare. *Loc. Cit.* p. 162.

²⁴R. R. Day. *What is Extensive Reading*. (www.cape.edu/docs/TTalk0021, 2003).

²⁵Brown. *Loc. Cit.* p. 308.

- 3) Move your eyes quickly down the page until you find what you want read to get information.
- 4) When we find what we need we usually stop reading.

d. Skimming

Skimming is quickly running one's eyes over a text to get the gist of it. Brown states that reading a text by skimming, student can be asked to say briefly what a text is about, or given special question that can be answered by glancing quickly through the text. It gives readers the advantages of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting idea.²⁶

When skimming, we go through the reading material quickly in order to get the gist of it, to know how it organized, or to get an idea of the tone or the intention of the writer.

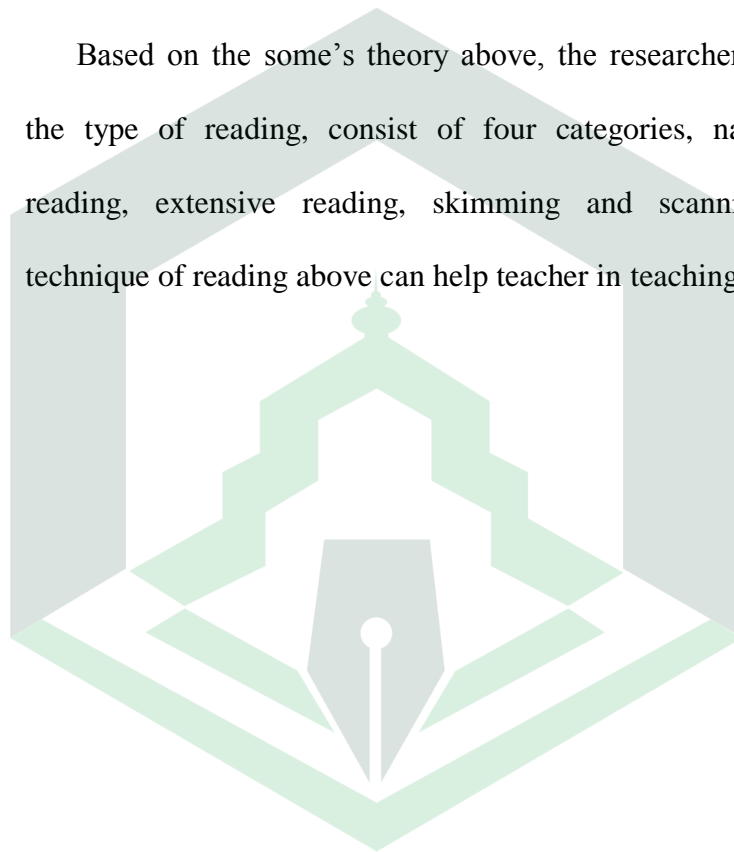
The steps to follow in the skimming for the main ideas as follow:

- 1) Find definition. They are often signaled by special type, especially italics.
- 2) Locate enumerations. It does not help to locate a numbered series of items if you do not know what label the series fits number.

²⁶Ibid. p. 308.

- 3) Look for relationships between heading and subheadings. Such relationship is often the key to basic enumeration
- 4) Look for emphasis words and main ideas. Look for points marked by emphasis words and for main ideas in what seem to be key paragraphs.

Based on the some's theory above, the researcher concludes that the type of reading, consist of four categories, namely intensive reading, extensive reading, skimming and scanning. From the technique of reading above can help teacher in teaching reading.



IAIN PALOPO

CHAPTER III

RESEARCH METHOD

This chapter consists of the research design, location and time of the research, population and sample, instrument of the research, procedures of collecting data and technique of analyzing data.

A. Research Design

In this research, the researcher used descriptive qualitative method. Descriptive qualitative are methods for investigating objects that cannot be measured by numbers or other exact measures. Qualitative research can also be interpret as descriptive research and then to use analysis with an inductive approach. It will be done to find out the teachers' perception toward teacher technique in teaching reading at PMDS Putri Palopo.

B. Time and Location of the Research

a. Time

This research conducted on April 2019.

b. Location

The research conducted at PMDS Putri Palopo. It is Located at Jl. H. M. Daud No 5, Tompotikka, and Kota Palopo.

C. Subject of the Research

The subject of the research is the English teachers' of PMDS Putri Palopo. The researcher focused on 2 English teachers. Teacher A and teacher B are civil servants. Class III / D. And has been certified as professional field.

D. Instrument of the Research

Instrument of this research is interview and giving questionnaires for respondents. The questionnaire consisted of 10 questions. Questions aim to investigation the data about the teachers' perception on reading teaching technique.

a. Interview

Interview is a process of communication or interaction to collect information by question and answer between researchers and informants or research subjects. With advances in information technology as it is today, interviews can be done without face to face, namely through telecommunications media. In essence the interview is an activity to obtain in-depth information about an issue or theme raised in research. It is a process of proving the information or information that has been obtained through other techniques before. Because, it is a verification process, interview results may be appropriate or different from information that has been obtained previously. In order for an interview to be effective, there are several steps that must be passed, namely; 1). Introduce yourself, 2). Explain the purpose of arrival, 3). Explain the interview material, and 4). Ask questions²⁷.

²⁷ Hadi Sabari Yunus. *Metodologi Penelitian Wilayah Kontemporer*. (Yogyakarta: Pustaka Pelajar. 2010). p. 358.

b. Questionnaire

Table 1 is the supporting data. Look at the data below

No.	Theory	Statement
1.	<p>According to Harmer (2007) there are some techniques that can be used to teaching English, as follows:</p> <p>1) Presentation, Practice, Production (PPP)</p> <p>The following elementary level example demonstrates the PPP procedure:</p> <p>d) Presentation: the teacher shows the student the following picture and asks them whether the people in it are at work or on holiday to elicit the fact that they are holiday.</p> <p>e) Practice: the teacher gets the students to repeat the sentence he's listening music in chorus. She may then nominate certain students to repeat the sentence</p>	<p>1. Shows the picture based on the context of the reading to students and then they read the reading in front of the class based on their understanding using their own words.</p>

	<p>individually and she corrects any mistakes she hear.</p> <p>f) Production: Here the students are asked to use the new language (in this case the present continuous) in sentence of their own.</p>	
	<p>2) Story telling</p> <p>Re-telling stories is a powerful way of increasing language competence. Telling the stories again allows to them to re-use word and grammar, re-formulating, what they said the first time in way that help them to think about language even as they use it.</p>	<p>2. Asking students to retell stories based on what they have understood from the reading in the story telling.</p>
	<p>3) Reading aloud</p> <p>According to Larsen (2000), in reading aloud students take turns the reading section, play, or dialog out loud. The end of each student's turn, the teacher uses gestures, pictures, realia, examples or other</p>	<p>3. Asking students to read aloud alternately then I use movements to make the reading meanings clearer for them to understand in aloud reading.</p>

	means to make the meaning of the section clear.	
	<p>4) Silent viewing</p> <p>This technique can use for language and music. For language, the teacher plays the film extract at normal speed but without the sound. Students have to guess what they can check to see if they guessed correctly.</p>	<p>4. Using films based on reading without using sound then I ask students to guess correctly in silent viewing.</p>
	<p>5) Role Play</p> <p>Role play is an activity that stimulates student to speak and train fluency in the English language. In a role play activity student are given the opportunity to practice the language that has given</p>	<p>5. Asking students to practice the reading results in role play.</p>

	learned in a particular context.	
	<p>6) Question and answer</p> <p>This technique is well known because of any class in everyday life asks an activity anytime and ask people waiting for an answer is expected. For the initial level, the activities can be done by the teacher began to ask and answer sample members. Before answering questions, student must listen to and understand the question. In this technique, can be applying to a particular sentence structure, for example interrogative sentence with a vocabulary that is a vocabulary that is already known a case of “what is your name?”</p>	<p>6. Ask students to answer questions based on their understanding in the question and answer.</p>
	<p>7) Substitution</p> <p>In applying this technique, the teacher removes one part of the sentence and ask student to replace</p>	<p>7. Delete one part of the sentence and ask students to replace with other similar words in</p>

	<p>with other similar words. This technique can be applied in teaching listening, speaking, and vocabulary and grammar additions.</p> <p>To apply this technique, the teacher can use tools such as flashcard, flip cards, poster or actual objects.</p>	substitution.
	<p>8) Group Discussion</p> <p>In group discussions, topic and purpose of learning activities should be clear. Similarly, clear instructions and responsibilities that will be required of students in the form of result of group discussion.</p>	<p>8. Dividing students into several groups then students discuss the material I have given in group discussions.</p>
	<p>9) Brainstorming</p> <p>Brainstorming is a technique that can be used to active the student.</p> <p>When the teacher ask the entire student in class to give the idea or mention example as much as possible in a short time when the</p>	<p>9. Ask all students in the class to give ideas or mention examples as much as possible based on the material I have given in brainstorming.</p>

	<p>teachers to brainstorm. In this case, students are usually more willing to express their opinion because the teacher will not say wrong. All of student receive and written statement on the board.</p>	
	<p>10) Pair discussion</p> <p>Pair discussion is an activity performed by student in pairs or two can train to interact and communicate. This activity will make student to interact and communicate. This activity will make student to interact and learn to respect the opinion of others. In activities that are done in pairs, student practice until really to interact or ask question about a thing.</p> <p>This activity can be a question-answer activity or completing a sentence or member answer on a problem.</p>	<p>10. Dividing students in pairs to interact and communicate with each other in the pair discussion.</p>

Table 3.1 Theoretical questionnaire

E. Procedure of Collecting Data

In collected the data, the researcher used some techniques show as follows:

1. Interview

The researcher gave 41 questions about teaching techniques in PMDS Putri Palopo

2. Giving Questionnaire.

The researcher gave a questionnaire as supporting data from the PMDS Putri Palopo interview process.

3. Observation

The researcher join the class to observe the learning process

4. Analyzing Data.

The researcher analyze the results of research.

F. Technique of Data Analysis

Based on the research problem, to analyze the data from questionnaire finding the percentage students' strategies from questionnaire by using the formula as follows:

IAIN PALOPO

1. The following criteria use scoring the teachers' perception.²⁸

Table 3.2 Likert Scale categories

Positive Statement		
No.	Category	Score
1	Strongly agree	5
2	Agree	4
3	Doubt	3
4	Disagree	2
5	Strongly Disagree	1

2. The following formula in analyzing the teachers' perception:

$$\text{Teachers' Perception Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 100$$

3. The classification of the teacher perception toward teacher technique in teaching reading can be seen in the following criteria:

Table 3²⁹

²⁸L.R, Gay. *Educational Research. Competence for Analysis and Application*: Company. (U.S.A: Second Edition Charles E, 2006). p. 410.

²⁹ Likert in Stefanowski. *Analysis of Questionnaires and Quantitative Data-Non Parametric Tests*. Instytut Informatyki Politechnika Poznansja. [www.DM12.nonparemetrictests\(pdf\)](http://www.DM12.nonparemetrictests(pdf).2004). 2004.

No.	Classification	Score
1.	Very Positive	100 – 85
2.	Positive	84 – 65
3.	Average	64 – 45
4.	Negative	44 – 35
5.	Very Negative	34 – 0

Table 3.3 Likert in Stefanowski

4. The percentage of the techers' perception calculating as follow:³⁰

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

Where:

P = Percentage

F = Frequency

N = Total Sample

IAIN PALOPO

³⁰L.R, Gay. *Loc. cit.* p. 41.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections that deal with findings and discussion of the research.

A. Findings

1. The Result of Interview (Main Data)

The following result is the teachers' perception about the kind of teaching reading technique.

a. Presentation, Practice, production (PPP)

All of the teachers always used this technique in teaching reading, then divided the groups and one of the groups presented the result of the reading. The teacher A considered that when using the PPP technique students find it easier to understand learning reading but the teacher B considered that if using PPP techniques in learning it will make it easier for students to understand the contents of the reading. In the other hand they said the disadvantages of PPP techniques are when students do not understand the contents of the reading and their knowledge is limited to just reading it.

b. Storytelling

Teacher A used to use this technique but Teacher B never used this technique. The teacher A applies storytelling technique by giving a story then students read it and student practiced the results of the reading. The benefits of storytelling are experience and moral message

from the story. The weaknesses of that are pronunciation needed to correct and on the other Teacher B does not think about it because he has never used the storytelling technique.

c. Reading aloud

The teacher A seldom uses this technique but the teacher B never uses this technique. Teacher A applies reading aloud technique in a way give reading and the students reading aloud in front of his friends. The benefits of reading aloud are to make it easy to remember because students repeat reading. The weaknesses of that is many time to read it and on the other Teacher B does not think about it because he has never used the reading aloud technique.

d. Silent viewing

They do not talk anything about silent viewing because they never use in the learning process.

e. Role play

They seldom use this technique. They apply role play technique by creating a group, then the students present a reading. The benefits about role play according to teacher A is to make easy understand meaning of the reading and teacher B assumes the benefits about role play is to make easy memorize the reading. The weakness of the role play is the students lack vocabulary to understand it and are only limited to reading.

f. Question and answer

They seldom use this technique. They apply question and answer technique by the teacher. Teacher gave the reading to the student and the students answered the question that has been given by the teacher. The benefits of question and answer are to understand the meaning of reading before being able to answer the question and the students learn how to answer the question. The weakness of question and answer are lack of understanding of the purpose of reading and reading less so the students do not understand the purpose of reading.

g. Substitution

The teacher A seldom uses this technique but the teacher B never uses this technique. Teacher A applies substitution technique in learning process in the way randomize grammar from a reading than the students justify it. The benefits of substitution is train the students grammars. The weakness is students do not the formula and the Teacher B does not think about it because he has never used the substitution technique.

h. Group discussion

They seldom use this technique. They apply group discussion by dividing all students into 4 groups then gave reading then they discussed and presented the result of their reading. The benefits of group discussion are train group work and sharing with friends. The

weakness of group discussion is students are embarrassed to share with their friends.

i. Brainstorming

They seldom use this technique. Teacher A applies brainstorming in learning process in the way look for titles of reading then the students discuss about reading and the teacher B applies brainstorming in the way teachers describe reading then students make some examples from the reading. The benefits of brainstorming are practice reading and easy to remember reading. The weakness of brainstorming is they do not understand the reading.

j. Pair discussion

The teacher A seldom uses this technique but the teacher B never uses this technique. Teacher A applies pair discussion technique in learning process in the way divide students into 2 group then discuss reading. The benefits of pair discussion are focus on reading and mastering material. The weakness is limited to reading. And the Teacher B does not think about it because he has never used the substitution technique.

From the result of the interviewer's research, the most dominant used by 2 teachers PMDS Putri Palopo is the percentage, production, production (PPP) teaching techniques.

2. The Result of questionnaire

For the research data obtained in each item can be seen in the following table: questionnaire (1-10)

1. Item 1

Table 4.1 The teacher use picture depend on reading context then the student present it.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	2	100
2	Agree	4	0	0
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.1 questionnaire 1

Table 4.1 shows that from 2 respondents, 2 respondents choose strongly agree it means that in strongly agree categorize.

2. Item 2

Table 4.2. The teacher ask student to retell about the storytelling.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	1	50
2	Agree	4	1	50
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.2 questionnaire 2

Table 4.2 shows that from 2 respondents, 1 respondent chooses strongly agree and 1 respondent chooses agree it means that from item 1 include in strongly agree and agree categorize.

IAIN PALOPO

3. Item 3

Table 4.3 The teacher ask the student to reading aloud

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	0	0
2	Agree	4	2	100
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.3 questionnaire 3

Table 4.3 shows that from 2 respondents, the both of the respondents choose agree it means that from item 3 include in agree categorize.

IAIN PALOPO

4. Item 4

Table 4.4. The teacher using silent viewing.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	0	0
2	Agree	4	1	50
3	Doubt	3	1	50
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.4 questionnaire 4

Table 4.4 shows that from 2 respondents, 1 respondent chooses agree and 1 respondent chooses doubt it means that from item 4 include in agree and doubt categorize.

IAIN PALOPO

5. Item 5

Table 4.5. The teacher using role play.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	0	0
2	Agree	4	2	100
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.5 questionnaire 5

Table 4.5 shows that from 2 respondents, the both of the respondents choose agree it means that from item 5 include in agree categorize.

IAIN PALOPO

6. Item 6

Table 4.6. The teacher using question and answer.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	1	50
2	Agree	4	1	50
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.6 questionnaire 6

Table 4.6 shows that from 2 respondents, 1 respondent chooses strongly agree and 1 respondent chooses agree it means that from item 6 include in strongly agree and agree categorize.

IAIN PALOPO

7. Item 7

Table 4.7. The teacher using the synonym word in substitution.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	1	50
2	Agree	4	1	50
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.7 questionnaire 7

Table 4.7 shows that from 2 respondents, 1 respondent chooses strongly agree and 1 respondent chooses agree it means that from item 7 include in strongly agree and agree categorize.

IAIN PALOPO

8. Item 8

Table 4.8. The teacher using group discussion.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	1	50
2	Agree	4	1	50
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			26	100%

Table 4.8 questionnaire 8

Table 4.8 shows that from 2 respondents, 1 respondent chooses strongly agree and 1 respondent chooses agree it means that from item 8 include in strongly agree and agree categorize

IAIN PALOPO

9. Item 9

Table 4.9. The teacher using brainstorming.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	0	0
2	Agree	4	2	100
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.9 questionnaire 9

Table 4.9 shows that from 2 respondents, the both of the respondents choose agree it means that from item 9 include in agree categorize.

IAIN PALOPO

10. Item 10

Table 4.10 The teacher using pair discussion.

No	Categorize	Score questioner	Frequency	Percentage %
1	Strongly Agree	5	0	0
2	Agree	4	2	100
3	Doubt	3	0	0
4	Disagree	2	0	0
5	Strongly Disagree	1	0	0
Total			2	100%

Table 4.10

Table 4.10 shows that from 2 respondents, the both of the respondents choose agree it means that from item 10 include in agree categorize.

IAIN PALOPO

1. The Respondent Score from the Findings of the Questionnaire.

The researcher represents the result of the student points in terms of their motivation in the table below:

Table 4.11 Score questionnaire

No	Name	Number of questioner										Total	Score
		1	2	3	4	5	6	7	8	9	10		
1	A	5	5	4	4	4	5	4	5	4	4	48	96
2	B	5	4	4	3	4	4	5	4	4	4	45	90
Total												186	

Table 4.11 shows that the maximum score of questioner is 96 and the minimum score of questionnaire is 90. The total score is 186.

2. Classification of Respondents Score in Questionnaire

Table 4.12 Classification score

No	Name	Score	Classification
1	A	96	Very positive
2	B	90	Very positive
Total score		186	

Mean score

$$X = \frac{\sum fx}{N}$$

$$= \frac{186}{2}$$

$$= 93$$

From table above, teacher A score was 96 and teacher B score was 90, the classification showed a very positive result. The percentage of teacher score 93 also include in very positive classification. Therefore, the researcher concludes that the teachers' perception on reading teaching technique at PMDS Putri Palopo is very positive.

B. Discussion

Based on the interview all of the teachers always used this technique and from questionnaire about PPP (Presentation, Practice and Production), means from 2 teachers, all of them (100%) strongly agreed. It showed the teacher A considers that when using the PPP technique students find it easier to understand learning reading and teacher B considers that if using PPP techniques in learning it will make it easier for students to understand the contents of the reading.

From the interview about storytelling, teacher A used this technique and Teacher B never used this technique. From questionnaire about storytelling one of them (50%) strongly agree and one of them (50%) agree. Teacher A give a story then students read it and student practiced the results of the

reading and teacher B had never taught with storytelling technique because he thought that it was not appropriate to apply in classroom.

From the interview about reading aloud teacher A seldom used this technique and the teacher B never used this technique. From questionnaire about reading, all of them (100%) were agree. teacher A giving reading and the students' reading aloud in front of his friends. While teacher B has never taught with reading aloud techniques because technique because he thought that it was not appropriate to apply in classroom.

From the interview about silent viewing they did not use silent viewing in learning process. The questionnaire about silent viewing, from 2 teachers, one of them (50%) was agree and one of them (50%) was doubt. They has never taught with reading aloud techniques because it is not appropriate to the way students learn.

From the interview about role play they seldom used this technique. From questionnaire about role play, from 2 teachers, all of them (100%) agreed. It showed the way to create a group, and then the students presented a reading.

From the interview about question and answer they seldom used this technique. From questionnaire about question and answer from 2 teachers, one of them (50%) was strongly agree and one of them (50%) was agree it shows by the teacher gave the reading to the student and the students answered the question that have been given by the teacher.

From the interview about substitution the teacher A seldom used this technique but the teacher B never uses this technique. From questionnaire about substitution, both teachers, one of them (50%) strongly agree and one of them (50%) agrees. Teacher A randomizes grammar from a reading than the students justify it. Then teacher B has never taught with storytelling techniques technique because he thought that it was not appropriate to apply in classroom.

From the interview about group discussion, they seldom use this technique. From questionnaire about group discussion, from 2 teachers one of them (50%) strongly agree and one of them (50%) agree it shows by dividing all student into 4 groups then gave reading then they discussed and presented the result of their reading.

From the interview about brainstorming they seldom used this technique and the questionnaire about brainstorming from both teachers, all of them (100%) agree. It shows by the teacher A applies brainstorming in learning process in the way look for titles of reading then the students discuss about reading. And teacher B applies brainstorming in the way teachers describe reading then students make some examples from the reading.

From the interview about pair discussion the teacher A seldom used this technique and the teacher B never uses this technique. From questionnaire about pair discussion, from 2 teachers, all of them (100%) agree. Teacher A make 2 groups, then discuss reading. Teacher B has never taught with reading

aloud techniques technique because he thought that it was not appropriate to apply in classroom.

So it can be concluded, the categorize that the type of perception used is Learned. Because learned perception is formed around personality, culture and habits, learned perception are thoughts, ideas and benefits that are formed by a person being taught or learned by example, an individual will process and react based on his or her learned perception. This can be seen in children reflecting their parent's personality traits, religious beliefs and philosophy on life³¹. Then, the most dominant of reading in technique used by the teachers at PMDS Putri Palopo are PPP (presentation, practice, production) techniques for teaching reading. It is proven by the results of interviews from both respondents, that is related with the theory According Miller intensive reading as a methodology is a teacher centered approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed.³²

From the results found researchers found similarities with H. Brooke Blair about perception against teaching reading. But the difference is his discuss the teachers' perceptions of their preparation to choose and implement effective methods for teaching emergent readers. While researchers about the teachers' perception in teaching reading technique.

³¹ Joey, Papa. *Loc. Cit.*

³² Kevin, Miller. *Loc. Cit.*

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the findings research can see, the most dominant of reading in technique used by the teachers at PMDS Putri Palopo are PPP (presentation, practice, production) because students were more receptive in lessons when using PPP techniques. The researcher based on the result interview (main data) and questionnaire (supporting data). And the mean score of the teachers are the maximum of questionnaire is 94 and the minimum score of questionnaire is 92, the total score is 186, the mean score is 93 of the respondent also includes in very positive. Therefore the researcher concluded that the teachers' perception of the teaching technique of reading in PMDS Putri Palopo was positive

B. Suggestion

1. The English teachers of PMDS Putri Palopo use apply about all of the reading teaching technique to get success learning and teaching process.
2. For the students of PMDS Putri Palopo, they must many vocabularies. So, this makes the students easy to understand the reading text.
3. For the next researcher. They can continue this research to find out what factors that influence the students in choosing the appreciate teaching reading techniques.

BIBLIOGRAPHY

- Asrori, Mohammad. 2009. Psikologi Pembelajaran. CV Wacana Prima. Bandung.
- Beare, D. 2009. A/S/Tography, Secondary Theatre Teaching, and the Theatre of Possibilities Project. Youth Theatre Journal. Vol 23, no 2.
- Brown. 2001. Teaching by principles An Interactive Approach to Language Pedagogy (second edition). Addison Wesley Longman. Inc.
- Brooke Blair, H. 2006. [Teachers' Perceptions of Their Preparation to Choose and Implement Effective Methods for Teaching Emergent Readers](#). East Tennessee State University.
- B. Uno, Hamzah. 2009. Model Pembelajaran Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif. (Jakarta: Bumi Aksara).
- Burnett 2004. Effective pedagogy: the Principles of Learning and Teaching. London. Education Dictionary.
- Day, R. R. 2003. What is Extensive Reading [www.cape.edu>docs>TTalk002](http://www.cape.edu/docs/TTalk002).
- D, Katherine. 2009. Thesis Teachers' Perceptions of Strategy Based Reading Instruction for Reading Comprehension. Gibson Dominican University: California.
- Gay. L.R. 2006. Educational Research. Competence for Analysis and Application: Second Edition Charles E. person meeril publishing. Compony. U.S.A.
- Harmer, Jeremy. 2007. The Practice of English Language Teaching: Fourth Edition. Pearson Education Limited. Harlow.
- Ismail. 2010. Model, pendekatan, strategy, metode dan teknik pembelajaran. <http://ismailbugis.wordpress.com>. Accessed on 01st March 2018.
- Johns. 2004. Component Perception. (Online). <http://psychology.about.com> accessed on February, 27th 2018.
- Larsen. 2000. Techniques and Principles in Language Teaching. Oxford: Oxford University Press. Oxford.

- Miller, Kevin. 2011. Intensive Reading, Extensive Reading and the English Reader Marathon at Tsurumi University Library. tsurumi.ac.jp>50_2_03_Miller.
- Papa, Joey. 2000. Types of Perception in Communication how.com/accessed: January 2019.
- Paulinah Mudzielwana, Ndileleni. 2014. Teachers' Perception on Foundation Phase Learners Low Reading Performance: A Case Study of Four Rural Schools in South Africa. (University of Venda, Department of Early Childhood Education).
- Sadeghi, Karim. 2012. Perceptions of Iranian high school EFL teachers and students toward teaching and learning reading skill. Urmia University: Urmia Iran.
- Senge, Peter. 2004. School that learn. (New York: Double Day Publishing Group).
- Seyler, Dorothy U. 2004. The Reading Context: Developing College Reading Skill. Pearson Education. New York.
- Shaleh, A. R. 2009. Psikologi Suatu Pengantar Dalam Perspektif Islam. Kencana. Jakarta.
- Slameto. 1991. Proses Belajar Mengajar dalam Sistem Kredit Semester (SKS). (Jakarta: Bumi Aksara).
- Stefanowski, Jerzy. 2014. Analysis of Questionnaires and Quantitative Data-Non Parametric Tests. Instytut Informatyki Politechnika Poznańska. [www.DM12-nonparametrictests\(pdf\)](http://www.DM12-nonparametrictests(pdf)).
- Sugihartono. 2007. Psikologi Pendidikan. UNY Press. Yogyakarta.
- Tungaraza. 2004. Helping teacher learn, principal of leadership growth development. Age Publication Company. California.
- Walgito, Bimo. 2004. Pengantar Psikologi Umum. Andi offset. Yogyakarta.
- Williams, Y. 2009. The Difference between perception and reality. Research for Batter Schools, Inc. Philadelphia.
- Yunus, Hadi Sabari. 2010. Metodologi Penelitian Wilayah Kontemporer. Yogyakarta: Pustaka Pelajar.

A P P E N D I C E

IAIN PALOPO

Questionnaire Ernawati

Petunjuk :

1. Angket yang diberikan untuk mendapatkan data/informasi yang jelas mengenai persepsi guru terhadap teknik mengajar membaca.
2. Berilah jawaban berdasarkan keadaan sebenarnya dengan tanda (√) pada bagian questionnaire dengan penilaian sebagai berikut:

SS : Sangat Setuju

S : Setuju

R : Ragu

TS : Tidak Setuju

STS : Sangat tidak Setuju

Identitas Responden

Nama :

No.	Pernyataan	SS	S	R	TS	STS
1.	Saya menunjukkan gambar berdasarkan konteks pada bacaan kepada siswa kemudian mereka mempersentasekan bacaan di depan kelas berdasarkan pemahaman mereka dengan menggunakan kata-kata mereka sendiri.	√				

2.	Saya meminta kepada siswa untuk menceritakan kembali cerita berdasarkan apa yang telah mereka pahami dari bacaan tersebut dalam story telling	√				
3.	Saya meminta kepada siswa membaca keras secara bergantian kemudian saya menggunakan gerakan untuk membuat makna bacaan tersebut lebih jelas untuk mereka pahami dalam reading aloud.		√			
4.	Saya menggunakan film berdasarkan bacaan tanpa menggunakan suara kemudian saya meminta kepada siswa untuk menebak dengan benar dalam silent viewing		√			
5.	Saya meminta kepada siswa untuk mempraktekkan hasil bacaannya dalam role play.		√			
6..	Saya meminta kepada siswa untuk menjawab pertanyaan berdasarkan pemahaman mereka dalam question and answer.	√				
7.	Saya menghapus satu bagian dari kalimat dan meminta siswa untuk mengganti dengan		√			

	kata-kata serupa lainnya dalam substitution.					
8.	Saya membagi siswa dalam beberapa kelompok kemudian siswa mendiskusikan materi yang telah saya berikan dalam group discussion.	√				
9.	Saya meminta seluruh siswa di kelas untuk memberikan ide atau menyebutkan contoh sebanyak mungkin berdasarkan materi yang telah saya berikan dalam brainstorming.		√			
10.	Saya membagi siswa secara berpasangan untuk berinteraksi dan berkomunikasi satu sama lain dalam pair discussion.		√			

IAIN PALOPO

Questionnaire Musafir

Petunjuk :

- Angket yang diberikan untuk mendapatkan data/informasi yang jelas mengenai persepsi guru terhadap teknik mengajar membaca.
- Berilah jawaban berdasarkan keadaan sebenarnya dengan tanda (√) pada bagian questionnaire dengan penilaian sebagai berikut:

SS : Sangat Setuju

S : Setuju

R : Ragu

TS : Tidak Setuju

STS : Sangat tidak Setuju

Identitas Responden

Nama :

No.	Pernyataan	SS	S	R	TS	STS
1.	Saya menunjukkan gambar berdasarkan konteks pada bacaan kepada siswa kemudian mereka mempersentasekan bacaan di depan kelas berdasarkan pemahaman mereka dengan menggunakan kata-kata mereka sendiri.	√				

2.	Saya meminta kepada siswa untuk menceritakan kembali cerita berdasarkan apa yang telah mereka pahami dari bacaan tersebut dalam story telling		√			
3.	Saya meminta kepada siswa membaca keras secara bergantian kemudian saya menggunakan gerakan untuk membuat makna bacaan tersebut lebih jelas untuk mereka pahami dalam reading aloud.		√			
4.	Saya menggunakan film berdasarkan bacaan tanpa menggunakan suara kemudian saya meminta kepada siswa untuk menebak dengan benar dalam silent viewing			√		
5.	Saya meminta kepada siswa untuk mempraktekkan hasil bacaannya dalam role play.		√			
6..	Saya meminta kepada siswa untuk menjawab pertanyaan berdasarkan pemahaman mereka dalam question and answer.		√			
7.	Saya menghapus satu bagian dari kalimat dan meminta siswa untuk mengganti dengan	√				

	kata-kata serupa lainnya dalam substitution.					
8.	Saya membagi siswa dalam beberapa kelompok kemudian siswa mendiskusikan materi yang telah saya berikan dalam group discussion.		√			
9.	Saya meminta seluruh siswa di kelas untuk memberikan ide atau menyebutkan contoh sebanyak mungkin berdasarkan materi yang telah saya berikan dalam brainstorming.		√			
10.	Saya membagi siswa secara berpasangan untuk berinteraksi dan berkomunikasi satu sama lain dalam pair discussion.		√			

IAIN PALOPO

Interview

1. Apakah anda pernah menggunakan teknik PPP dalam mengajarkan reading?
2. Bagaimana cara anda mengaplikasikan teknik PPP pada saat mengajarkan reading?
3. Apa manfaat teknik PPP bagi siswa?
4. Apa kelemahan teknik PPP bagi siswa?
5. Apakah anda pernah menggunakan teknik Story telling pada saat mengajarkan reading?
6. Bagaimana cara anda mengaplikasikan teknik story telling pada saat mengajarkan reading?
7. Apa manfaat teknik story telling bagi siswa?
8. Apa kelemahan teknik story telling bagi siswa?
9. Apakah anda pernah menggunakan teknik Reading aloud pada saat mengajarkan reading?
10. Bagaimana cara anda mengaplikasikan teknik Reading aloud pada saat mengajarkan reading?
11. Apa manfaat teknik reading aloud bagi siswa?
12. Apa kelemahan teknik reading aloud bagi siswa?
13. Apakah anda pernah menggunakan teknik Silent viewing pada saat mengajarkan reading?
14. Bagaimana cara anda mengaplikasikan teknik Silent viewing pada saat mengajar?
15. Apa manfaat teknik Silent viewing bagi siswa?

16. Apa kelemahan teknik silent viewing bagi siswa?
17. Apakah anda pernah menggunakan teknik Role play pada saat mengajarkan reading?
18. Bagaimana cara anda mengaplikasikan teknik teknik Role play pada saat mengajarkan reading?
19. Apa manfaat teknik Role play bagi siswa?
20. Apa kelemahan teknik Role play bagi siswa?
21. Apakah anda pernah menggunakan teknik Question and answer pada saat mengajarkan reading?
22. Bagaimana cara anda mengaplikasikan teknik Question and answer pada saat mengajarkan reading?
23. Apa manfaat teknik Question and answer bagi siswa?
24. Apa kelemahan teknik Question and answer bagi siswa?
25. Apakah anda pernah menggunakan teknik substitution pada saat mengajarkan reading?
26. Bagaimana cara anda mengaplikasikan teknik substitution pada saat mengajarkan reading?
27. Apa manfaat teknik substitution bagi siswa?
28. Apa kelemahan teknik substitution bagi siswa?
29. Apakah anda pernah menggunakan teknik group discussion pada saat mengajarkan reading?
30. Bagaimana cara anda mengaplikasikan teknik group discussion pada saat mengajarkan reading?

31. Apa manfaat teknik group discussion bagi siswa?
32. Apa kelemahan teknik group discussion bagi siswa?
33. Apakah anda pernah menggunakan teknik brainstorming pada saat mengajarkan reading?
34. Bagaimana cara anda mengaplikasikan teknik brainstorming pada saat mengajarkan reading?
35. Apa manfaat teknik brainstorming bagi siswa?
36. Apa kelemahan teknik brainstorming bagi siswa?
37. Apakah anda pernah menggunakan teknik pair discussion pada saat mengajarkan reading?
38. Bagaimana cara anda mengaplikasikan teknik pair discussion pada saat mengajarkan reading?
39. Apa manfaat teknik pair discussion bagi siswa?
40. Apa kelemahan teknik pair discussion bagi siswa?
41. Dari beberapa teknik tersebut, teknik mana yang paling anda sukai pada saat mengajarkan Bahasa Inggris?

IAIN PALOPO

Observation Checklist

No.	Pertanyaan	Ya	Tidak
1.	Guru menunjukkan gambar berdasarkan konteks pada bacaan kepada siswa kemudian mereka mempersentasekan bacaan di depan kelas berdasarkan pemahaman mereka dengan menggunakan kata-kata mereka sendiri.	√	
2.	Guru meminta kepada siswa untuk menceritakan kembali cerita berdasarkan apa yang telah mereka pahami dari bacaan tersebut dalam story telling	√	
3.	Guru meminta kepada siswa membaca keras secara bergantian kemudian saya menggunakan gerakan untuk membuat makna bacaan tersebut lebih jelas untuk mereka pahami dalam reading aloud.	√	
4.	Guru menggunakan film berdasarkan bacaan tanpa menggunakan suara kemudian saya meminta kepada siswa untuk menebak dengan benar dalam silent viewing	√	

5.	Guru meminta kepada siswa untuk mempraktekkan hasil bacaannya dalam role play.	√	
6..	Guru meminta kepada siswa untuk menjawab pertanyaan berdasarkan pemahaman mereka dalam question and answer.	√	
7.	Guru menghapus satu bagian dari kalimat dan meminta siswa untuk mengganti dengan kata-kata serupa lainnya dalam substitution.	√	
8.	Guru membagi siswa dalam beberapa kelompok kemudian siswa mendiskusikan materi yang telah saya berikan dalam group discussion.	√	
9.	Guru meminta seluruh siswa di kelas untuk memberikan ide atau menyebutkan contoh sebanyak mungkin berdasarkan materi yang telah saya berikan dalam brainstorming.	√	
10.	Guru membagi siswa secara berpasangan untuk berinteraksi dan berkomunikasi satu sama lain dalam pair discussion.	√	



IAIN PALOPO

Data Interview Ernawati

Assalamualaikum wr,wb.

A : apakah ibu pernah menggunakan tehnik PPP (presentation, practice and production) dalam mengajar?

Ibu : iya karna bentuk PPP? Yang pertama Produce kedua Practice dan Presentasion, karena dalam proses belajar itu tetap digunakan supaya anak-anak lebih aktif dalam mempelajari pelajaran yang diajarkan terutama dalam bentuk listening.

A : oiya bu, pertanyaan selanjutnya. Bagaimana cara mengaplikasikan tehnik PPP tersebut pada saat pengajaran reading?

Ibu : yang pertama itu tehniknya dengan metode membuat suatu kelompok dalam proses pembelajaran, jadi mereka secara dialog dan terprincikan untuk bagian dalam hal speaking.

A : kemudian apa manfaat tehnik PPP bagi siswa dalam?

Ibu : manfaatnya yaitu sangat banyak dan berguna untuk siswa sebagaimana telah di aplikasikan dalam kehidupan sehari-harinya jadi itu manfaatnya yah. kan ada 3 produce kan memasukkan, kemudian latihan dan selanjutnya dipresentasikan itu maksudnya diaplikasikan.

A : berikutnya apa kekurangan tehnik ini?

Ibu : yang pertama itu anak-anak yang kurang memahami materi yang diajarkan mereka akan kurang memanfaatkan teknik P3 itu tadi jadi kurang memahami dan kekurangan vocab lah seperti itu.

A : oiyaa mungkin berikutnya lagi ini bu tentang story telling. Apakah ibu pernah menggunakan teknik storytelling dalam pelajaran reading?

Ibu : pernah dalam pelajaran reading.

A : bagaimana cara pengaplikasian teknik ini tapi cenderung ke storytelling?

Ibu : kalau saya tetap ada yang dimana by step jadi satu-satu naik kedepan kemudian text narrative dan descriptive kemudian mereka bercerita.

A : narrative text di' ibu, kemudian manfaat story telling ?

Ibu : manfaatnya sangat banyak, mengapa? jadi disitu diambil pengalaman ataupun dari segi moral yaa dari cerita tersebut, terutama dari segi kita ini tidak boleh sombong, tidak boleh angkuh ya.

A : kalau kelemahan dari story telling?

Ibu : dari pronunciationnya anak-anak untuk membaca itu penyebutan kalimat dan katanya yang kurang tepat.

A : ohh jadi pronunciationnya yang banyak salah biasa.

Ibu : ya jadi itu termaksud suaranya atau nadanya kan ada penyebutan pronunciationnya.

A : selanjutnya bu, apakah ibu pernah menggunakan reading aloud?

Ibu : oh iya biasa.

A : kemudian cara pengaplikasian menggunakan reading aloud?

Ibu : disuruh membaca nyaring.

A : disuruh membaca biasa di' bu, baru satu persatu yang naik di depan baru bacakan temannya.

Ibu : iyaa seperti itu.

A : kalau manfaatnya bu ini dari reading aloud?

Ibu : banyak manfaatnya, kalau manfaatnya pertama siswa dapat memahami teksnya, kedua dalam hal menyimpulkan kalimat dalam teks kemudian penyebutannya.

A : kalau kelemahan dari reading aloud?

Ibu : kelemahannya itu, kadang anak-anak berbicara dan durasi waktu kurang

A : kemudian, pernahkan ibu menggunakan teknik Role play?

Ibu : ohh, sering

A : kemudian cara pengaplikasian dalam pengajaran Reading dengan menggunakan tekink role play?

Ibu : anak-anak disuruh buat semacam grup atau kelompok, kemudian tampil ke depan, menyampaikan apa yang disuruhkan. Speaking dia ini

A : iye, kemudian manfaat dari role play?

Ibu : sangat besar manfaatnya, karena apa?. Karena disitulah pengaplikasiannya dalam hal menyebutkan sesuatu. Karena mereka peragakan dalam bentuk semacam mimik, suara, tinggi rendahnya suara.

A : iye, kalau kekurangan dari teknik role play ini?

Ibu : anak-anak kekurangan vocabulary, Suara rendah.

A : kemudian apakah ibu pernah menggunakan tehnik question and answer?

Ibu : biasa

A : bagaimana cara pengaplikasiannya?

Ibu : dalam bentuk semacam reading atau bacaan, ada questionnya yah. Dia dalam bentuk tugas terstruktur.

A : manfaat dari question dan answer?

Ibu : anak-anak lebih mendalami makna bacaan dari soal tersebut

A : kalau kelemahan dari tehniknya?

Ibu : kalau kelemahannya itu, sepertinya anak-anak itu... susah karena mereka dikasih tugas. Kadang yang tidak bawa kamus susah mengerjakannya.

A : apakah ibu pernah menggunakan teknik substitution dalam pengajaran reading?

Ibu : kadang

A : Bagaimana pengaplikasian tehnik ini?

Ibu :melihat grammarnya atau susunan kata yang mana subject, yang ini dulu.

Tata bahasa

A : kemudian manfaat dari tehnik substitution?

Ibu : sangat banyak, karena anak-anak bisa membedakan tensis. Perbaikan grammar

A : kelemahan dari tehnik substitution?

Ibu : anak-anak yang kurang menguasai vocabulary

A :apakah ibu pernah menggunakan teknik grup discussion dalam pengajaran?

Ibu : sering

A : cara pengaplikasiaannya?

Ibu : membuat 4 kelompok dan jumlah siswa itu 28. berdiskusi Kemudian siswa mempesentasikan hasil bacaannya didepan temannya

A : manfaat grup discussion?

Ibu : disamping anak-anak terbiasa bicara didepan.

A : kelamahan dari grup discussion?

Ibu : kelemahnnya ini, kurang ji kayaknya kelemahnnya karena anak-anak biasa yang malu-malu.

A : Apakah ibu pernah menunakan teknik brainstorming dalam pengajaran reading?

Ibu : ya, kadang

A : bagaimana cara pengaplikasian Brainstorming dalam pengajaran reading?

Ibu : caranya itu anak-anak dibuat menyambung kalimat. Sehingga seluruh anak-anak membaca.

A : apa manfaat dari tehnik brainstorming?

Ibu : anak-anak dilatih untuk membaca

A : apa kekurangan dari tehnik brainstorming?

Ibu : intonasi yang kurang

A : apakah ibu pernah mengguakan tehnik pair discussion?

Ibu :biasa

A : bagaimana cara pengaplikasiannya?

Ibu : anak-anak disuruh untuk menceritakan cita-citanya

A : apa manfaat dai tehnik ini?

Ibu : anak-anak terbiasa tampil dihadapan temannya. Untuk mempersentasikan menceritakan hasilnya

A : apa kekurangan dari tehnik ini?

Ibu : anak-anak tidak fokus dalam mengerjakannya. Bacaannya terbatas.

A : dari beberapa tehnik tersebut, tehnik mana yang paling ibu sukai pada saat mengajarkan bahasa inggris?

Ibu : PPP

Terima kasih



IAIN PALOPO

Data Interview Musafir

Assalamualaikum wr.wb

Kepada Allah Swt kita senantiasa bersyukur dan kepada baginda Rasulullah Saw kita bershalawat. Mungkin langsung saja demi menyelesaikan penelitian saya yang berjudul “the teachers’ perception on teaching in reading technique at PMDS Putri Palopo”. Akan berwawancara dengan bapak dan mungkin ada beberapa pertanyaan yang ingin saya tanyakan kepada bapak mengenai interview saya, mengenai untuk penyelesaian study akhir saya. Mungkin langsung saja

A : apakah bapak pernah menggunakan tehnik PPP dalam mengajarkan reading?

Bapak : iya pernah

A : bagaimana cara bapak mengaplikasian tehnik PPP dalam mengajarkan reading?

Bapak : yang pertama biasa saya lakukan itu membagi siswa menjadi suatu kelompok, kemudian membagi siswa secara berpasangan dan mempraktekkannya

A : kemudian berikutnya menurut bapak, apakah manfaat dari tehnik PPP bagi siswa?

Bapak : manfaatnya agar siswa bisa lebih cepat menghafal.

A : selain itu, dimana ada kelebihan dan kekurangan di setiap teknik. Lalu apa kelemahan yang dihadapi oleh siswa dalam teknik ini?

Bapak : hmm apa ya kalau kelemahannya siswa, menurut saya kalau kelemahan siswa minim karena sudah menghafal

A : apakah bapak pernah menggunakan teknik story telling pada saat mengajar dikelas?

Bapak : tidak. saya tidak pernah menggunakan teknik story telling.

A : apakah bapak pernah menggunakan teknik reading aloud pada saat mengajar dikelas?

Bapak : reading aloud itu seperti apa maksudnya?

A : reading aloud itu saya meminta siswa membaca keras kemudian membuat gerakan untuk membaca makna bacaan.

Bapak : ohh gesture ya, tidak saya juga tidak pernah menggunakan teknik ini.

A : apakah bapak pernah menggunakan teknik silent viewing pada saat mengajar dikelas?

Bapak : tidak, saya juga tidak pernah menggunakan teknik ini.

A : apakah bapak pernah menggunakan teknik roleplay pada saat mengajar dikelas?

Bapak : yang berganti-gantian ya? iya saya biasa menggunakan teknik ini, dilakukan secara bergantian di kelas oleh siswa.

A : bagaimana cara bapak mengaplikasikan tehnik roler play dalam mengajar?

Bapak : sama seperti yang tehnik PPP tadi, caranya yaitu membagi mereka secara berpasangan kemudian mereka diberi kesempatan untuk membaca, Lalu mereka mempraktekkannya

A : kemudian apa manfaat dari tehnik role play bagi siswa?

Bapak : kalau manfaatnya bagi siswa itu agar lebih mudah memahami pelajaran dan dapat mengingat kembali pelajaran yang sebelumnya. kalau kelemahannya seperti tehnik yang sebeumnya.

A : apakah bapak pernah menggunakan tehnik question dan answer pada saat mengajarkan reading?

Bapak : iya saya pernah menggunakan tehnik ini, kalau seperti ini kita menjelaskan terlebih dahulu materi kepada siswa kemudian memberikan pertanyaa kepada siswa. Dan barulah bisa djawab oleh siswa tergantung dari pertanyaan tersebut.

A : kemudian apa manfaat dari tehnik question dan answer bagi siswa?

Bapak : kalau manfaat tehnik ini megajarkan agar siswa bisa menjawab soal, kalau ketika kita menjelaskan kemudian kita bikin pertanyaan anak-anak jadi cepat paham

A : kalau kekurangan dari tehnik ini seperti apa pak?

Bapak : kalau kekurangannya siswa kemungkinan siswa bakalan lupa. Misalkan hari ini kita kasi pertanyaan mungkin besoknya siswa sudah lupa, jadi kta harus me review kembali pelajaran.

A : apakah bapak pernah menggunakan tehnik substitution?

Bapak : Tidak, kalau itu saya tidak pernah melakukannya.

A : apakah bapak pernah menggunakan tehnik group discussion?

Bapak : iya pernah.

A : bagaimana cara bapak mengajar menggunakan tehnik ini?

Bapak : sama kayak tadi yaitu membuat grup kemudian diskusi setelah itu ada satu orang yang mewakili grupnya untuk menyampaikan hasil diskusinya.

A : kalau manfaatnya pak, apa manfaat dari tehnik group discussion ini?

Bapak : kalau manfaatnya bagi siswa yaitu misalkan dari kelompok A dia tidak memahami jadi dia bisa mendapatkan umpan balik dari ketua jadi bisa saling share.

A : kalau kekurangan, apa kekurangannya pak?

Bapak : kekurangannya terkadang siswa malu untuk menyampaikan pendapatnya.

A : kemudian apakah bapak pernah menggunakan tehnik brain storming?

Bapak : iyaa pernah

A : bagaimana cara bapak megaplikasikan tehnik brain storming tersebut pada saat mengajar?

Bapak : ya caranya, kita pertama menjelaskan materi kemudian kita bertanya kepada siswa untuk memberikan contoh-contoh atau kalimat yang berkenaan dengan materi.

A : manfaatnya pak? Apa manfaat dari tehnik brain storming ini?

Bapak : supaya mudah mengingat materi,karena anak-anak mencari tau materi.

A : kalau kelemahannya pak? apa kelemahan dari brain storming itu?

Bapak : kelemahannya itu yang pertama seperti intonasi suara dari siswa yang tidak stabil dan kurang paham juga siswanya.

A : apakah bapak pernah menggunakan tehnik pair discussion?

Bapak : kalau discussion pair tidak pernah

A : dari beberapa tehnik tersebut, tehnik mana yang paling anda sukai dan bapak gunakan pada saat megajarkan bahasa inggris?

Bapak : kalau saya mengajarkan bahasa inggirs itu lebih sering menggunakan tehnik PPP.

A : alasan bapak menggunakan tehnik ini?

Bapak : karena tehnik PPP ini anak-anak bisa lebih cepat memahami dan ini ada tercantumkan di RPP dan disuruh untuk sering mengulangi atau meriew kembali materi kemudian siswa membuat percakapan atau dialog. Dan ini yang lebih sering dicantumkan di RPP.

Terima Kasih.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : PMDS palopo

Kelas/Semester : VII/1

Mata Pelajaran : Bahasa Inggris

Jenis Teks : *Short Functional Text*

Keterampilan : Membaca

Alokasi Waktu : 8 x 35 menit

1. STANDAR KOMPETENSI

Menulis

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

2. KOMPETENSI DASAR

Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

3. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- a. Menuliskan frasa dalam kalimat padu.
- b. Menyusun kata dalam bentuk.
- c. Melengkapi teks fungsional pendek dengan struktur teks yang benar.
- d. Menulis teks fungsional pendek.

4. MATERI AJAR

- a. Guru memberi gambar kemudian siswa menulis *short paragraph*.

- 1) Guru meminta siswa mencocokkan kata-kata dengan artinya.
- 2) Guru meminta siswa melengkapi teks rumpang yang diambil dari kegiatan sebelumnya.
- 3) Guru menyiapkan beberapa gambar yang ada di dapur dan meminta siswa menulis teks fungsional pendek bagaimana menyiapkan kopi susu.

Contoh: : *spoon, sugar, milk, stove, water, coffee, stir, serve, boil.*

- b. Guru meminta siswa menulis teks fungsional pendek tentang undangan.

Contoh undangan

	<p>Dear Dila,</p> <p>Next week I will have my party to celebrate my birthday. I would like you and your sister, Nancy to come to my party.</p> <p>Yours truly</p> <p>Anna</p>
--	---

5. METODE PEMBELAJARAN

PPP (Presentation, Practice, Production)

6. KEGIATAN PEMBELAJARAN

a. Pendahuluan
1) <i>Greetings.</i>
2) <i>Checking attendance.</i>
3) <i>Prayer.</i>
4) Lead in: menyampaikan tujuan pembelajaran, dan cakupan materi.
b. Inti
1) Eksplorasi <ol style="list-style-type: none"> a) Guru melibatkan peserta didik mencari informasi tentang materi yang akan dipelajari dan belajar dari berbagai sumber.

- b) Guru menggunakan beragam media pembelajaran dan sumber belajar lain.
- c) Siswa menjawab pertanyaan yang berhubungan dengan instruksi, kartu ucapan, daftar barang dan pengumuman

2) **Elaborasi**

- a) Guru memberikan contoh dengan menyajikan kosa kata dan tata bahasa untuk pengantar ke materi.
- b) Guru dan siswa membahas kata-kata sulit.
- c) Siswa mendengarkan penjelasan guru.
- d) Siswa melakukan permintaan guru.
- e) Siswa melaporkan apa yang siswa telah kerjakan.
- f) Guru memberikan follow-up dengan memberikan tugas lain.

3) **Konfirmasi**

- a) Guru menanyakan kesan siswa untuk memberikan feed-back, berupa kesulitan apa yang dihadapi.
- b) Guru dan siswa menyimpulkan materi pembelajaran.
- c) Guru menugaskan siswa mencari contoh-contoh teks, pengumuman, kartu ucapan dari koran/majalah dan menempelkannya di Mading.

c. **Penutup**

- 1) *Summarizing* (membuat kesimpulan).
- 2) *Reflection* (menanyakan kesulitan siswa, manfaat, kesan selama proses belajar mengajar).
- 3) *Further guidance*: (give homework)
- 4) Menginformasikan topik pertemuan berikutnya.

7. **SUMBER BELAJAR**

- a. Buku teks: Anwar Wahyudi;F.Boedhi Hardjono;Giyanto. 2005. *Functional English*. Surakarta: Mefi Caraka.
- b. Gambar-gambar dan contoh yang relevan.
- c. Koran / majalah.

8. **PENILAIAN**

- a. Teknik : Teks tulis.
- b. Bentuk : Tes uraian
- c. Instrumen : Terlampir

9. CONTOH INSTRUMENT

Study the following situations.

- *You want your friend to buy a bar of chocolate and bring it to school. What would*

you write?

- *You don't want your mother to pick you up. You want to go home by bus.*

What would you say?

- *Start with Dear Mommy,*

10. Pedoman Penilaian

Jumlah score x 20 = 100

11. Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 2	Setiap jawaban benar, struktur kalimat dan ejaan benar	5
	Setiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0

Palopo, Januari 2019

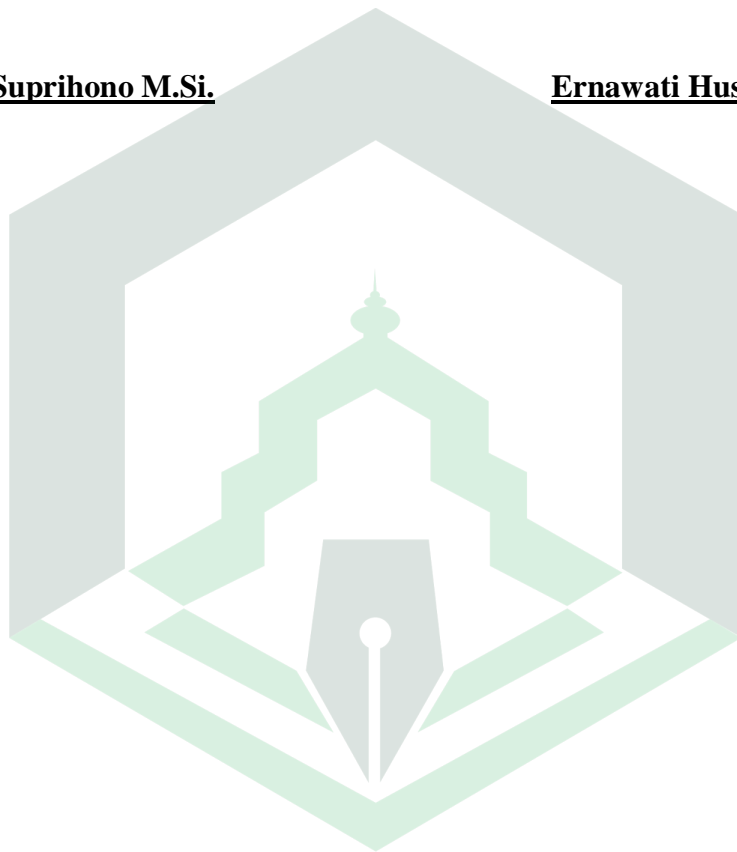
Mengetahui

Kepala PMDS PALOPO

Guru Mata Pelajaran

Drs. H. Suprihono M.Si.

Ernawati Husain S.Pd.



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : PMDS palopo

Kelas/Semester : VII/4

Mata Pelajaran : Bahasa Inggris

Jenis Teks : *Short Functional Text*

Keterampilan : Membaca

Alokasi Waktu : 8 x 35 menit

12. STANDAR KOMPETENSI

Menulis

Mengungkapkan makna dalam teks lisan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

13. KOMPETENSI DASAR

Mengungkapkan langkah retorika dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

14. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa dapat:

- e. Menuliskan frasa dalam kalimat padu.
- f. Menyusun kata dalam bentuk.
- g. Melengkapi teks fungsional pendek dengan struktur teks yang benar.
- h. Menulis teks fungsional pendek.

15. MATERI AJAR

- c. Guru memberi gambar kemudian siswa menulis *short paragraph*.

- 4) Guru meminta siswa mencocokkan kata-kata dengan artinya.
- 5) Guru meminta siswa melengkapi teks rumpang yang diambil dari kegiatan sebelumnya.
- 6) Guru menyiapkan beberapa gambar yang ada di dapur dan meminta siswa menulis teks fungsional pendek bagaimana menyiapkan kopi susu.

Contoh: : *spoon, sugar, milk, stove, water, coffee, stir, serve, boil.*

- d. Guru meminta siswa menulis teks fungsional pendek tentang undangan.

Contoh undangan

	<p>Dear Dila,</p> <p>Next week I will have my party to celebrate my birthday. I would like you and your sister, Nancy to come to my party.</p> <p>Yours truly</p> <p>Anna</p>
--	---

16. METODE PEMBELAJARAN

PPP (Presentation, Practice, Production)

17. KEGIATAN PEMBELAJARAN

<p>d. Pendahuluan</p> <p>5) <i>Greetings.</i></p> <p>6) <i>Checking attendance.</i></p> <p>7) <i>Prayer.</i></p> <p>8) Lead in: menyampaikan tujuan pembelajaran, dan cakupan materi.</p>
<p>e. Inti</p> <p>4) Eksplorasi</p> <p>d) Guru melibatkan peserta didik mencari informasi tentang materi yang akan dipelajari dan belajar dari berbagai sumber.</p>

- e) Guru menggunakan beragam media pembelajaran dan sumber belajar lain.
- f) Siswa menjawab pertanyaan yang berhubungan dengan instruksi, kartu ucapan, daftar barang dan pengumuman

5) Elaborasi

- a) Guru memberikan contoh dengan menyajikan kosa kata dan tata bahasa untuk pengantar ke materi.
- b) Guru dan siswa membahas kata-kata sulit.
- c) Siswa mendengarkan penjelasan guru.
- d) Siswa melakukan permintaan guru.
- e) Siswa melaporkan apa yang siswa telah kerjakan.
- f) Guru memberikan follow-up dengan memberikan tugas lain.

6) Konfirmasi

- a) Guru menanyakan kesan siswa untuk memberikan feed-back, berupa kesulitan apa yang dihadapi.
- b) Guru dan siswa menyimpulkan materi pembelajaran.
- c) Guru menugaskan siswa mencari contoh-contoh teks, pengumuman, kartu ucapan dari koran/majalah dan menempelkannya di Mading.

f. Penutup

- 1) *Summarizing* (membuat kesimpulan).
- 2) *Reflection* (menanyakan kesulitan siswa, manfaat, kesan selama proses belajar mengajar).
- 3) *Further guidance*: (give homework)
- 4) Menginformasikan topik pertemuan berikutnya.

18. SUMBER BELAJAR

- d. Buku teks: Anwar Wahyudi;F.Boedhi Hardjono;Giyanto. 2005. *Functional English*. Surakarta: Mefi Caraka.
- e. Gambar-gambar dan contoh yang relevan.
- f. Koran / majalah.

19. PENILAIAN

- d. Teknik : Teks tulis.
- e. Bentuk : Tes uraian
- f. Instrumen : Terlampir

20. CONTOH INSTRUMENT

Study the following situations.

- *You want your friend to buy a bar of chocolate and bring it to school. What would*

you write?

- *You don't want your mother to pick you up. You want to go home by bus.*

What would you say?

- *Start with Dear Mommy,*

21. Pedoman Penilaian

Jumlah score x 20 = 100

22. Rubrik penilaian

Nomor	Uraian	Skor
1 s/d 2	Setiap jawaban benar, struktur kalimat dan ejaan benar	5
	Setiap jawaban benar struktur kalimat kurang tepat, ejaan benar	4
	Setiap jawaban benar, struktur kalimat salah ejaan benar	3
	Setiap jawaban benar struktur kalimat salah ejaan salah	2
	Setiap jawaban salah struktur kalimat dan ejaan salah	1
	Tidak ada jawaban	0

Palopo, Januari 2019

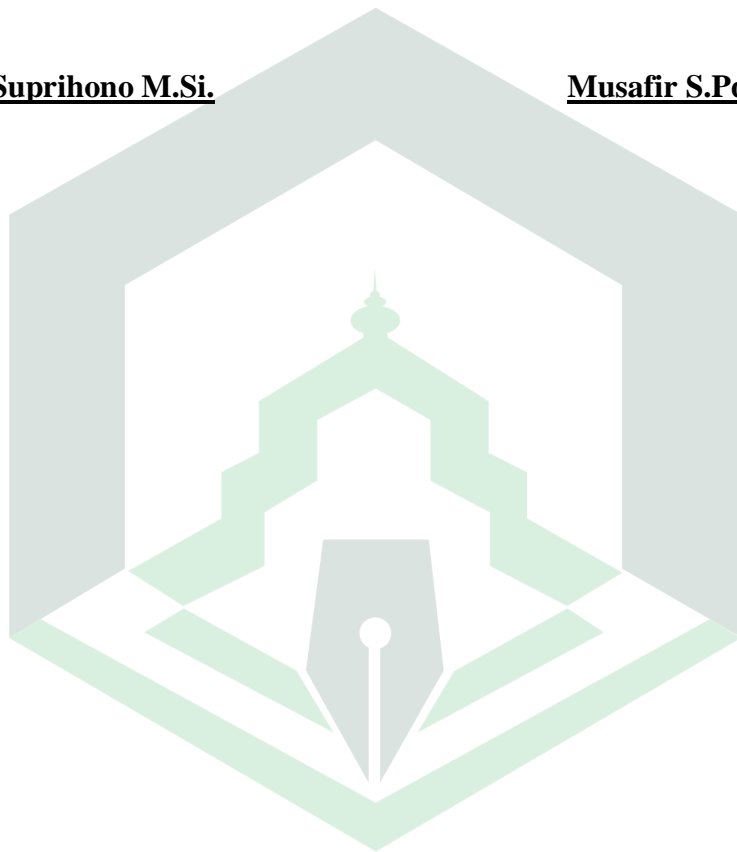
Mengetahui

Kepala PMDS PALOPO

Guru Mata Pelajaran

Drs. H. Suprihono M.Si.

Musafir S.Pd.I.



IAIN PALOPO



PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP DATOK SULAIMAN PALOPO



Alamat : Jl. Dr. Ratulangi No. (0471) 24476 – 24683 Palopo

SURAT KETERANGAN
Nomor :355/SMP-DS/PLP/VIII/2019

Yang bertandatangan di bawah ini :

Nama : Drs.H.Suprihono,M.Si
Pangkat / Golongan : -
NIP : -
Jabatan : Kepala Sekolah

Menerangkan bahwa

Nama : AHMAD AL KAHFII AS
NIM : 14.16.3.0004
Jurusan : Jurusan Bahasa Inggris
Institut Agama Islam Negeri Palopo

Adalah benar telah melaksanakan penelitian di SMP Datok Sulaiman Bagian Putri Palopo untuk kepentingan penyusunan Skripsi dengan Judul "*The Teachers Perception on Technique In Teaching Reading At PMDS Putri Palopo*".

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 26 Agustus 2019
Kepala Sekolah,

DRS.H.SUPRIHONO,M.Si



IAIN PALOPO



PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Alamat: Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telepon : (0471) 329048

ASLI

IZIN PENELITIAN
NOMOR : 358/IP/DPMPTSP/III/2019

DASAR HUKUM :

1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan IPTEK;
2. Peraturan Menteri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian, sebagaimana telah diubah dengan Peraturan Menteri Nomor 7 Tahun 2014;
3. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
4. Peraturan Walikota Palopo Nomor 22 Tahun 2016 tentang Pen dele gasian Wewenang Penyeweggersen Perizinan dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: AHMAD AL KAHFII AS
Jenis Kelamin	: Laki-Laki
Alamat	: Balandi Kota Palopo
Pekerjaan	: Mahasiswa
NIM	: 14.16.3.0004

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

THE TEACHERS' PERCEPTION ON TECHNIQUE IN TEACHING READING AT PMDS PUTRI PALOPO

Lokasi Penelitian	: PMDS PUTRI PALOPO
Lamanya Penelitian	: 29 Maret 2019 s.d. 29 April 2019

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.



Diterbitkan di Kota Palopo
Pada tanggal : 29 Maret 2019
Kepala Dinas Penanaman Modal dan PTSP

FAHID KASIM JS, SH, M.Si
Pangkat : Pembina Tk. I
NIP : 19830309 200312 1 004

Tambusan :

1. Kepala Badan Kearsifan Prot. Sa-Sel
2. Walikota Palopo
3. Dandim 1403 WAG
4. Kapolres Palopo
5. Kepala Seksi Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kearsifan Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

DOCUMENTATION

Interview



Observation

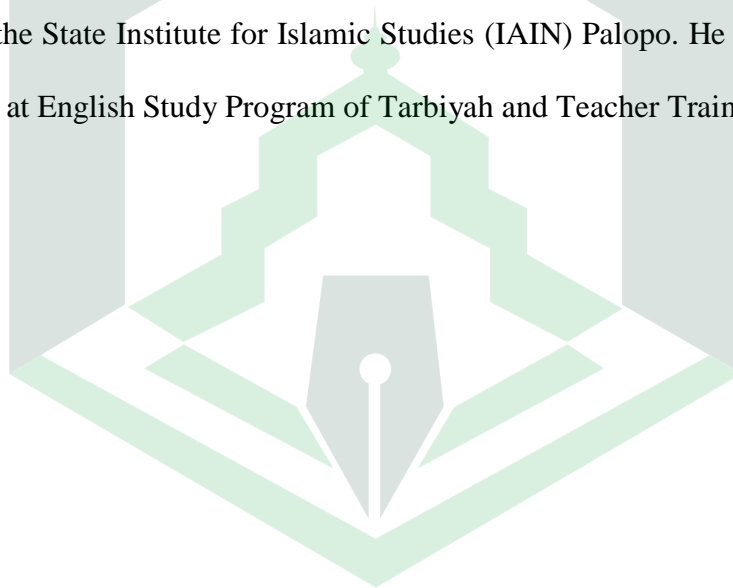


IAIN PALOPO

CURICULUM VITAE



The researcher, Ahmad Al Kahfii AS, was born on September 9th, 1995 in Belopa, kecamatan Belopa, kabupaten Luwu. He is the first from three children from marriage of his parents, Asmari and Sudarti Arsyad. The researcher finished her study at SDN 175 Kawarasan in 2008 and then she continued her study at SMPN 1 Tomoni and finished in 2011. And then she keep going to continued his education at MAN Palopo and finished in 2014. In 2014 He tried to continue his study at the State Institute for Islamic Studies (IAIN) Palopo. He was accepted as a student at English Study Program of Tarbiyah and Teacher Training Faculty.



IAIN PALOPO