

STUDENTS' PERCEPTION ON TEACHER' STRATEGY IN TEACHING ENGLISH AT MAN 2 MUARO JAMBI

THESIS



BY

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SAIFUDDIN JAMBI**

2022

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STUDENTS' PERCEPTION ON TEACHER' STRATEGY IN TEACHING ENGLISH AT MAN 2 MUARO JAMBI

THESIS

Submitted as partial Fulfill of requirements to Obtain Undergraduate (S1) Degree at
English Education Study Program Faculty of Tarbiyah and Teacher Training



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Day : Tuesday
Date : November 16th, 2022
Time : 09.30-11.00 WIB
Name : Ufi Fatmala
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Students' Number : 205180093
Title : "Student' Perceptions on Teacher' Strategy in Teaching English"

Has been approved as the result of thesis defense above and has been accepted as part of the thesis endorsement requirement

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DEDICATIONS

Alhamdulillah rabbil'alamin

In the name of Allah SWT for the blessing and the merciful, with deep thanks and proud, Sholawat to the Prophet Muhammad ShalallahuAlaihiWasallam. His coming really changed the world.

Special Thanks to:

My parents, beloved father Turip Santoso and my beloved mother Samsiah ALMH, and my brother and sisters who have given me endless love and encouraged me and never stop prayed for my success now and in the future, always being with me. you are my support and your prayers are really powerful.

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May Allah SubhanuWata'ala bless
us Aameen

MOTTO

وَأَذْكُرُوا اللَّهَ كَثِيرًا لَعَلَّكُمْ تُفْلِحُونَ ﴿١٠﴾

“And remember Allah often that you may succeed”

(Q.S Al Jumu'ah 62:10)

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Thesis entitled "Students' Perception on Teacher' Strategy in Teaching English at Man 2 Muaro Jambi". It is one of the requirements to achieve a bachelor's degree at the Jambi State Islamic University. The realization of this thesis could not be separated from the participation and prayers of various parties. Therefore, the author would like to convey to:

1. Prof. Dr. H Su'aidi, MA., Ph.D. the Rector of State Islamic University of Sulthan Thaha Saifuddin Jambi.
2. Dr. Hj. Fadillah, M.Pd. as the Dean of Faculty of Education and Teacher Training.
3. Dr. Risnita, M.Pd. as the first assistant of Dean of Faculty of Education and Teacher Training, Dr. Najmul Hayat, M.Pd. as the second assistant of Dean of Faculty of Education and Teacher Training, and Dr. Yusria, S.Ag., M.Ag. As the third assistant of Dean of Faculty of Education and Teacher Training.
4. Wahyuni Fitria, M.Pd. as the Chairwoman of English Education Program.
5. Edi Rozal, S.Pd., M.Pd. as my first advisor, thank you for your guidance.
6. Faiqah Mahmudah, S.S., M.Pd. as my second advisor, thank you for your guidance.
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8. The library staffs Faculty of State Islamic University of Suthan Thaha Saifuddiin Jambi.
9. My parents and my brothers and sisters who always support me, both with prayers and financially.
10. My greeters' family of English Education Program 2018.



Finally, this thesis is expected to be able to provide useful knowledge and information to the readers, and the researcher is pleased to accept more suggestion and contribution from the reader for the improvement thesis of this.

Jambi, 29 October 2022
Researcher

Ufi Fatmala

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ABSTRACT

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Major: English Education Program

Title : Students' Perception on Teacher' Strategy in Teaching English at Man 2 Muaro Jambi

The research aimed to know Students' Perception on Teacher' Strategy in Teaching English at Man 2 Muaro Jambi. This research used descriptive quantitative method with a survey design. This method is considered as the right approach for this type of research. The sample of this research is all students at second grade at Man 2 Muaro Jambi which 96 students. The technique used in data collection was a questionnaire. The results of the research showed the students' perceptions on teacher' strategy in teaching English are in good category. With the number of students 96 students and a percentage is 60.66%. The students perceive teacher's strategy in teaching English has a good impact on students.

Keywords: Students' Perception, Teacher' Strategy

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ABSTRACT

Nama : Ufi Fatmala
Jurusan : Pendidikan Bahasa Inggris
Judul : Persepsi Siswa terhadap Strategi Guru Bahasa Inggris
dalam Mengajar Bahasa Inggris

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap strategi guru dalam mengajar bahasa inggris. Penelitian ini menggunakan metode kuantitatif deskriptif dengan desain survei. Metode ini dianggap sebagai pendekatan yang tepat untuk jenis penelitian ini. Sampel penelitian ini adalah seluruh siswa kelas sebelas MAN 2 Muaro Jambi yang berjumlah 96 siswa. Teknik pengumpulan data yang di gunakan adalah angket. Hasil penelitian menunjukkan persepsi siswa terhadap strategi guru dalam mengajar bahasa inggris termasuk dalam kategori baik. Dengan jumlah 96 siswa dan persentasenya adalah 60, 66%. Para siswa menganggap strategi guru dalam mengajar bahasa inggris memiliki dampak yang baik pada siswa.

Kata Kunci: Persepsi siswa, Strategi Guru

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CHAPTER I

INTRODUCTION

A. Background of the research

According to Republic of Indonesia Law No. 20 (2003), of the National Education system, from junior high school to university, English became the only foreign language that students were required to learn. Several factors can influence learning success, one of which is the educator or teacher from the lowest level to the greatest one, teacher is responsible for instructing, guiding, leading, and motivating their students. When it comes to assisting students to reach their full potential, they have a range of crucial responsibilities. To raise a better generation, a teacher in this situation needs to do his duties with more professionalism.

Teacher' strategy and English education cannot possibly be separated because of the presence of strategies to help teachers teach better. According to Kindsvatter (1996, p. 168), teaching strategies play an important role in determining the extent to which students learn. Teacher build important relationships between the content and the learner's environment. Strategy is assumed as the way of achieving something in the teaching process. Teacher strategies are part of a plan that consists of a series of activities aimed at achieving better educational goals. In teaching, language learning material will be defined in teaching as anything that can be used to facilitate the process of learning. According to Tomlison (2012, p. 143), material can be Instructional (guiding the learners in practicing of language), informative (Informing the students of the target language), experimental (giving a sense of how the language is used), exploratory (helping the students to make discoveries about the language), and eliciting (Encouraging the students to use language).

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There are four skills to develop when learning English: Speaking, reading and writing. Learners need a lengthy learning process to acquire these four language abilities while some students enjoy and desire to study, others may not. In this situation, the teacher will need to be creative and original to develop a new material strategy and utilize the best instructional media. According to Takac (2008), everything a teacher does or should do to assist students in learning is referred to as a teacher strategy. There are various types of students. Furthermore, people have various perceptions and learning style. In essence, teaching is intended to assist students in achieving their objectives.

Moreover, students learn in different ways, using different senses and parts of their brain. According to Brown (2020), there are various types of student learning in the learning process. Other types of students are intuitive, impulsive, and spontaneous. Some students prefer to learn with their ears rather than their hands or words, others prefer to write, listen, and read rather than speak, and some students enjoy learning grammar while others despise it. Furthermore, teachers need to understand the key elements and how to incorporate them successfully into lessons plan. Besides, it is critical to understand students; perception of teaching strategies in the learning process because everyone had an opinion about the objects they observed.

Furthermore, the student's perception serves as the foundation for the teacher's English teaching technique. According to Sekuler & Blaker (2018, p. 42), relates to a person's (students) feelings about a certain item, whether conscious or unconscious, whether visual or aural and thoughts that are brought on by processes occurring in the brain. It implies that perception is characterized by subjectivity. Thus, students' perception is the act of seeing how an item behaves in its surroundings while utilizing their distinct senses to interpret the stimuli in various ways. As a learner looks at the thing and tries to understand what they see, that perception is greatly impacted by the individual perceiver's traits. The individual's attitudes, personality, interest motivation, experience, and anticipation are among the personal characteristics that influence perception.



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In light of the preceding explanation, the research seeks to learn about students' perceptions of teacher strategies in teaching English, because students; perceptions can influence the learning and teaching process, particularly in learning English teachers and all education participants can discover that the learning strategy that students want and expect can become an evaluation for the entire teachers about prioritizing the use of strategy in education, particularly in learning English.

Based on preliminary research conducted at MAN 2 Muaro Jambi, the researcher interviewed the English teacher and discovered some phenomena that occurred in the classroom during the learning process. According to the teacher there are several indications, were students find it difficult to understand the topic given. Sometimes, teachers find students are not enthusiastic about English in the class.

Recently, several researchers have recently conducted studies on how students perceive teachers' strategies in teaching English. The first was carried out by Fajriah (2019), Who conducted a study on " students' perceptions of teachers' teaching strategies, personal competence, and school facilities " this study focuses on 15 students who graduated from SMAN 1 Labuan Haji in 2015. Tapak Tuan (SMAN 1) and Trumon (SMAN 1) the research used a quantitative method with a survey design and a questionnaire as the instrument, and it found that most English teachers were perceived not to thoroughly apply the strategies suggested in English teaching but to have a complete set of required personalities to be a good teacher. Furthermore, School facilities were perceived to be insufficient.

The second study, about students' perceptions of teachers' strategies and their impact on students' achievement, was carried out by M.Zaim (2019). 150 students who had taken English as a general subject at Universitas Negeri Padang and 12 English teachers participated in this study. The study's methodology was quantitative, and the instrument is a questionnaire. In this study, there are two questionnaires. The first one was distributed to lecturers' first and included questions about speaking and six teaching strategies. The



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lecturers taught them using writing, reading, listening, grammar, and vocabulary instruction techniques. The second questionnaire has 40 questions for the students. A Likert-type scale was used in this study's analysis. The researcher then used regression linier statistical analysis via the statistical package for social science to determine the students' perception (SPSS).

From the relevant studies above, it can identify differences between previous studies and the research that will be conducted, the research differences can be seen in the subjects, settings in the research, and data analysis technique used by the researchers. Furthermore, in this study the researcher focused on students' perceptions of the teacher' strategy in teaching English at MAN 2 Muaro Jamb



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B. Identification of the problem

According to the teacher there are several indications, were students find it difficult to understand the topic given. Sometimes, teachers find students are not enthusiastic about English in the class.

C. Questions of the Research

1. How do students perceive teacher' strategy in teaching English at MAN 2 Muaro Jambi?

D. The Limitation of the Research

In relation to the identification of the problem above, the research needs to limit the problem. The limitation is the researcher focuses on students' perception of the second graders' MAN 2 Muaro Jambi on teacher' strategy in teaching English.

E. Formulation of the problem

Based on the background above, the researcher takes the problem: How are students' perceptions on teacher' strategy in teaching English at MAN 2 Muaro Jambi?

F. The Objective of the Research

The objective of the research is to identify the students' perception on teacher' strategy in teaching English at MAN 2 Muaro Jambi.

G. The significance of the research

In this research, there are two significantly research:

1. Theoretically

The outcome of the research is expected to have a contribution and hopefully be useful for other researchers to conduct further studies to increase knowledge and insight about pedagogical and professional teaching and give additional information and knowledge to readers.



2. Practically

Practically the outcome of the research is expected to be input in the research practicing and learning process especially for the students and teachers of English at MAN 2 Muaro Jambi to be considered for their future teaching process.

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical description

1. Perception

1.1 Definition of Perception

Perception is a part of the human cognition process in which sensory information is processed, coordinated, and interpreted. According to Oxford, there is a method for achieving one's own personal experience.

According to Hornby (2000, p. 997), perception is the ability to understand what perception is the ability to understand what has altered the core of something or an idea. According to Chaplin (2017, p.117), is the process of knowing or perceiving things through the sense. From a few of the definition given above, it is clear that perception is the act of receiving and interpreting "stimuli" that the human sensory system receives. Therefore, perception primarily concerns how people relate to their environment through the use of their knowledge. Once a person has sensed an object in their environment, they process the information from their senses until the object's meaning becomes apparent.

According to the aforementioned definition, the study's intended perspective is the students' assumption and evaluation of the teacher's strategy and interpersonal interactions when teaching English at MAN 2 Muaro Jambi. The perception process is thus anticipated to be helpful for English instructors teaching in order to enhance their effectiveness as personnel power

1.2 Process of creating Perception

The viewing someone is perception. Walgito (2010, p. 54) asserts that the process by which perception is created starts with the object that produces stimuli and stimuli familiar with the sense organs or receptors. Perception is a physical process that is carried out by looking at someone. Walgito claims that (2010, p.54), the process of perception consists of many elements.

- 1) Selection is the process of selection by sensory organs towards stimulus or chooses to attend factors that influence selections are stimuli and motives, or a process of filtering the senses to external stimuli.
- 2) Interpretation is the process of selected organizing information for someone, such as the value system adopted, personality, motivation, and intelligence.
- 3) Someone's action an expression of their interpretation and perception. As a result, picking and interpreting the information that has been acquired by the sensory organs is a part of perception.

1.3 Factors that influence perception

According to Walgianto (2011, p. 13), there are two factors that affect perception, namely:

a. Internal factors

Perception are the result of interactions between internal variables in individual. Addressing certain circumstances that may have an impact on how perceptions from the two sources, namely those connected to psychological characteristics are affected, namely: A person's perception are influenced by psychological factors, such as experience, and motivation.

b. External factors

External factors are the characteristics of objects that are associated with the environment. These factors can change one's view of the world around them and influence how one feels and accepts them.

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1.4 Condition of perception

According to Bimo Walgito (2011, p. 15) identify the various circumstances that must exist for a person to form an opinion.

1. Object

The stimulus object is an option that the organism can accept or reject. If the stimulus is neither accepted or rejected, it fails to capture the person's attention and ends here. If the organism reacts to the stimuli, it means the person is interested and the stimulation was therefore effective. In response to a stimulus, a sensory organ or receptor reacts. An individual might be stimulated internally as well as from outside factors. Actually, the majority of stimuli come from outside the person.

2. Receptor

Sensory organs or receptors are some means of receiving stimulation. It also requires sensory nerves that transmit stimuli received from receptors to the central nervous system. Receptors are the means by which stimuli are received, and sensory nerves are also needed as tools to transmit the stimuli received from the receptors to the brain as the center of the nervous system, that is, the center of consciousness. It is a movement, and the sensory organs are physiologically nerves.

3. Attention

Care must be used when forming or perceiving a perception. The first stage in getting ready for perceptual creation is this. The act of concentrating or focusing all individual actions on one thing or a collection of things is known as attention. Another psychological prerequisite is attention.

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1.5 Perception and Teaching

In essence, perception is about how a person interacts with his surroundings it involves using the information learned after a person sense an item in that environment to process the sensation's outcomes until the object's significance appears to increase. Soemanto (2006) claims that in psychology education, happy people have happy opinions, while unhappy people have unhappy opinions. The desire to learn and the activities taken to pursue it are both impacted by happiness and sadness. This refers to the idea that when kids are perceiving well, they take in the information with a positive attitude, which makes it simpler for them to comprehend the lessons. The students will also think cognition into account because it is crucial to the teaching process.

2. Strategies in English Teaching

A. Teacher's Strategy

English is studied and taught in a variety of settings, including various classroom settings. These include teacher techniques, academic readiness, skills, interests, and cavities. To ensure academic achievement it is crucial that the teacher be able to successfully apply the chosen plan. Each approach is based on these principles since they are ingrained in theories of language and language development. So, the EFL instructor must use a belief based approach to language learning when making plans.

These distinction have a significant impact on how and what we teach. In English teaching, teacher strategy cannot be separated from teaching strategy. Designing good strategies will be one of the important ways to achieve teaching goals in schools as determinants in long term and following activities to achieve the special purpose. Teaching strategies, according to Colombo (2012), are the approach chosen to provide learning material to students in a specific learning environment that consist of the design, variety, and arrangement of activities that can convey learning skills to students. Teaching is the act of demonstrating or assisting

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someone in learning how to do something. Giving instruction, guiding them through the study of something, providing knowledge, and making them aware.

According to Kindsvatter (1996), teaching strategy is an important factor in determining the extent of students' learning because teachers provide the critical human connection between the content and the students' environment. There are many different types of teaching strategies that can be used. Furthermore, according to Franzoni and Assar (2009), a teaching strategy is a component provided by the teacher to students in order to facilitate understanding of the information. So, the given strategy is considerable to the students learning. The strategy will impact the students' outcomes whether positive or negative.

According to Crowl (1997), there are several characteristics of teaching strategies used by effective teachers, including starting each new lesson before the teaching-learning process, gradually transferring new materials, giving clear instructions and explanations, providing ample time for students to practice, asking numerous questions, conducting warming up activities, providing feedback and correction, and providing explanations.

Furthermore, the border explanation on the strategies required for an English teacher to be successful in teaching English will be discussed below.

1. English is used by teachers

English teachers must communicate with and teach their students in English. As a result, they must first be fluent in English. Many important aspects of teacher instruction, such as the ability to be a good language role model for their students, to maintain the use of English in the classroom their learning, to interpret content, and teaching in English, as well as to edit learners' language and provide feedback for each material, are influenced by both the skills of English teachers



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and their use of the English language in the classroom, Richard and Farrel (2011).

2. Instructors instruct contextually

According to Chitravelu (2005) suggests that engaging students' interest and involvement at the beginning of the lesson depends on a teacher's ability to do so. This can be done by using strategies like relating the topic to something the students in the class find particularly interesting, using pictures, models, diagrams, or real objects to draw attention to and invite comment, and drawing on the students' prior experience

3. Instructors employ media

Teaching techniques and media are two crucial components that are tied to one another in the teaching and learning process, according to Arsyad (2014). Although there are still other factors that must be taken into account when choosing media, such as the study's objective, the kind of task and response that students must complete after the teaching, the learning process, the teaching environment, and the characteristics of the students, certain teaching strategies will have an impact on the media that is required. Teachers must therefore think about the best media for effectively delivering message. The environment, circumstances, and atmosphere that a teacher creates in the classroom are influenced by the use of media as a teaching tool. Also, when picking which educational

4. Students' activities are varied by teachers during the teaching and learning process

It is incorrect to believe that there is a technique that can completely guarantee the success of teaching and learning, even though there are many proposed strategies to use in English instruction to help pupils learn better. To encourage learning and make English lessons

engaging for students, teachers must alter the activities that students engage in during the teaching and learning process. Every educator should be aware that the ideal textbook for one circumstance may not be suitable for another. The same is true for working with one class on a certain day rather than another or even with the same pupils on a different day. Paul (2003) asserts that English teachers need to be

5. Task setting in the teaching and learning process

According to Richards & Renandya (2005), is an activity related to provided content that teachers develop for their students to perform using their knowledge. They frequently complete tasks in the target language that result in practical outcomes, such as playing games, finding solutions to problems, and exchanging and comparing personal experiences. Moreover, Jenson (1998) at Tileston (2000) contend that the task's difficulty is the primary contributor to the classroom's rich environment. He cautions that too little challenge can cause pupils to become bored in class, while too much challenge will make students feel scared. Teachers must therefore carefully select and arrange their work.

6. Instructors assign pupils to learn in groups or in pairs

Richard & Farrel (2005) discovered that by fostering a welcoming environment for practice, group learning in language classrooms might raise students' motivation, speaking time, and self-esteem. And linguistic training.

7. Teachers allot practice time

According to Richard and Farrel (2011), English teachers must always give students the chance to grow and expand their linguistic resources, including their grammatical and discourse abilities, and to use this language in an appropriate and participatory manner when interacting with other students. Instructors must also control who has the



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opportunity to talk, what they say, and how each participant uses their many speaking chances. Teachers should pay close attention to how students interact in the classroom because this can influence the learning possibilities they have. Crowl (1997) concurs that teachers should provide children the chance to use their native tongue. At the conclusion of this, hopefully, students will be able to apply what they have already learned.

8. Teachers provide correction and feedback

According to Jenson (1998) and Tileston (2000) emphasize that one key element in enhancing the learning environment in the classroom is feedback. Part of a 30-minute research, this nevertheless, teachers. Do not always provide feedback. Peer reviews, journals, forecasting exercises, group presentations, and rubrics are just a few of the numerous formats it might take.

B. Learning Strategy

A learning strategy is a course of action or a collection of tasks that comprise the application of techniques and the usage of various tools and learning resources. Learning strategies, as defined by Chamot (2004), are deliberate decisions and activities that students make in order to accomplish their educational objectives. The listening learning strategies are determined by the degree or kind of processing engaged in the teaching and learning process, as well as the level of treatment applied. Cognitive strategies, socioemotional strategies, and metacognitive techniques are three categories into which comprehension can be divided.

Cognitive strategies are mental processes that directly interact with incoming data and modify language to improve learning. These techniques include of summarizing, inferring the meaning of words or phrases from context, and connecting newly learned material to knowledge already held. Tong Yi (2015). Asking for clarification or explanation through inquiries and



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collaborating with peers to find a solution to an issue are two examples of socio-affective tactics. Faturrihman & Sutikno (2007, p. 55) list the following functions of learning strategy According to Faturrihman & Sutikno (2007, p. 55), a learning method can play a variety of roles.

a. A tool for extrinsic motivation in educational endeavors

One of the key elements influencing success in learning English is motivation. To aid students in maintaining a sufficient level of proficiency in their study of English. Students may be more motivated to learn if a teacher uses the strategy as an external motivator or external encouragement during the teaching process. Considering that motivation has the ability to influence learning during the teaching process, it can have an impact on a person's academic success.

b. Consider the students' individual differences.

The personalities of students as subjects for learning vary in terms of their psyches, aptitudes, motivations, social environments, families, and habits.

c. To reach learning objectives

The means to deliver the information in order to meet the learning objective are part of this strategy. The teacher will have a difficult time achieving the learning objectives if they present the content without employing the method. According to what transpired at school, a communicative presentation of the information desired by students can keep kids interested in studying even if the subject matter isn't particularly compelling. On the contrary, the material is interesting when it is present but the way of doing it is not consistent with the unintelligible intention, thus it can be ensured that the learning objective is not fully maximized.



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C. Classroom management instruction (Strategies, Method, and the Application of English learning)

The first thing a teacher must take to get the classroom going forward and efficiently is classroom management planning. Evertson & Weinstein (2006) define classroom management as the steps teachers do to foster a positive learning environment for their students' academic and social-emotional development. The existence of teacher-controlled classroom management and classroom management abilities (classroom management skills), the climate (classroom climate), and the learning process is one of the factors that contribute to high-quality education.

According to Sulaiman (2015) claims that instructional contact takes place in the classroom between two people using a variety of action types. Instructors run the classroom as the teacher's director, and students run the learning. Educating aptitudes are taking after; essential addressing abilities, giving fortification aptitudes, holding an assortment of situational abilities, clarifying aptitudes, opening and closing lessons abilities, little gather discourse directing abilities, classroom administration abilities, and teaching small bunches and individuals skills.

Implementing learning in a classroom could be an example of how the learning handle interacts. Each of the teachers and students in the learning environment has unique characteristics, and as a result, each of them exhibits a unique behavior in the classroom. According to Sulaiman (2015), teachers should use tactics like contact, classroom collaboration, rules and regulations templates to foster appropriate learning behavior in the classroom. The techniques used to set up the classroom environment and develop learners' proper learning behaviors are demonstrated.

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3. Teaching English

The profession of teaching English to speakers of other languages is one that has been practiced for ages and is steadily gaining popularity worldwide. The need for English teachers has progressively grown as the English language gains popularity throughout the world. Brown (2007, p. 7) defines teaching as imparting knowledge, providing instructions, guiding someone through a course of study, or demonstrating how to do something. Teaching time and education time are equivalent. Teaching means the way of teaching or instructing. Thus, teaching is defined as the behavior of learning (by learners or students) and instruction (by teachers Curriculum and pedagogy for teaching English as a foreign language place a strong emphasis on the necessity of imparting communicative skills and the practical application of language.

Nevertheless, according to Broughton (2003), English is still regarded as a second language today. But, English is a foreign language everywhere else. In other words, it is frequently taught extensively in schools, but it is not fundamental to societal or national life. In other words, the goal of teaching English as a foreign language is to set up an environment where students can use English as a teaching tool in the classroom. One of the courses in the curriculum where students should be encouraged to speak out a lot in class and give their thoughts, instead of just doing what the teacher asks, is foreign language. To communicate, students must possess the skills or understanding of English.

4. Relevant Studies

In this study, the researcher examines how students perceive teachers' English-teaching practices. Also, this research includes several studies that are pertinent to how students perceive teachers' English teaching strategies.

First, a study entitled "Students' Perception of Speaking Class in Online Learning at English Education Study Program of State Islamic University Sulthan Thaha Saifuddin Jambi" was carried out by Nurdiana Holida in 2021. This study used a descriptive quantitative survey design, and the data were



collected using questionnaires that were distributed online through Google Form. It showed that the speaking class in online learning is ineffective to be conducted by online learning, and there are several factors that cause this, including the first internal factor, the interaction, boring, and difficult material.

Secondly, was conducted by Kurniawati (2011), the study about “Students response of MTSN 1 Jakarta to the utilization of the Website www.alsofwah.or.id”. The subject in this study is 30 students of MTSN 1 Jakarta, this study used a quantitative descriptive method with the survey design and the questionnaire as the instrument, this study showed that has been done regarding the students responses of MTSN 1 Jakarta the utilization of the www.alofwah.or.id site is positive. And as for the results of the response cognitive with score of 871 and a mean of 29,03% while the affective response a score of 878 and mean 29,7%.

And the last was conducted study about “students’ perceptions of teachers’ instructional methodologies, personal competence, and school amenities,” was carried out by Fajriah (2019). 15 graduates from SMAN 1 Labuanhaji, SMAN 1 Tapak Tuan, and SMAN 1 Trumon are the topic of this study. The research, which employed a quantitative approach and a survey design and questionnaire as its instruments, revealed that while the majority of English teachers were thought to not fully implement the strategies recommended in English teaching, they did possess the full complement of personalities necessary to be effective educators. Also, it was thought that the school facilities were still insufficient.

It can determine the similarities and differences between earlier studies and the planned research based on the pertinent studies mentioned above. The goal of this study, which focuses on students’ perspectives, illustrates the commonalities between studies. The teacher’s strategy, the research approach, the study’s subject, its location, and the material used in the learning activity are all examples of how the research differs from other studies.



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5. Thinking framework

Based on the research problem, some students get difficulty understanding the materials, other learners were not enthusiastic in the process of learning and some students were not active in the learning process. Those are Stimulus-response (S-R). According to Thorndike, E. (1913), According to Thorndike, E. (1913), when two stimuli are presented at the same time and intensity, one of them will eventually elicit a response similar to the other. A given stimulus becomes increasingly effective at developing a response that happens more frequently in a well-defined and stable environment. It might be said that the process is a stimulus substitution process. So, everything acknowledged by the pupils is called a reaction, but the learning process that is provided by the teachers is known as stimulus. Students' responses will be influenced more and more as a result of the stimuli they are exposed to, and this process is known as behavior. In other words, perception develops before behavior takes place. Because perception is a reference to conduct, it must be observed. Each student is allowed their own way. The students' perceptions become the most important factor in evaluating the teacher' strategy.

When they are learning the teachings with a cheerful mind, students who have a positive perception find the lectures to be easy to understand; nevertheless, students who have a negative perception find the lessons dull. Also, educators should take positive cognition into account to enhance students' wellbeing and hence foster a motivation to study and take action. The perception process should then be helpful for instructors to advance their professional development as educators.

In addition, based on the strategy above, students' perception will be based on that strategy, if students have a good perception , they can easily understand the lessons because they are learning the lessons with a happy mind but if students have a negative perception, they will feel that the lesson is boring. Besides, teachers should consider positive cognition to improve students' well-being and thus stimulate the desire to learn and act. And the process of perceptions are expected to be useful for teachers to further

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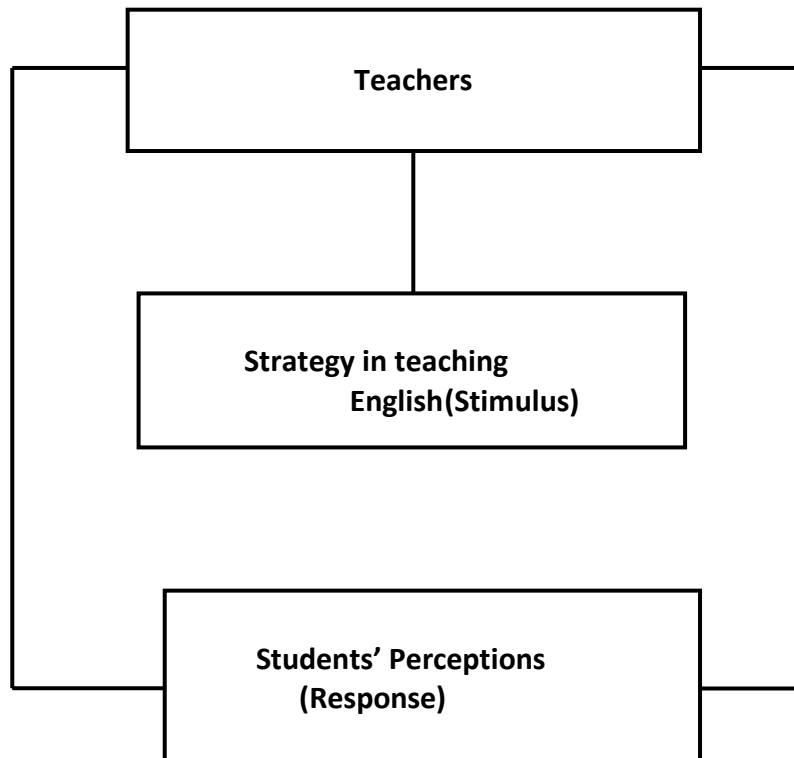
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improve performance as teacher professionals in education

Diagram 1 Thinking Framework

The process of students' perception of the teaching ability of teacher's strategy in teaching English at MAN 2 Muaro Jambi



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CHAPTER III RESEARCH METHOD

A. Setting and Time of the Research

The study was carried out at MAN 2 Muaro Jumbs. You may find it on Lintas Timur Street. Sengeti. Juare Muare. The study was carried out during September and October of 2022.

B. Research Design

The research was conducted quantitatively. An online survey was used to investigate the topic of students' perceptions in the classroom. According to Creswell (2009), analyzes a sample of the population to produce a quantitative numerical description of trends, attitudes, or opinions. In conducting the survey, the researcher used questionnaires to assess students' perceptions on teacher' strategy in teaching English.

C. Population and Sampling Techniques

1. Population

According to Rasinger, (2013 p 44), a population is a group of people who have certain characteristics in common. The population of this research was conducted the second grade students of MAN 2 Muaro Jambi, namely XI IPA 24 students, XI Agama 29 students, XI IPS1 22 students, and XI IPS2 21. The total number of population is 96 students.



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2. Sample

A sample is a subset of the population. According to Sugiyono (2014, p.188), a sample is part of the population's number and characteristic, samples drawn from the population must be truly representative (represent).

In selecting the sample, the researcher used total sampling technique. The total of sample was 96 students at the second year of MAN 2 Muaro Jambi.

D. Research Instrument

The instrument used for this study was a questionnaire, which consisted of twenty statements in which the participants were required to choose one of the five choices available which describe their English teacher' strategy in teaching English. In the questionnaire measuring instrument by modifying the Likert scale, the participants responded to the question of the questionnaire by choosing one out of the five frequency words there are strongly agree (SA), agree (A), not sure (NS), disagree (D), and strongly disagree (SD).

Table 3. 1 Scoring guideline on the questionnaire statement

No	Scoring Scale	Score
1	Strong Agree (SA)	5
2	Agree (A)	4
3	Not Sure (NS)	3
4	Disagree (D)	2
5	Strongly Disagree (SD)	1

Holida (2021, p. 21)

The instrument used in this study adopted from Harapan (2014). The researcher adopted this questionnaire because the instrument has been validated. In this questionnaire, students are required to fill

out a questionnaire consisting of demographic backgrounds and statements about students' perceptions. The students was asked to show their perceptions of English teacher' strategies by selecting one of the scales presented in the questionnaire for each question .

Table 3. 2 Specification of questionnaire

No	Dimensions	Indicators	No. Item
1	Students' perception on teacher' strategy in teaching English	The ability of English teachers to teach	2,15
		The ability of the English teacher in mastering the material	4,16,17,19
		Teacher' strategies make it easier for students to learn	5,9,14,20
		The learning methods used are Varied	3,7,13
		The teacher creates interest in the subject so that students are enthusiastic about learning	1,6,8,10
		English teachers can make assignments properly and correctly	11 & 12
Total			20

E. Technique of Collecting the Data

Questionnaire

A questionnaire is a collection of questions designed to elicit information about the issue at hand. A questionnaire, according to Sugiyono (2014, p.199), is a method of gathering data in which the respondent is given a list of questions or written questions to respond to. When the researcher is completely clear about which factors were examined and what the respondent might anticipate, questionnaires are an efficient method for gathering data. Students were given the survey using a Google form, and as soon as they completed it, their responses were instantly forwarded to the researcher's email.

F. Data Analysis Techniques

Quantitative data in the form of calculations or measurement results are processed via addition in the hope of reaching a percentage, according to Arikunto in Nugraheni (2011, p. 55). According to a questionnaire, the researcher utilized percentages to determine how students perceived teachers' English teaching practices. The outcomes of these descriptive statistics are additionally recorded in a table and then descriptively examined. The stages of manual data analysis are as follows:

- a. All responses to the questionnaire will be transformed into numerical form, converting the volume of data to enable further analysis.
 - a. The response agrees and has a weight value of 5.
 - b. The response is in agreement and has a weight of 4.
 - c. The answer is dubious and carries a 3 point weight.
 - d. The response is inconclusive and has a weight value of 2.
 - e. The response has a weight value of 1 and strongly disagrees.

Calculating the frequency of each answer category





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Conduct percentage descriptive analysis of the formula:

$$p = \frac{f}{n} \times 100\%$$

Information:

P = Percentage

f = Total of

respondents' answers =

Total of respondent

100% = Constant Value

- b. Calculating the mean score by using formula as follows :

$$X = \frac{\sum X_1}{n}$$

Information:

X = the mean score

X₁ = the total score of the studentsn

n = the number of students

The calculation results concluded with the percentage descriptive criteria grouped into five categories.

Table 3.3 Percentage description categories

Percentage	Criteria
0% - 20%	Very Not Good
21% - 40%	Not Good
41% - 60%	Standard
61% - 80%	Good
81% - 100%	Very Good

Source: Kurniawati (2011, p.15)

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CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

The finding is describing about indicators based on students' answer from questionnaire. The first indicators about the ability of English teachers to teach, it means with ability possessed by English teachers to help students understand the material being conveyed, The ability of the English teacher in mastering the material, the teacher has a very important role in learning English, therefore the teacher's ability to teach greatly influences students in understand the lesson. Teacher' strategies make it easier for students to learn, the learning methods used are varied, the teacher creates interest in the subject so that students are enthusiastic about learning, and English teachers can make assignments properly and correctly. The explanation can be seen as follows:

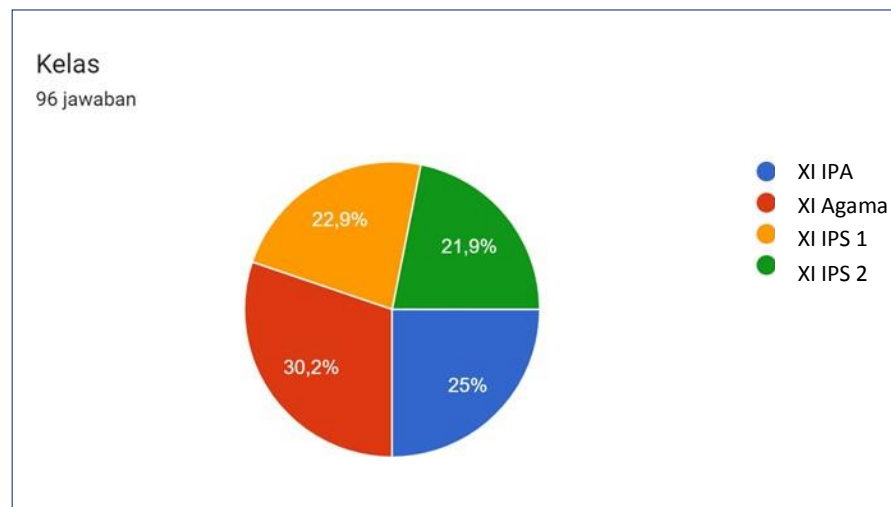
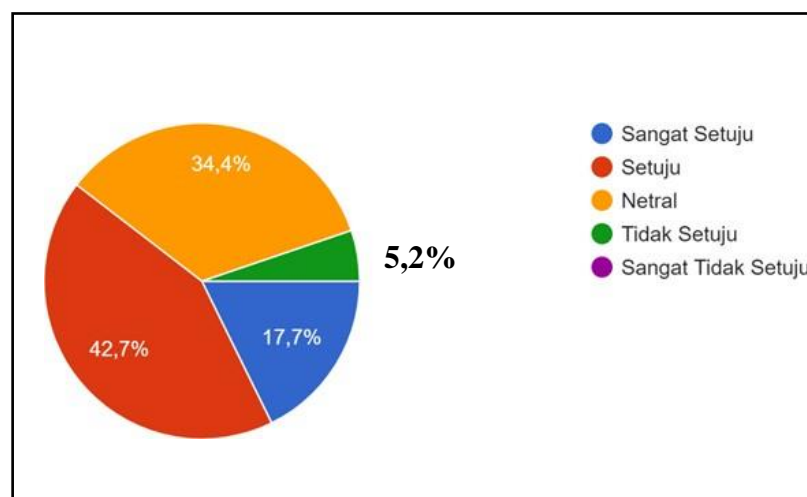


Diagram 4.1 percentages of the students who fill in the questionnaire

The number of classes taking part in the survey is shown in Diagram 4.1. These numbers allow us to deduce that the four classes took part in the study, and 96 students completed the questionnaire. Class XI IPA has the highest percentage of respondents with 25%, followed by class XI IPSI's overall respondents with 22.9%, class XI IPS2's overall respondents with 21.9%, and class XI Religion's overall respondents with 30.2%. Five categories are used to categorize the indicators in the survey of students' perceptions of English instructor tactics. I therefore strongly agree, agree, am unsure, disagree, and disagree strongly. To learn more about how students feel about the teacher's approach to teaching English to Students.

Diagram 4.2 the teaching English given by the teacher is very interesting and not boring



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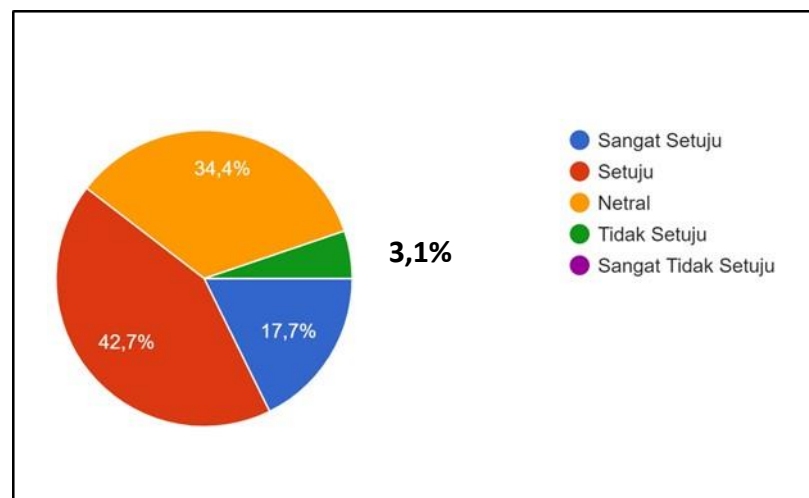


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From the diagram, it can be seen that from 17 students around 17,7% answered strongly agree, 41 students with percentage 42,7% choose agree, 33 students around 34,4% choose not sure, and 5 students with around 5,2% choose to disagree. Based on the table above, the statement “The teaching of English presented by the subject teacher is very interesting and not boring” is included in the enough category with 42,7%.

Diagram 4.3 with the strategy given by the subject teacher, it can help me understand the English lesson

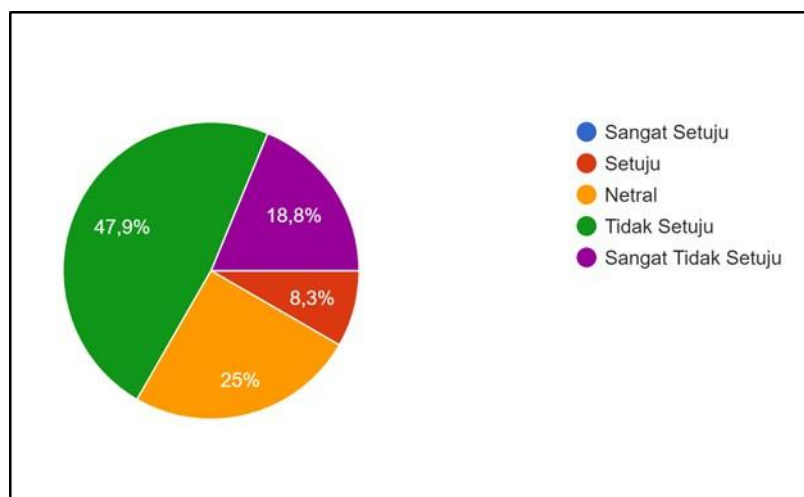


From the diagram, it can be seen that from 13 students around 13,5% answered strongly agree, 46 students with percentage 47,9% choose Agree, 34 students around 35,4% choose not sure, and 3 students with around 3,1% choose to disagree. Based on the table above, the statement “With the strategy given by the subject teacher, it can help me understand the lesson English” is included in the enough category with 47,9%.



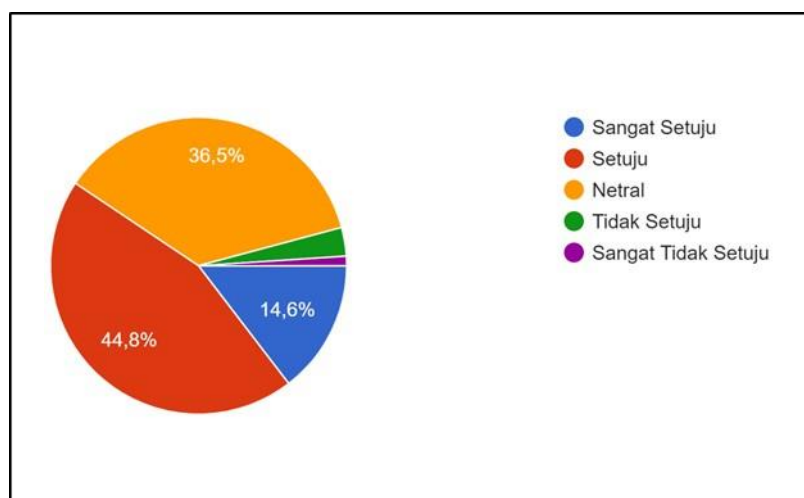
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Diagram 4.4 the learning strategies applied by the English teachers did not help me in understanding the lessons English



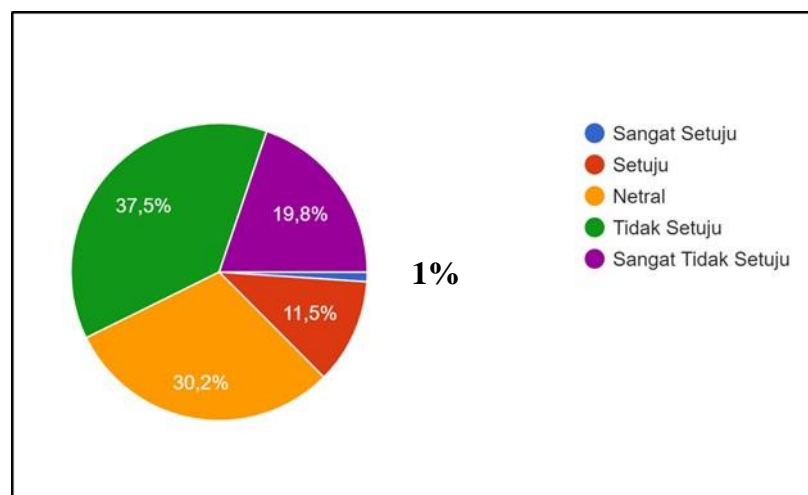
From the diagram, it can be seen that from 8 student with 8% answered " The learning strategies applied by the English teachers did not help me in understanding the lessons English", then 24 students about 25% answered not sure, 46 students with a percentage of 47,9 answered disagree, then 18 students around 18,8% answered strongly disagree.

Diagram 4.5 Learning strategies provided by subject teachers can motivate me to excel.



From the diagram, it can be seen that out of 14 students around 14,6% answered the statement learning strategies given by the English teachers can motivate me to excel. Then 43 students around 44,8% answered learning strategies given by the English teachers can motivate me to excel, while 35 students who answered disagree with a percentage of 36,5% and 1 students who answered strongly disagree.

Diagram 4.6 with the learning strategy given by the English teacher, it makes it more difficult for me to solve the questions which are given

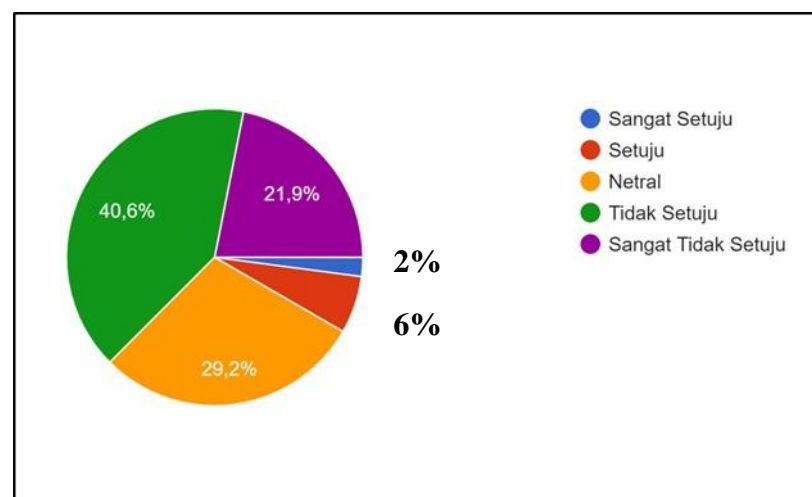


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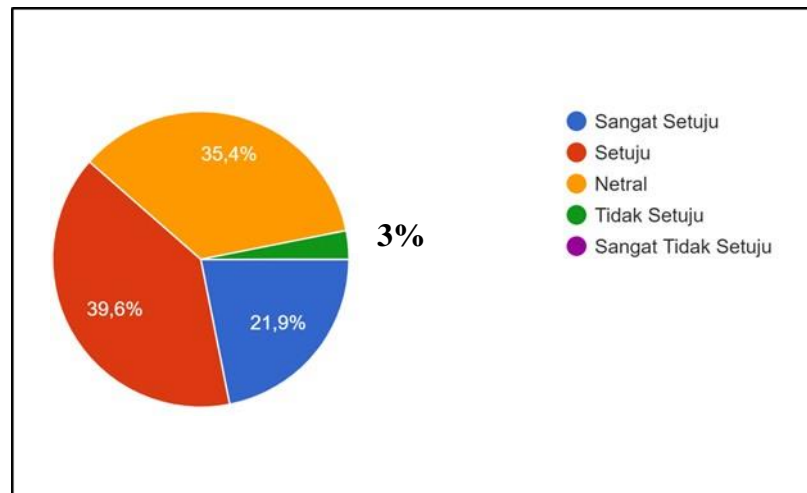
From the diagram, it can be seen that from 1 student about 1% answered "With the learning strategy given by the English teacher, it makes it more difficult for me to solve the questions which are given, then 11 students about 11.5% answered Agree, then 29 students with a percentage of 30.2% answered not sure, then 36 students around 37.5% answered "with the learning strategies given by the English teacher, it makes it more difficult for me to solve the question which is given", and 19 students answered strongly disagree with a percentage of 19.8%.

Diagram 4.7 I am tired of following English lessons with the learning strategies given by the eye teacher lessons.



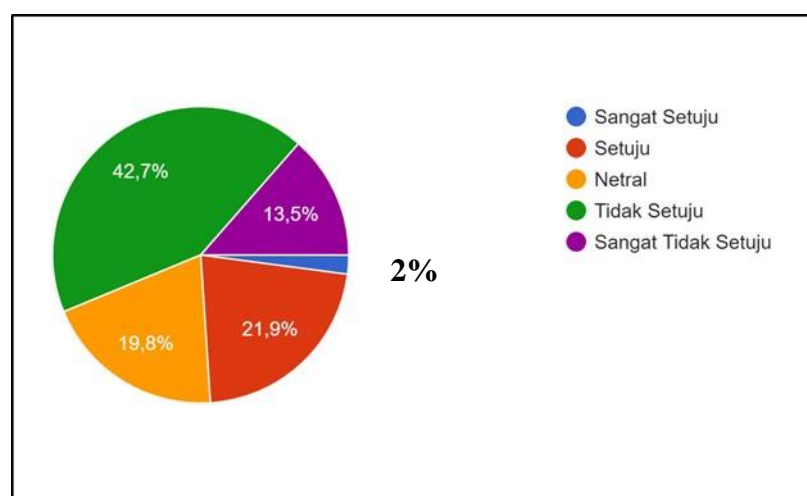
From the diagram, it can be seen that from 2 students with a percentage 2,1% answered " I am tired of following English lessons with the learning strategies given by the eye teacher lessons, then 6 students about 6% answered Agree, then 28 students with a percentage of 29,2% answered not sure, then 39 students around 40,6% answered disagree with statement " I am tired of following English lessons with the learning strategies given by the eye teacher lessons ", and 21 students answered strongly disagree with a percentage of 21,9%

Diagram 4.8 with the learning strategies provided by the English teacher, it can motivate me to do assignments assigned job in the process



Based on the Diagram, 21 (21.9%) students chose strongly agree, 38 (39.6%) students chose to agree, and 34 (35.4%) students chose not sure. and 3 (3.1%) students chose not to agree. Based on the table above, the statement "With the learning strategies provided by the English teacher can motivate me to do the given task" indicates that most students agree with this statement.

Diagram 4.9 In learning during discussion, I feel that I do not interact with the subject teacher, because I do not give opinion

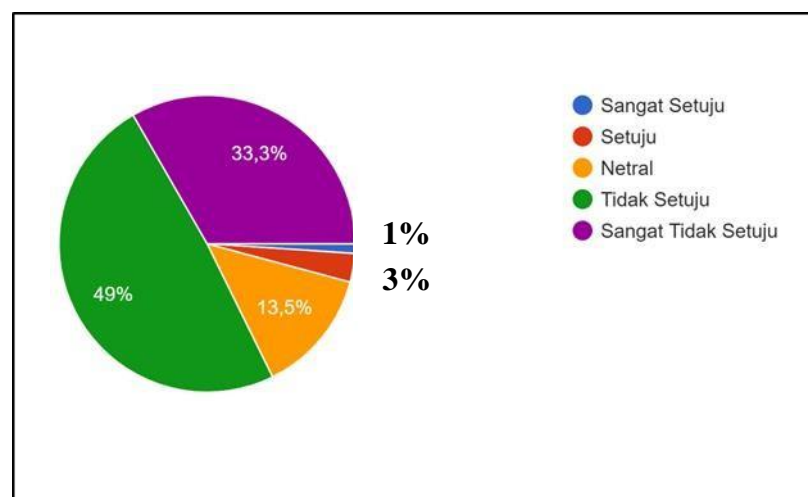


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Based on the diagram, it can be seen that 2 (2.1%) students chose strongly agree. 21 (21.9%) students chose to agree. 19 (19.8%) students chose not sure, 41 (42.7%) students chose to disagree, and 13 (13.5%) students chose strongly disagree. Based on the table above, the statement "In learning during the discussion, I feel that I do not interact with the subject teacher, because I do not give an opinion" is included in the sufficient category with a percentage of 42.7%.

Diagram 4.10 the learning strategy provided by the subject teacher does not create a sense of brotherhood between friends in the classroom



Based on the diagram, it can be seen that 1 (1%) students choose strongly agree, 3 (3.1%) students choose agree. 13 (13%) students chose not sure, 47 (49%) students chose not agree, and 32 (33.3%) students chose strongly disagree. Based on the table above, the statement "the learning strategy given by the subject teacher does not create a sense of brotherhood between friends in the class" shows the sufficient category with a percentage of 49%.



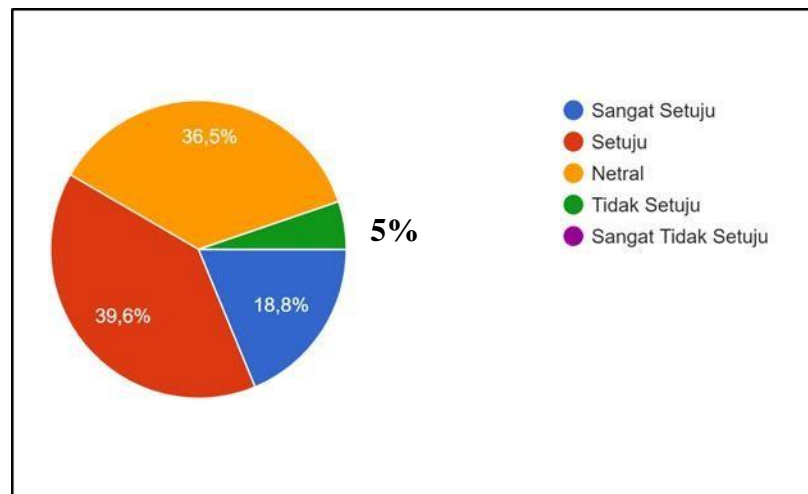
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Diagram 4.11 with the learning model provided by the English teacher, it makes me feel more appreciated in class



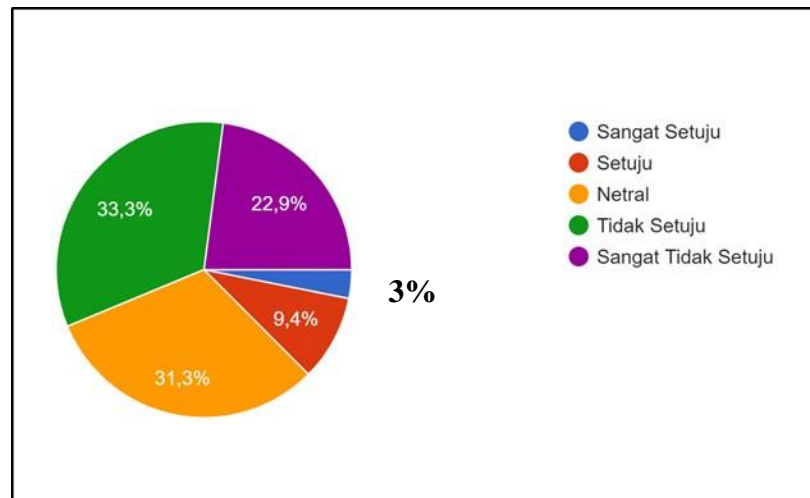
Based on the diagram, it can be seen that 18 (18.8%) students chose strongly agree, 38 (39.6%) students chose to agree, 35 (36.5%) students chose not sure, and 5 (5.2%) students chose disagree. Based on the table above, the statement "with the learning model provided by the English teacher, it makes me feel more appreciated in class", this shows that most students feel more valued in the classroom with the learning model provided by the English teacher

Diagram 4.12 in the learning process, I do not dare to ask questions and express opinions



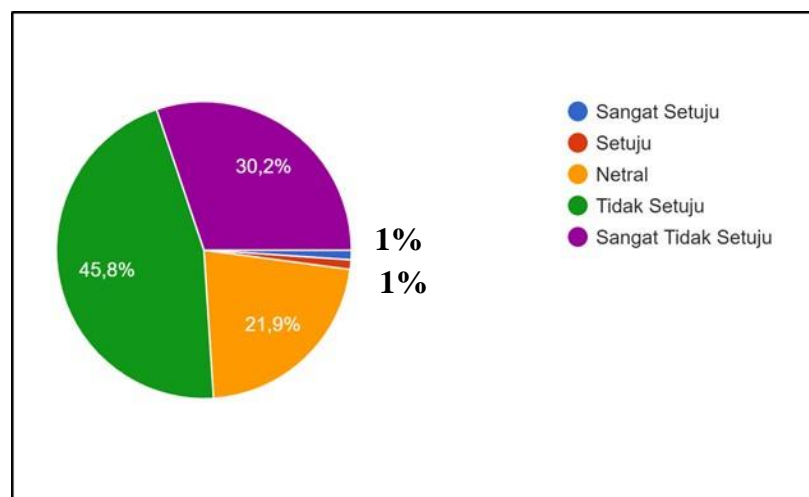
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Based on the diagram, 3 (3.1%) students choose strongly agree ,9 (9.4%) students choose to agree, 30 (31.3%) students choose not sure, 32 (33.3%) students chose to disagree, and 22 (22.9%) students chose to strongly disagree. the statement "in the learning process, I do not dare to ask questions and express opinions" shows that in the learning process, students are brave in asking questions and giving opinions to the English teacher.

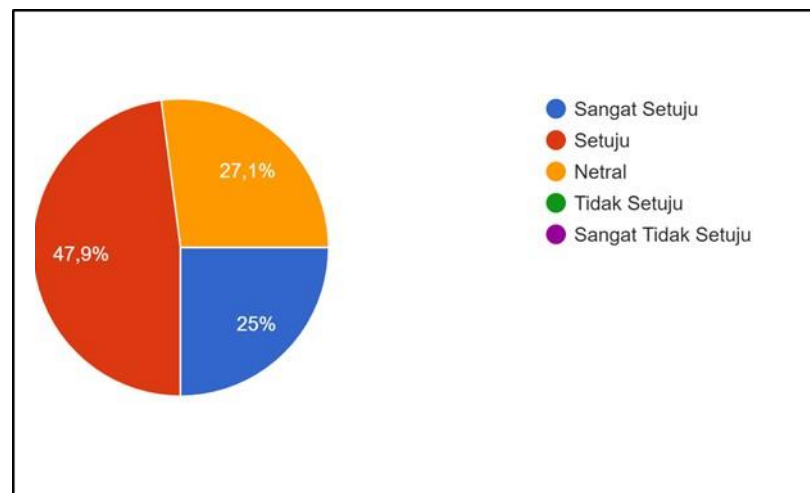
Diagram 4.13 in learning English, I am not motivated to learn



From the diagram, it can be seen that from 1 students about 1% answered "In learning English, I am not motivated to learn", then 1

students about 1% answered Agree, then 21 students with a percentage of 21,9% answered not sure, then 44 students around 45,8% answered disagree with statement "In learning English, I am not motivated to learn", and 29 students answered strongly disagree with a percentage of 30,2%. Based on the table above, the statement "In the learning process, I am not motivated to learn" is included in the sufficient category with a percentage of 45.8%

Diagram 4.14 the learning strategies presented need to be supported by good cooperation between classmates



From the diagram, it can be seen that from 24 students about 24% answered "The learning strategies presented need to be supported by good cooperation between classmates", then 46 students with 47,9% answered Agree, then 26 students with a percentage of 27,1% answered not sure.

Diagram 4.15 with the learning strategies presented, I am not appreciated for expressing opinions.



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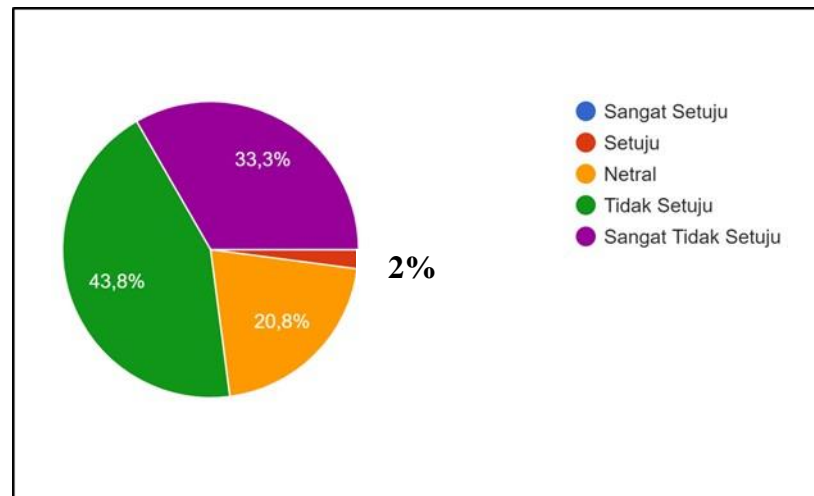
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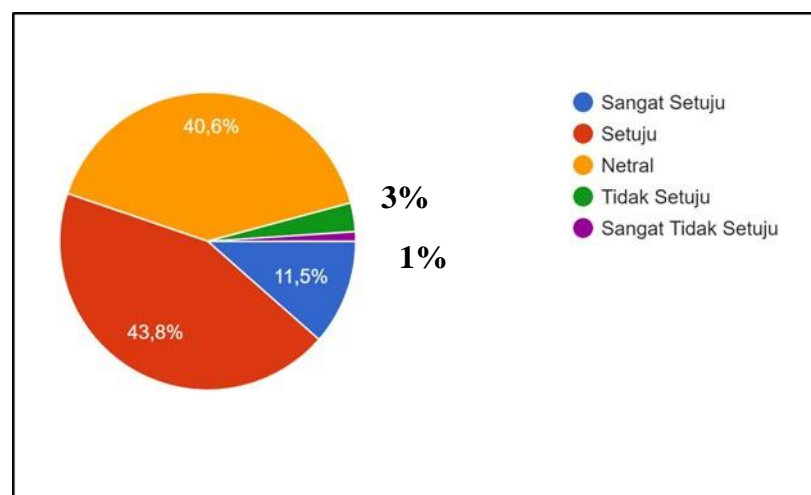
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From the diagram, it can be seen that from 2 students around 2,1% answered agree, 20 students with percentage 20,8% not sure, 42 students around 43,8% choose disagree, and 32 students with around 33,3% choose to strongly disagree. Based on the table above, the statement “With the learning strategies presented, I am not appreciated for expressing opinions.” is included in the enough category with 43,8%.

Diagram 4.16 the strategy given by the teacher, it makes me the courage to express my opinion



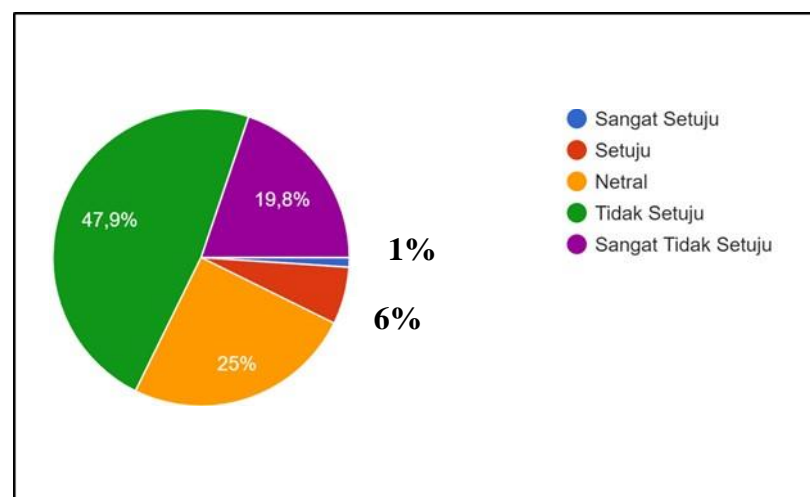


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From the diagram, it can be seen that from 11 students about 11,5% answered "The strategy given by the teacher, it makes me the courage to express my opinion", then 42 students with 44,8% answered Agree, 39 students with a percentage of 40,6% answered not sure, 3 students with percentage 3,1% answered disagree and 1 students with the percentage 1% answered strongly disagree. Based on the table above, the statement, "The strategy given by the teacher, it makes me the courage to express my opinion", is included in the enough category with a percentage of 43,8%.

Diagram 4.17 In the process of learning English, I cannot improve my cooperation with other friends

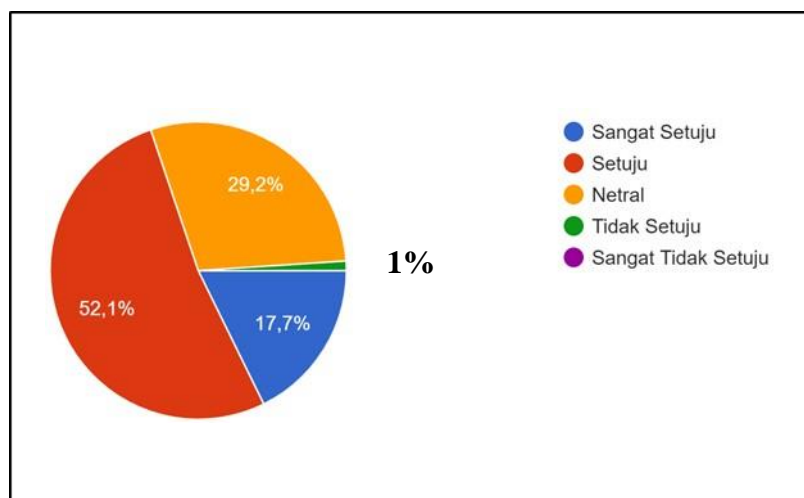


From the diagram, it can be seen that from 1 students about 1% answered the statement "In the process of learning English, I cannot improve my cooperation with other friends", then 6 students with 6,3% answered Agree, 24 students with a percentage of 25% answered not sure, 46 students with percentage 47,9% answered disagree and 19 students with the percentage 19,8% answered strongly disagree.

Diagram 4.18 with the learning strategies provided by the subject teacher, it makes me feel helped in the learning process

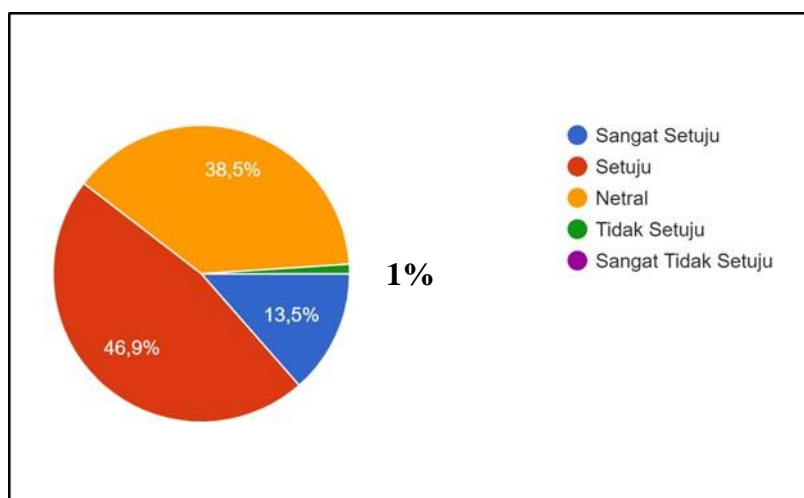


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From the diagram, it can be seen that from 17 students about 17,7% answered the statement " With the learning strategies provided by the subject teacher, it makes me feel helped in the learning process", then 50 students with 52,1% answered Agree, 28 students with a percentage of 29,2% answered not sure, and 1 students with the percentage 1% answered disagree. Based on the table above, the statement, " With the learning strategies provided by the subject teacher" is included in the enough category with a percentage of 52,1%.

Diagram 4.19 with the strategie by the teacher, I find it easier to do assignment.



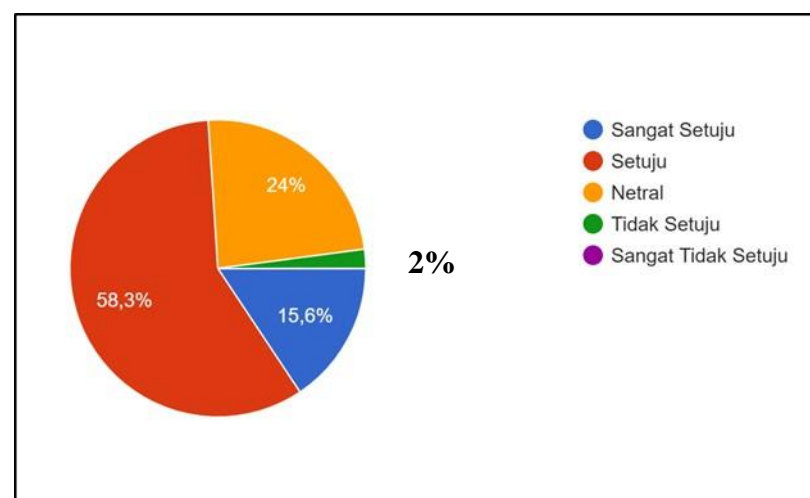


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From the diagram, it can be seen that from 13 students about 13,5% answered the statement " With the strategies given by the teacher, I find it easier to do assignment", 45 students with 46,9% answered Agree, 37 students with a percentage of 38,5% answered not sure, and 1 students with the percentage 1% answered disagree. Based on the table above, the statement, " With the strategies given by the teacher, I find it easier to do assignment" is included in the enough category with a percentage of 46, 9%.

Diagram 4.20 with the learning strategies presented, I can respect the opinions of other friends

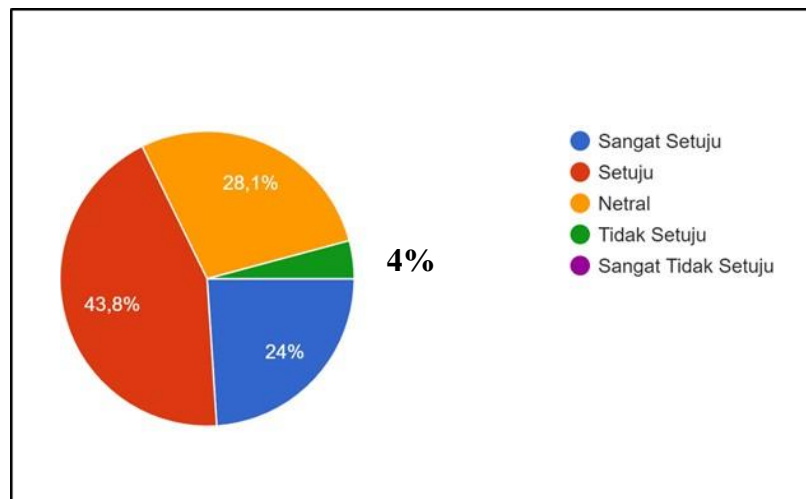


From the diagram, it can be seen that from 15 students about 15,6% answered the statement " With the learning strategies presented, I can respect the opinions of other friends", 56 students with 58,3% answered Agree, 23 students with a percentage of 24% answered not sure, and 2 students with the percentage 2,1% answered disagree. Based on the table above was included in the enough category with a percentage of 58, 3%.



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Diagram 4.21 the learning strategies that are presented can increase stronger spirit in the learning process



From the diagram, it can be seen that from 23 students about 24% answered the statement "The learning strategies that are presented can increase stronger spirit in the learning process", 42 students with 43,8% answered Agree, 27 students with a percentage of 28,1% answered not sure, and 4 students with the percentage 4,2% answered disagree. Based on the table above, the statement, "The learning strategies that are presented can increase stronger spirit in the learning process" is included in the enough category with a percentage of 43,8%.

Table 4.1 Total of Students Responses

No items	SA (5)	A (4)	NS (3)	D (2)	SD (1)	SKOR
S1	17/85	41/164	33/99	5/10	0	358
S2	13/65	46/184	34/102	3/6	0	286
S3	0	8/32	24/72	46/92	18/18	214
S4	14/70	43/172	35/105	3/6	1/1	354
S5	1/5	11/44	29/87	36/72	19/19	227
S6	2/10	6/24	28/84	39/78	21/21	217
S7	21/105	38/152	34/102	3/6	0	365
S8	2/10	21/84	19/57	41/123	13/13	287
S9	1/5	3/12	13/39	47/94	32/32	182
S10	18/90	38/152	35/105	5/10	0	357
S11	3/15	9/36	30/90	32/64	22/22	227
S12	1/5	¼	21/63	44/88	29/29	189
S13	24/120	46/184	26/78	0	0	382
S14	0	2/8	20/60	42/84	32/32	184
S15	11/55	42/168	39/117	3/6	1/1	347
S16	1/5	6/24	24/72	46/92	19/19	212
S17	17/85	50/200	28/84	1/2	0	371
S18	13/65	45/180	37/74	1/2	0	321
S19	15/75	56/224	23/69	2/4	0	372
S20	23/115	42/168	27/81	4/8	0	372
Total						5.824
Mean (rata-rata) = 5.824 : 96 = 60,66						

From the results of the research data analysis above, the representation of students' perception on teacher' strategy in teaching English shows a positive perception of the English teachers. In the

statement above, there is item number 13 which is the highest score of the other items, namely with a score of 382. Furthermore, 60, 66 is the mean of all items above.

B. Discussion

The first objective of this study was to determine students' perceptions of the teacher's strategy. In this study, researchers distributed 20 questionnaires to the second grade of MAN 2 Muaro Jambi consisting of 96 students. From the questions that have been given to the respondents. The highest average is found in question number 13 in the statement "The presenter's learning strategy needs to be supported by good cooperation between classmates" with a total score of 382. In more detail in the following statement, the first research statement is the teaching of English presented by the subject teacher is very interesting and not boring. Based on the statement was included in the enough category with 42, 7%. This means that English teachers are good at carrying out learning in the classroom.

The second one, with the strategy given by the English teacher, it make can help me understand the lesson English, based on the statement, the highest answer is agree with the percentage of 47,9% was included in the enough category. This means that English teachers strategies are categorized as enough. The third, The learning strategies applied by the subject teachers did not help me in understanding the lessons English, it is supported by fatuhrohman & Sutikno (2017, p.55) Students as learning subjects have different characteristics, both from psychological aspects and interests, talents, motivations, social and family environments, habits, and others. Therefore, the use of methods by teachers in the process of learning activities is expected to be able to deal with all these differences. So that students can learn or receive lessons according to their respective characteristics.



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The statement Learning strategies provided by English teachers can motivate me to excel, it means the English teacher can be categorized as sufficient in motivation students in learning English, the highest answer was agree with the percentage of 44,8%, was included in the enough category. After that, the statement I am tired of following English lesson with the learning strategies given by the English teacher, the highest answer was Disagree with the percentage 40, 6%. It can be seen that in learning process, students do not get bored following the English lessons given by the English teacher. Next the statement, with the learning provided by the English teacher, it can motivate me to do assignment assigned job in the process, the highest answer was agree with percentage 39.6%. It is supported by Cheng & Dornyei (2007) found that students may be motivated to learn if their teacher provides them with appropriate conditions to learn and utilizes motivational teaching strategies. A teacher who expects good results in the learning process will also apply a strategy so that student learning outcomes get the best achievement.

Moreover, the statement in learning during discussion, I feel that I do not interact with the subject teacher, because I do not give opinion. The highest answer was disagree with percentage 42, 7%. This indicates that the English teacher is quite good in communicating with students in class. Next the statements the learning strategy provided by the subject teacher does not create a sense of brotherhood between friends in the classroom, the highest answer was disagree with percentage 49%. It is supported by Richard and Farrel (2011), require English teachers to always provide an opportunity for students to develop and extend their linguistic resources, both grammatical and discourse, and to use this language in an interactive and appropriate way, interacting among students. Teachers are also required to manage who gets the chance to speak, what they speak about what each participant does with the different opportunities to speak.

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The statement with the learning model provided by the English teacher, it makes me feel more appreciated in class, the highest answer was agree with the percentage 39,6%, this statement shows that most students feel more valued in the classroom with the learning model provided by the English teachers, Next the statement in the learning process, I do not dare to ask questions and express opinions , the highest answer was disagree with percentage 33,3%, the statement shows that in the learning process, students are brave in asking questions and giving opinions to the English teacher. It is supported by Takac (2008) teaching strategy refers to everything teachers do or should do in order to help the students to learn.

The statement in learning English, I am not motivated to learn, the highest answer was disagree with percentage 45, 8%. The statement shows that some students are motivated by the strategies given by the English teacher. Next, the statement the learning strategies presented need to be supported by good cooperation between classmates, the highest answer was agree with percentage 47, 9%. The statement show that English teachers need to support again related in cooperation between classmates, so that they can collaborate with others students in the learning process. It is supported by Hidayati (2018) group work activity is good approach to apply in EFL students. It makes students cooperate with their friends, interaction and solve the problem together. The statement with the learning strategies presented, I am not appreciated for expressing opinions. The highest answer was (Hidayati, 2018) (Takac, 2008)s disagree with the percentage 43, 8%. In the statement, it means that students are appreciated when they express opinions in the class. The next statement, the strategy given by the teacher, it makes me the courage to express my opinion, the highest answer was agree with the percentage 43, 8%. The statement shows that the strategy given by the English teachers makes students bold in expressing their opinion.



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Furthermore, the statement in the process of learning English, I cannot improve my cooperation with other friends. The highest answer was disagree with of the percentage 47,9%, the statement shows that in the process of learning English students can work together with classmates. The next statement with the learning strategies provided by the English teacher, it makes me feel helped in the learning process, the highest answer was agree with the of percentage 52,1%. The statement shows that the strategy given by the English teacher is good for students. It is supported by Paul (2003) affirms that English teachers must be able to organize the pedagogical process of teaching English by selecting and applying an appropriate strategy to provide English materials to students, they should have this ability since all methods may not fit their particular teaching situations, so teachers needs to draw on ideas from a number of different strategies and approaches and add ideas that come from their own experiences.

Next the statement, with the strategies given by the teacher, I find it easier to do assignment. The highest answer was agree with the percentages 46,9%. The statement shows that the strategy given by the English teacher is good for students, and makes it easier for students to learn and easy to do assignment, it is supported by Richards & Renandya(2000), task setting in the teaching and learning process is an activity related to given content and designed by teachers to be completed by their students using their knowledge. Their previous on the target language often, a task leads to a real outcome, such as playing a game, solving a problem, or sharing and comparing experiences.

The next statement with the learning strategies presented, I respect the opinions of other friends. The highest answer was agree with of the percentage 58,3%. The statement shows that the strategy has been given by the English teacher makes students to respect the opinions of



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other friends, Furthermore, the statement learning strategies that are presented can increase stronger spirit in the learning process. The highest answer was agree with of the percentage 43,8%, the statements show that the strategy given by the English teacher makes students enthusiastic in learning. It is supported by Uzer Usman (1992) an ideal teacher has the main task of educating, teaching and training.

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CHAPTER V

CONCLUSION AND SUGGERTION

A. Conclusion

Based on the result of research and discussion, the following conclusion can be draw:

This study was conducted to identify students' perceptions on teacher' strategies in English teachers in teaching English at MAN 2 Muaro Jambi. In line with what has been discussed, presented, and analyzed in the previous chapter, the researcher concluded that the students' perceptions on teacher' strategy in teaching English are in the good category with the number of students 96 students and a percentage is 60.66%. The teacher's strategy in teaching English has a good impact on students. This means that the teacher strategy that has been applied by the English teacher in MAN 2 Muaro Jambi is categorized as good, however, in the statement above there is item number 13 which is the highest value of the other items, namely with a score of 382, this item states that it is necessary to support good cooperation between classmates, from these items it means that English teachers need to support again related to collaboration between classmates, so that students can collaborate with other students, it is clear that the research question of this research has been answered.

B. Suggestion

Following the completion of this investigation, the researcher is compelled to offer some recommendations that will be helpful in the future, particularly for other aspiring researchers who are eager to look into the pertinent concerns. According to the author, this research has some drawbacks. The researcher therefore hopes that the subsequent researcher will be able to investigate this issue using a larger sample. Just

students' perceptions are the exclusive subject of this investigation. This study only focuses on students' perceptions of teacher strategies, maybe other researchers will provide teacher perceptions or examine the relationship and what strategies are most appropriate for students. Thus, both teachers and students can find out what are the strengths and weaknesses of teachers in teaching to become professional teachers in educating students.

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APPENDICES

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Appendix 1 research questionnaire

“Students’ Perception on Teacher’ Strategy in Teaching English”

I. Instruksi untuk penyelesaian

1. Tuliskan identitas anda terlebih dahulu di tempat yang di sediakan
2. Bacalah setiap pertanyaan dengan cermat sebelum anda menjawab pertanyaan
3. Pilih salah satu jawaban dengan memberikan ceklis pada kolom yang tersedia
4. Periksa kembali identitas dan jawaban anda sebelum mengirimkan jawaban
5. Alternative jawaban yang tersedia memiliki 5 kemungkinan:

SS: Sangat Setuju

S: Setuju

N: Netral

TS: Tidak Setuju

STS: Sangat Tidak setuju

II. Identitas Responden

Nama:

Kelas:

Nomor Absen:

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No	Statement	SS	S	N	TS	STS
1.	Pengajaran bahasa inggris yang di sajikan oleh guru mata pelajaran sangat menarik dan tidak membosankan.					
2.	Dengan strategi yang di berikan oleh guru mata pelajaran, dapat membantu saya memahami pelajaran bahasa inggris.					
3	Strategi pembelajaran yang di ajarkan oleh guru mata pelajaran, tidak membantu saya dalam memahami pelajaran bahasa inggris					
4	Strategi pembelajaran yang di berikan oleh guru mata pelajaran, dapat memotivasi saya untuk berprestasi.					
5	Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, membuat saya lebih sulit menyelesaikan soal-soal yang di berikan.					
6	Saya bosan mengikuti pelajaran bahasa inggris dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran.					

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7	Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, dapat memotivasi saya untuk mengerjakan tugas-tugas yang di berikan.					
8	Dalam proses pembelajaran saat diskusi, saya merasakan kurang berinteraksi dengan guru mata pelajaran, karena tidak berani bertanya dan memberikan pendapat.					
9	Strategi pembelajaran yang di berikan oleh guru mata pelajaran, tidak menciptakan rasa persaudaraan antar teman di kelas					
10	Dengan model pembelajaran yang di berikan oleh guru mata pelajaran, membuat saya merasa lebih di hargai dalam mengeluarkan pendapat					
11	Pada proses pembelajaran, saya tidak berani dalam bertanya dan mengungkapkan pendapat					
12	Dalam pembelajaran bahasa inggris, saya tidak termotivasi untuk belajar.					



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13	Strategi pembelajaran yang di sajikan , perlu di tunjang kerjasama yang baik antar teman sekelas.					
14	Dengan strategi pembelajaran yang di sajikan, saya tidak di hargai dalam mengeluarkan pendapat.					
15	Dengan strategi yang di berikan oleh guru mata pelajaran, membuat saya memiliki keberanian untuk mengeluarkan pendapat					
16	Dalam proses pembelajaran bahasa inggris, saya tidak dapat meningkatkan kerja sama dengan teman yang lain					
17	Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, membuat saya merasa terbantu dalam proses pembelajaran.					
18	Dengan strategi pembelajaran yang di berikan, saya merasa lebih mudah untuk menyelesaikan soal-soal					
19	Dengan strategi pembelajaran yang di sajikan, saya dapat menghargai pendapat teman yang lain.					



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20	Strategi pembelajaran yang di sajikan dapat meningkatkan semangat yang lebih keras dalam proses belajar					
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@ Hak cipta milik UIN Sutha Jambi

State Islamic University of Suthan Thaha Saifuddin Jambi



UNIVERSITAS ISLAM NEGERI
SUTHAN THAHA SAIFUDDIN
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Appendix 2 Research questionnaire in the Google Form

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State Islamic University of Suthan Thaha Saifuddin Jambi

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The image displays two screenshots of a Google Form titled "KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHERS' STRATEGY IN TEACHING ENGLISH".

Top Screenshot (Introduction and Instructions):

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHERS' STRATEGY IN TEACHING ENGLISH

PETUNJUK PENGISIAN :

1. Tuliskan identitas anda terlebih dahulu di tempat yang telah di sediakan
2. Bacalah setiap pertanyaan dengan cermat sebelum anda menjawab pertanyaan
3. Pilih salah satu jawaban dengan memberikan ceklis pada kolom yang tersedia
4. Periksa kembali identitas dan jawaban anda sebelum mengirimkan jawaban
5. Alternative jawaban yang tersedia memiliki 5 kemungkinan :

SS: Sangat Setuju
S: Setuju
N: Netral
TS: Tidak Setuju
STS: Sangat Tidak setuju

Bottom Screenshot (Question):

Kelas

Pilihan ganda

- XI IPA
- XI Agama
- XI IPS 1
- XI IPS 2
- Tambahkan opsi atau tambahkan "Lainnya"

Wajib diisi



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KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Semua perubahan disimpan di Drive

Pertanyaan Jawaban 96 Setelan

1. Pengajaran bahasa inggris yang di sajikan oleh guru mata pelajaran sangat menarik dan tidak membosankan.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

2. Dengan strategi yang di berikan oleh guru mata pelajaran, dapat membantu saya memahami pelajaran bahasa inggris.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

3. Strategi pembelajaran yang di ajarkan oleh guru mata pelajaran, tidak membantu saya dalam memahami pelajaran bahasa inggris

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Pertanyaan Jawaban 96 Setelan

3. Strategi pembelajaran yang di ajarkan oleh guru mata pelajaran, tidak membantu saya dalam memahami pelajaran bahasa inggris

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

4. Strategi pembelajaran yang di berikan oleh guru mata pelajaran, dapat memotivasi saya untuk berprestasi.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

4. Strategi pembelajaran yang di berikan oleh guru mata pelajaran, dapat memotivasi saya untuk berprestasi.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

5. Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, membuat saya lebih sulit menyelesaikan soal-soal yang di berikan.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

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The image displays two screenshots of a Google Forms survey titled "KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE".

The first screenshot shows question 5: "5. Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, membuat saya lebih sulit menyelesaikan soal-soal yang di berikan." The response options are: Sangat Setuju, Setuju, Netral, Tidak Setuju, and Sangat Tidak Setuju.

The second screenshot shows question 6: "6. Saya bosan mengikuti pelajaran bahasa inggris dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran" and question 7: "7. Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, dapat memotivasi saya untuk mengerjakan tugas-tugas yang di berikan." The response options are: Sangat Setuju, Setuju, Netral, Tidak Setuju, and Sangat Tidak Setuju.

Both screenshots show a Windows taskbar at the bottom with the date 15/11/2022 and time 4:19.

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KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHER

Pertanyaan Jawaban 96 Setelan

7. Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, dapat memotivasi saya untuk mengerjakan tugas-tugas yang di berikan.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

8. Dalam proses pembelajaran saat diskusi, saya merasakan kurang berinteraksi dengan guru mata pelajaran. karena tidak berani bertanya dan memberikan pendapat.

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHER

Pertanyaan Jawaban 96 Setelan

8. Dalam proses pembelajaran saat diskusi, saya merasakan kurang berinteraksi dengan guru mata pelajaran, karena tidak berani bertanya dan memberikan pendapat.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

9. Strategi pembelajaran yang di berikan oleh guru mata pelajaran, tidak menciptakan rasa persaudaraan antar teman di kelas



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Sunha Jambi
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KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Pertanyaan Jawaban Setelan

10. Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, membuat saya merasa lebih di hargai dalam mengeluarkan pendapat

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

11. Pada proses pembelajaran, saya tidak berani dalam bertanya dan mengungkapkan pendapat

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Pertanyaan Jawaban Setelan

11. Pada proses pembelajaran, saya tidak berani dalam bertanya dan mengungkapkan pendapat

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

12. Dalam pembelajaran bahasa inggris, saya tidak termotivasi untuk belajar.

Sangat Setuju

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Pertanyaan Jawaban 96 Setelan

12. Dalam pembelajaran bahasa inggris, saya tidak termotivasi untuk belajar.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

13. Strategi pembelajaran yang di sajikan , perlu di tunjang kerjasama yang baik antar teman sekelas.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

14. Dengan strategi pembelajaran yang di sajikan, saya tidak di hargai dalam mengeluarkan pendapat.

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KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Semua perubahan disimpan di Drive

Pertanyaan Jawaban 16 Setelan

14. Dengan strategi pembelajaran yang di sajikan, saya tidak di hargai dalam mengeluarkan pendapat.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

15. Dengan strategi yang di berikan oleh guru mata pelajaran, membuat saya memiliki keberanian untuk mengeluarkan pendapat

Start

Type here to search

24°C Berawan 4:20 15/11/2022

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Semua perubahan disimpan di Drive

Pertanyaan Jawaban 16 Setelan

15. Dengan strategi yang di berikan oleh guru mata pelajaran, membuat saya memiliki keberanian untuk mengeluarkan pendapat

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

16. Dalam proses pembelajaran, membuat saya tidak dapat meningkatkan kerja sama dengan teman yang lain

Type here to search

24°C Berawan 4:20 15/11/2022



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The image displays two screenshots of a Google Forms survey titled "KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE".

The first screenshot shows question 16: "16. Dalam proses pembelajaran, membuat saya tidak dapat meningkatkan kerja sama dengan teman yang lain". The response options are: Sangat Setuju, Setuju, Netral, Tidak Setuju, and Sangat Tidak Setuju.

The second screenshot shows question 17: "17. Dengan strategi pembelajaran yang di berikan oleh guru mata pelajaran, membuat saya merasa terbantu dalam proses pembelajaran" and question 18: "18. Dengan strategi pembelajaran yang di berikan, saya merasa lebih mudah untuk menyelesaikan soal-soal". The response options for both are: Sangat Setuju, Setuju, Netral, Tidak Setuju, and Sangat Tidak Setuju.

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The image displays two screenshots of a Google Forms survey titled "KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE".

Question 18: "18. Dengan strategi pembelajaran yang di berikan, saya merasa lebih mudah untuk menyelesaikan soal-soal". The response options are: Sangat Setuju, Setuju, Netral, Tidak Setuju, and Sangat Tidak Setuju.

Question 19: "19. Dengan strategi pembelajaran yang di sajikan, saya dapat menghargai pendapat teman yang lain". The response options are: Sangat Setuju, Setuju, Netral, Tidak Setuju, and Sangat Tidak Setuju.

The second screenshot shows the next question: "20. Strategi pembelajaran yang di sajikan oleh guru mata pelajaran dapat meningkatkan semangat yang lebih keras dalam proses belajar." The response options are: Sangat Setuju, Setuju, Netral, Tidak Setuju, and Sangat Tidak Setuju.

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Pertanyaan Jawaban 96 Setelan

20. Strategi pembelajaran yang di sajikan oleh guru mata pelajaran dapat meningkatkan semangat yang lebih keras dalam proses belajar.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

KUESIONER PENELITIAN STUDENTS' PERCEPTION ON TEACHE

Pertanyaan Jawaban 96 Setelan

20. Strategi pembelajaran yang di sajikan oleh guru mata pelajaran dapat meningkatkan semangat yang lebih keras dalam proses belajar.

Sangat Setuju

Setuju

Netral

Tidak Setuju

Sangat Tidak Setuju

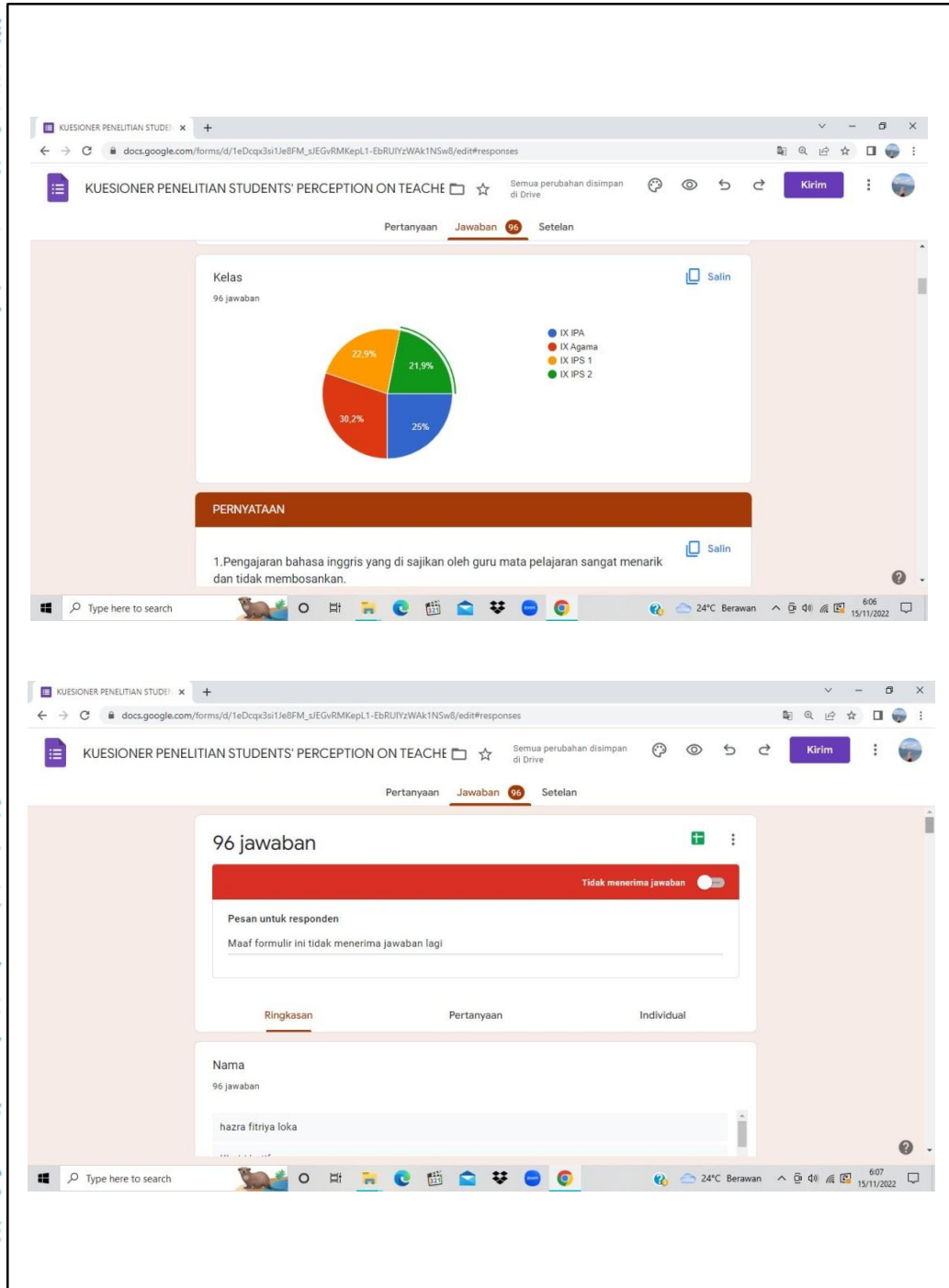
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Appendix 3 The Result of research

Hak Cipta Dilindungi Undang-Undang:

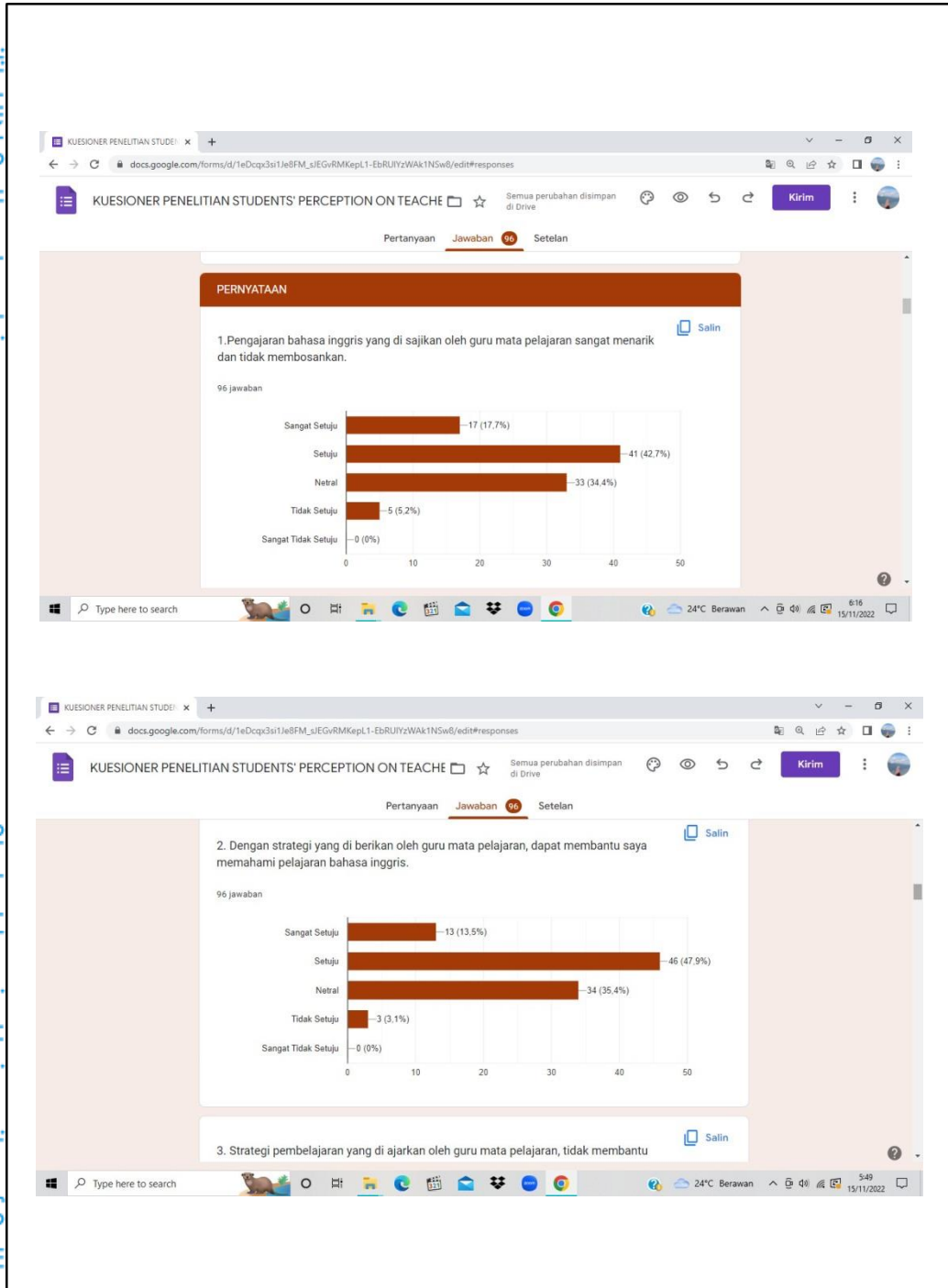
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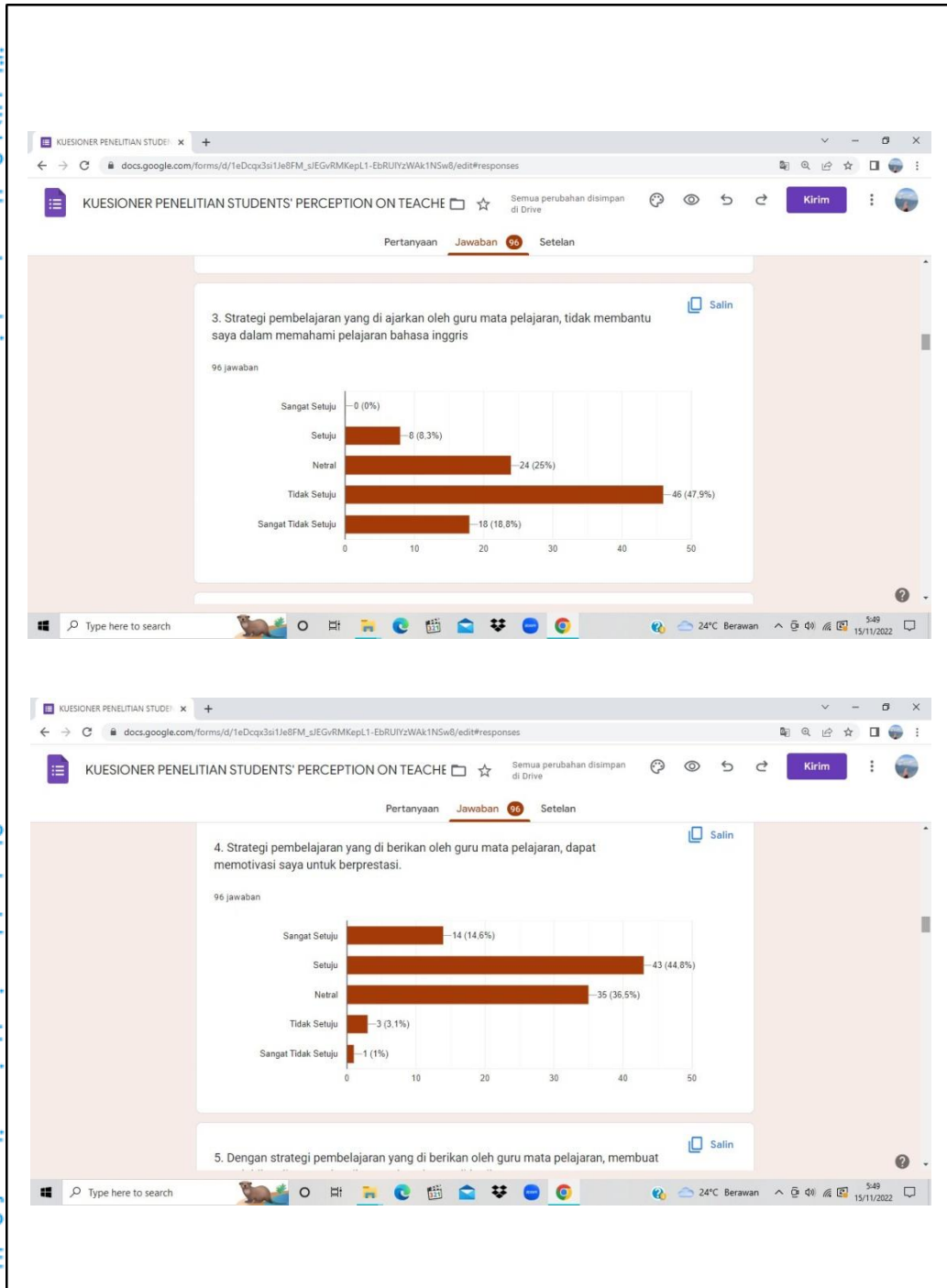
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suntha Jambi
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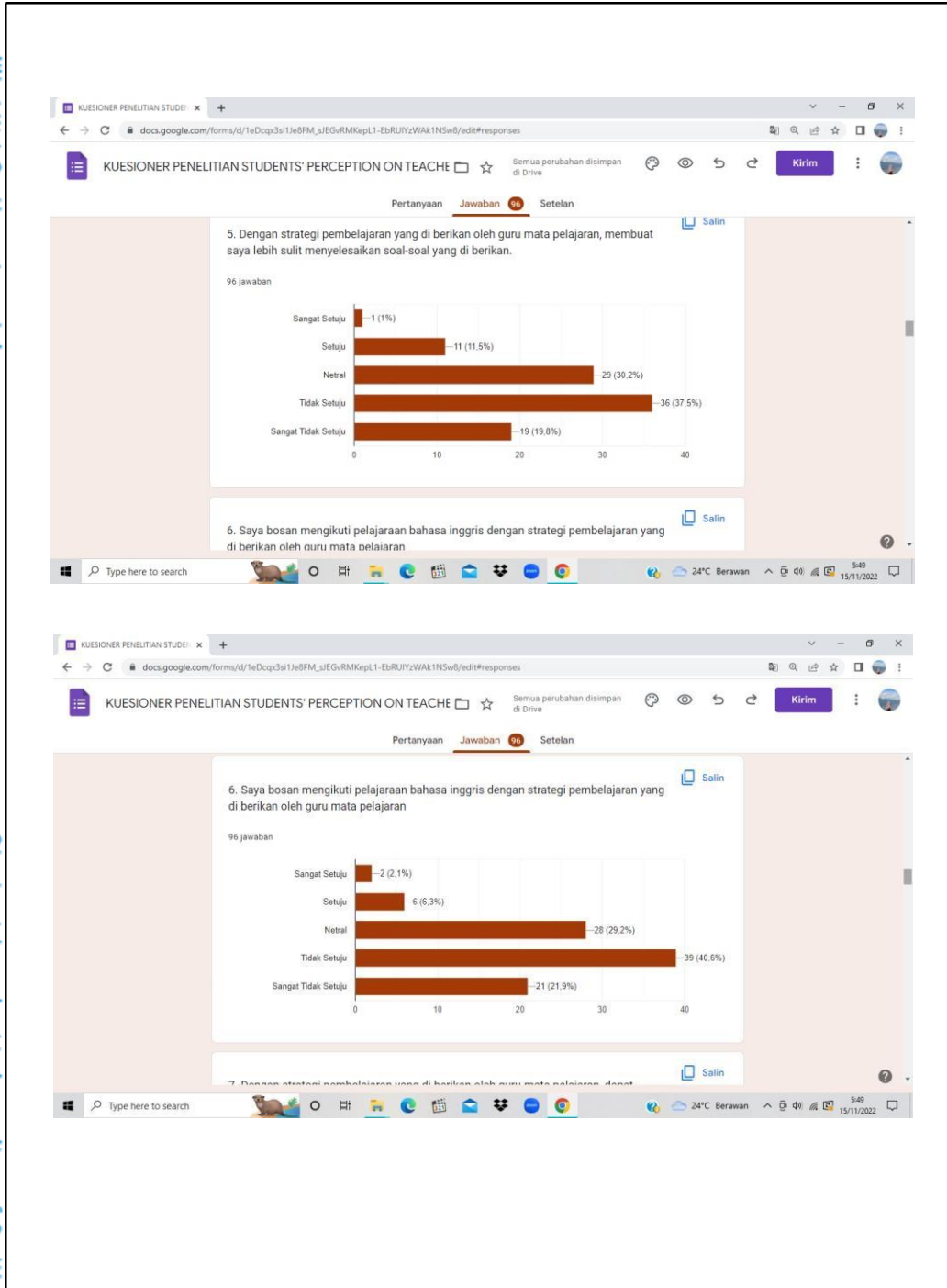
- Hak Cipta Dilindungi Undang-Undang:
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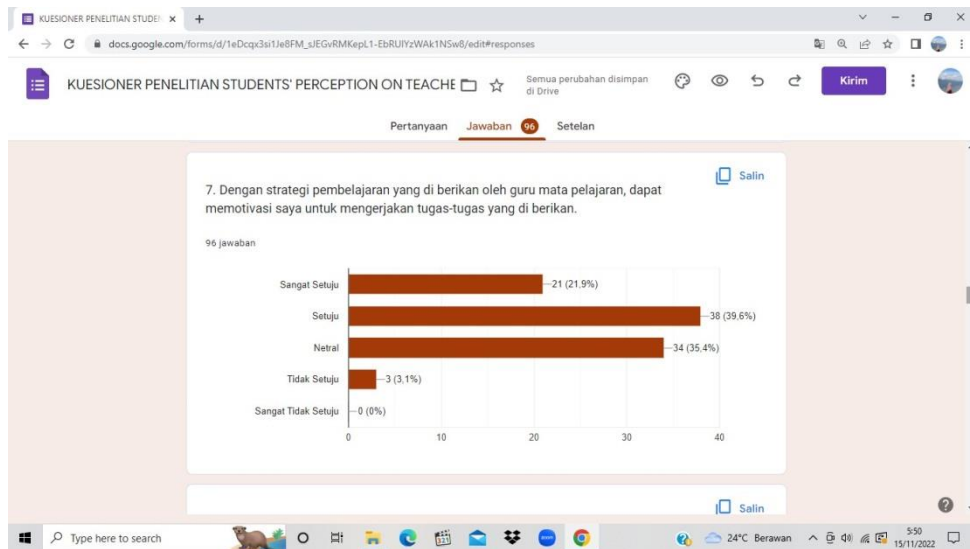
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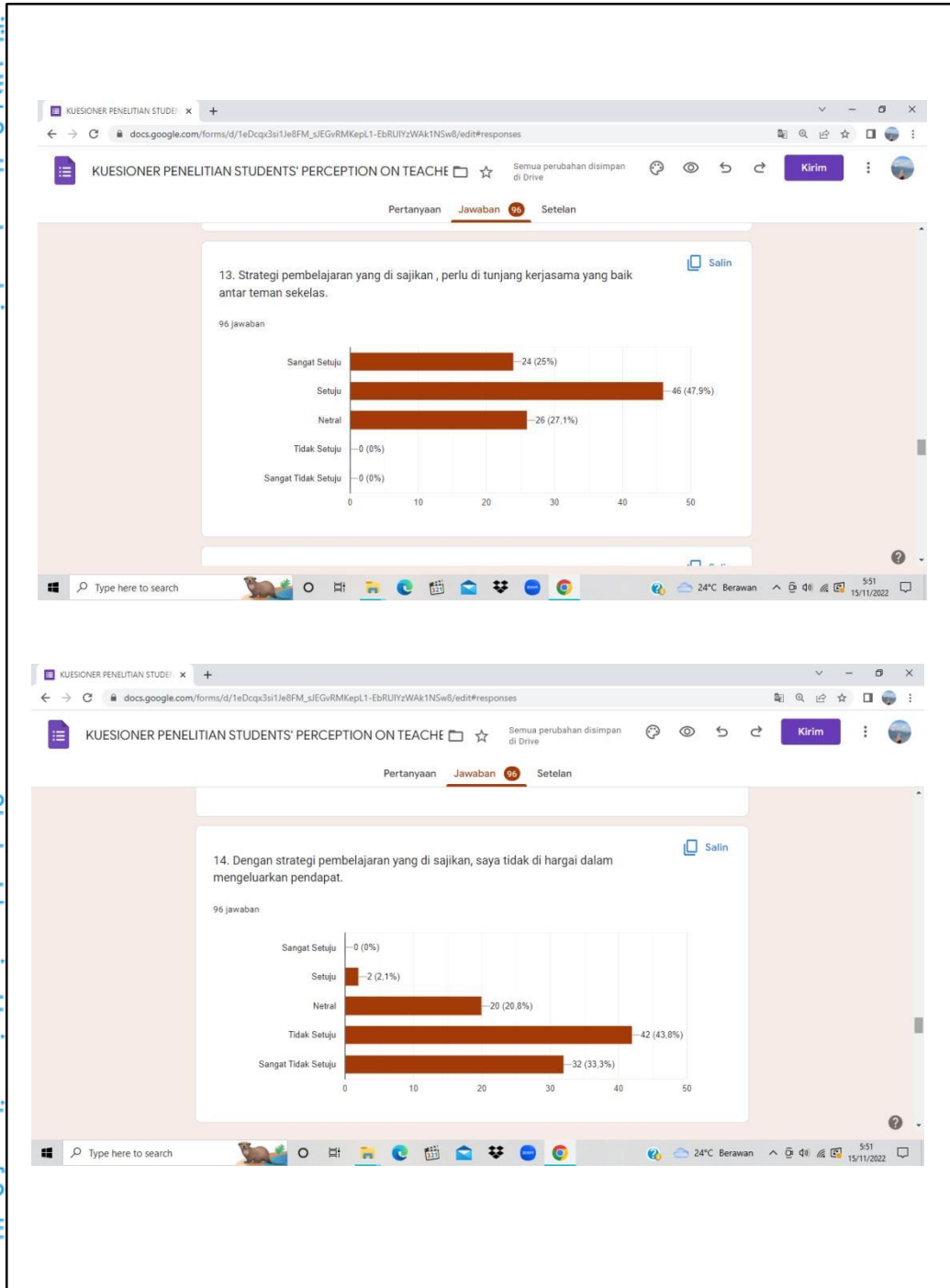
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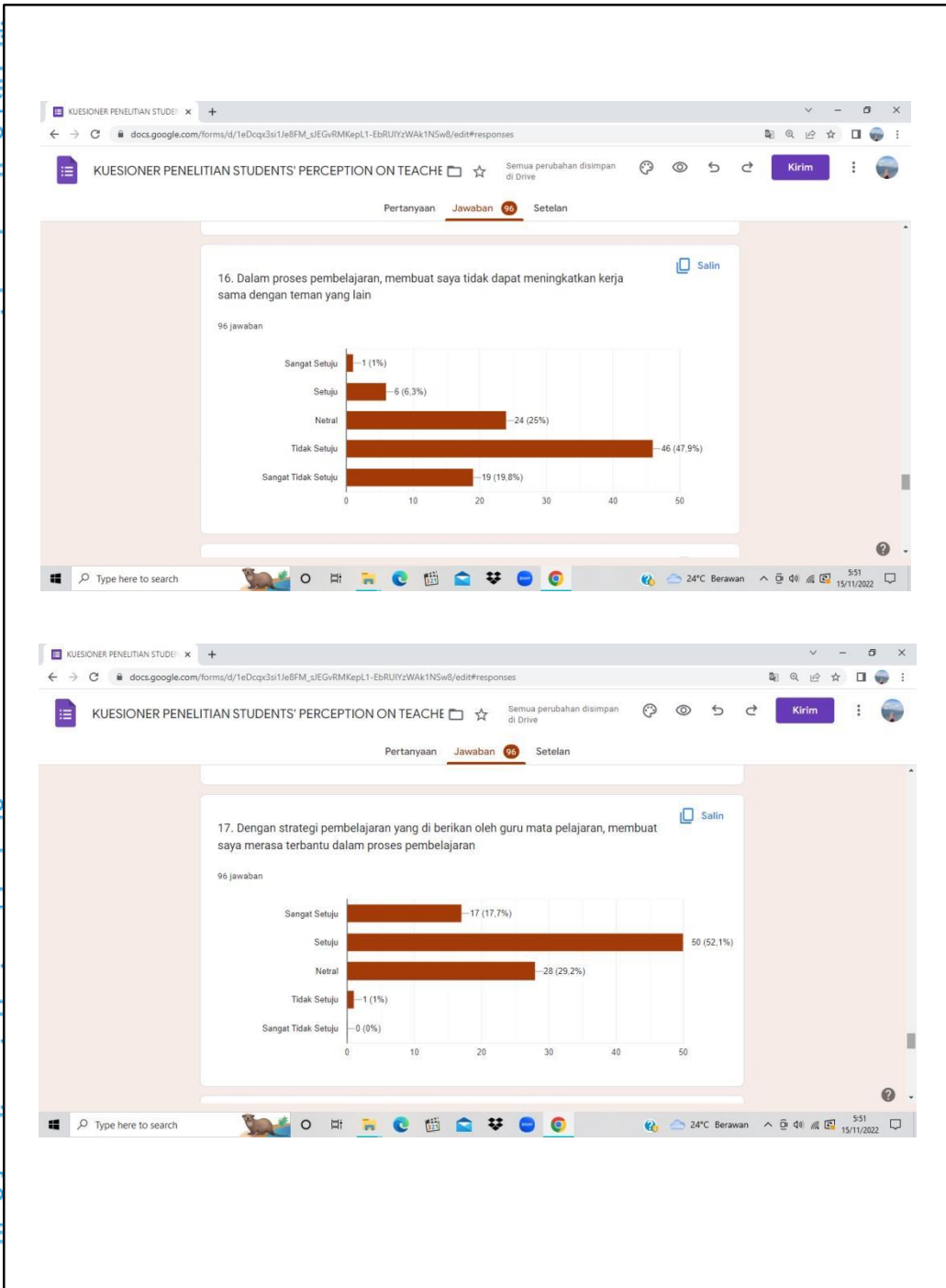
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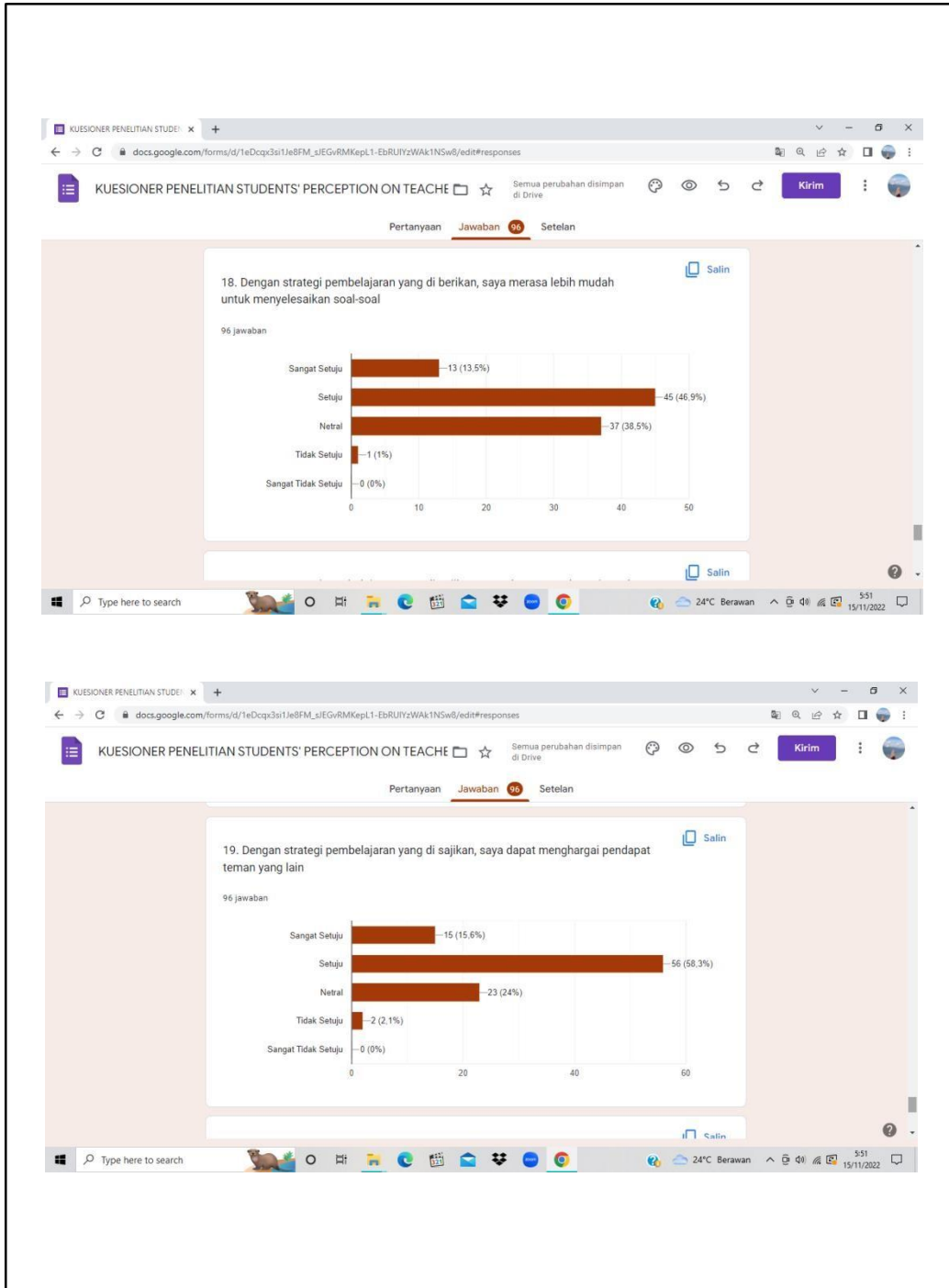
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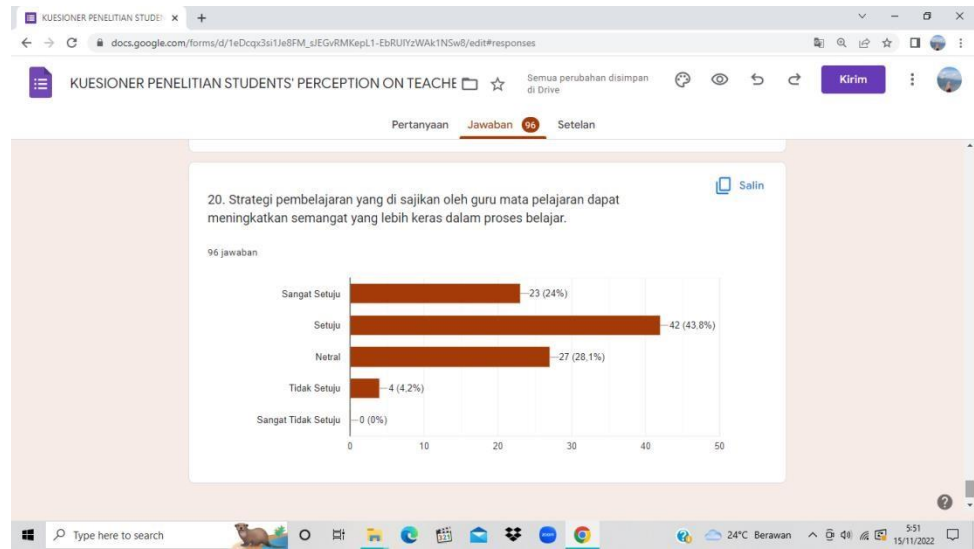
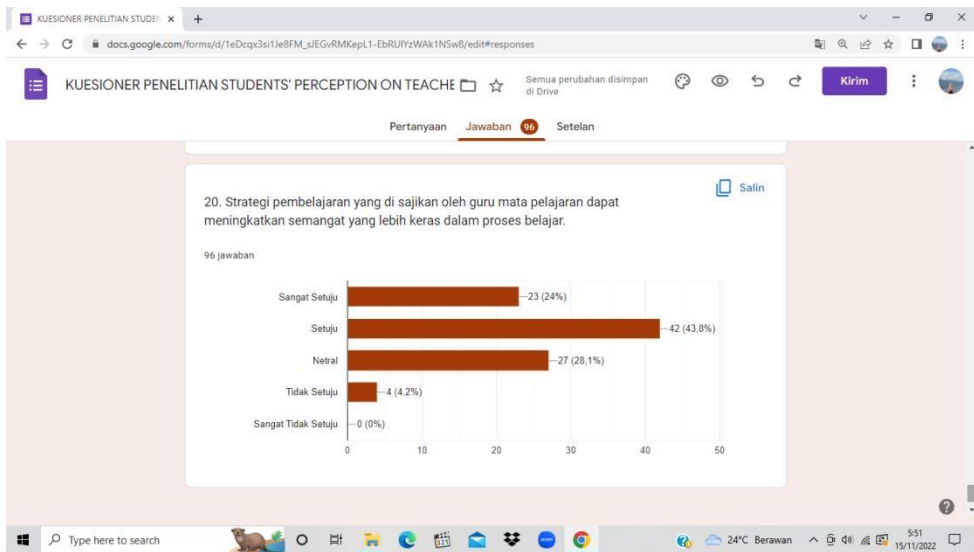
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Appendix 4 Distribution the questionnaire

Data Respondent

No	Name	Class	No	Name	Class	No	Name	Class
1	MS	XI Agama	33	CAI	XI IPS 1	65	NAAP	XI IPS 2
2	BG	XI Agama	34	NB	XI IPA	66	EPW	XI IPS 2
3	M	XI Agama	35	RF	XI IPA	67	I	XI IPS 2
4	WW	XI Agama	36	LS	XI IPA	68	WAP	XI IPA
5	FA	XI Agama	37	KHN	XI IPA	69	SD	XI IPS 1
6	MN	XI Agama	38	JI	XI Agama	70	RG	XI Agama
7	AA	XI Agama	39	SD	XI IPA	71	MA	XI Agama
8	VWL	XI Agama	40	A	XI IPA	72	HP	XI IPS
9	CR	XI Agama	41	R	XI IPS 1	73	SEW	XI IPS 2
10	AR	XI Agama	42	WSH	XI IPA	74	NAS	XI Agama
11	LS	XI Agama	43	EPI	XI IPA	75	RS	XI IPS 1
12	NZ	XI IPS 1	44	S	XI IPA	76	S	XI IPS 2
13	NPP	XI IPS 1	45	ZDJ	XI IPA	77	MAS	XI IPS 1
14	HFL	XI IPS 1	46	S	XI IPA	78	DR	XI IPS 2
15	PW	XI IPS 1	47	T	XI IPS 1	79	N	XI IPS 1
16	GAN	XI IPS 1	48	AS	XI IPS 2	80	KA	XI IPS 2
17	HF	XI IPS 1	49	RMN	XI IPA	81	HP	XI Agama
18	RA	XI IPS 1	50	SM	XI IPA	82	RP	XI Agama
19	S	XI IPS 1	51	RMS	XI Agama	83	NA	XI IPA
20	MAH	XI IPS 2	52	HR	XI Agama	84	ZA	XI IPS 2
21	RS	XI IPS 1	53	RR	XI Agama	85	NB	XI IPA
22	MF	XI Agama	54	TAP	XI Agama	86	NH	XI IPS 2
23	DR	XI IPS 2	55	SAPS	XI Agama	87	SSP	XI IPS 1
24	N	XI IPS 1	56	WEP	XI Agama	88	MYI	XI IPS 1
25	UMS	XI Agama	57	MFA	XI IPA	89	EG	XI IPS 2
26	KH	XI Agama	58	ANIS	XI IPS 1	90	KP	XI Agama
27	SKN	XI IPS 2	59	MI	XI IPA	91	GFT	XI Agama
28	ENG	XI IPS 2	60	RH	XI IPA	92	SM	XI IPA
29	AS	XI IPS 1	61	NH	XI IPS 1	93	EBL	XI IPA
30	SS	XI IPS 2	62	TF	XI IPS 2	94	SL	XI IPA
31	MFS	XI IPS 2	63	P	XI IPS 1	95	UY	XI Agama
32	A	XI IPA	64	SM	XI IPS 2	96	TR	XI IPA

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Appendix 5 Checklist Thesis for Munaqasyah

Sebelum anda mendaftarkan Skripsi anda ke bagian Akademik Fakultas Tarbiyah dan Keguruan UIN STS Jambi untuk diujikan, pastikan lebih dahulu pertanyaan di bawah ini sudah anda beri tanda centang (✓) pada pilihan "sudah". Jika masih ada pertanyaan yang anda jawab pada kolom belum (blm), maka selesaikan lebih dahulu sampai jawaban anda sudah (sdh) sebelum anda ke bagian Akademik.

Nama : Ufi Fatmala
NIM : 205180102
Judul Skripsi : "Students' Perception on Teachers' Strategy in Teaching English".
Pembimbing I : Edi Rozal, S. Pd., M.Pd
Pembimbing II : Faiqah Mahmudah, S.S, M.Pd

No	Pertanyaan	Blm	Sdh
1	Apakah setiap catatan revisi dari Dosen Pembimbing sudah anda perbaiki sesuai dengan catatan masing-masing Dosen Pembimbing?		✓
2	Apakah Skripsi anda sudah mempunyai pokok masalah, kesimpulan, dan rekomendasi yang bersesuaian antara satu dengan lainnya?		✓
3	Apakah Skripsi anda sudah mempunyai abstrak yang sesuai dengan format yang sudah ditentukan? (lihat lampiran contoh Abstrak!)		✓
4	Apakah draf Skripsi anda sudah disetujui oleh pembimbing anda? Atau Nota Dinas sudah ditandatangani oleh kedua Pembimbing anda untuk didaftarkan dalam ujian munaqasah?		✓
5	Apakah komposisi halaman atau jumlah kata Skripsi anda sudah seimbang antara pendahuluan, kerangka teori, studi relevan/tinjauan pustaka, metode penelitian, pembahasan/inti laporan skripsi dan penutup? (Lihat Lampiran Jumlah Minimal Halaman Skripsi)		✓
6	Apakah tanda baca titik, koma, titik dua dst), format <i>footnote</i> ,		✓

	<i>bibliography, font</i> , spasi, huruf besar dan kecil, ukuran kertas, dan <i>margin</i> sudah mengikuti standar yang ditentukan?		
7	Apakah kata-kata yang otomatis menjadi bahasa Inggris oleh komputer seperti sistem menjadi system, sudah anda perbaiki?		✓
8	Apakah lembaran Pernyataan Orisinalitas Skripsi anda mengandung kata-kata seperti contoh yang ada dan sudah anda tandatangani dengan materai Rp.6000,-? (lihat lampiran contoh Pernyataan Orisinalitas Skripsi)		✓
9	Apakah bahasan teoritis penelitian anda sudah dirubah menjadi bahasa operasional/empiris sebagai laporan penelitian?		✓
10	Apakah setiap referensi yang anda rujuk sudah dimasukan ke dalam daftar pustaka?		✓
11	Apakah setiap kata asing sudah anda beri cetak miring?		✓
12	Apakah teknik penulisan sudah konsisten dari awal sampai akhir?		✓
13	Apakah jumlah halaman Skripsi sudah mengikuti ketentuan yang berlaku, yaitu maksimal halaman Skripsi 100 dan minimal 60?		✓
14	Jika Skripsi anda adalah penelitian lapangan, apakah Skripsi anda sudah disertai dengan instrumen pengumpulann data (IPD) dan bukti wawancara, observasi dan dokumentasi?		✓
15	Apakah Skripsi anda sudah menyediakan transliterasi (jika diperlukan)?		✓
16	Jika jumlah halaman Skripsi anda tidak mengikuti ketentuan, maka apakah anda sudah memperoleh Surat Persetujuan pengecualian dari Ketua Jurusan? Prodi dan Wakil Dekan I?		✓
17	Apakah Curriculum Vitae sudah memuat informasi yang harus dimasukkan dengan format sesuai dengan Buku Panduan ini? (lihat lampiran Curriculum Vitae)		✓

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CATATAN:

*Jika masih terdapat pertanyaan yang jawabannya BELUM, maka selesaikan masalah ini dahulu sebelum anda menemui Bagian Akademik untuk mendaftarkan Skripsi anda. Pihak Akademik tidak akan mendaftarkan Skripsi anda jika masih ada pertanyaan diatas yang dijawab "BELUM".

*Jika anda merasa kesulitan menjawab sebagian pertanyaan diatas, mintalah waktu untuk berkonsultasi dengan Pembimbing, Ketua Jurusan/Program Studi anda atau Wakil Dekan I (Bidang Akademik).

Saya Ufi fatmala bersama ini menyatakan dengan sesungguhnya bahwa *checklist* diatas sudah saya jawab dengan benar dan bertanggung jawab.

Setelah membaca dan memperhatikan dengan cermat, kami para pembimbing Skripsi dengan judul diatas bersama ini menyatakan bahwa pernyataan mahasiswa diatas **telah kami periksa dengan teliti** dan benar adanya. Kami bertanggung jawab sepenuhnya sebagai pembimbing.

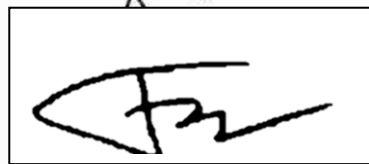
Pembimbing I



Edi Rozal, S. Pd., M.Pd

NIP. 198808032015031003

Pembimbing II



Faiqah Mahmudah, S.S, M.Pd

NIP.198704172015032003

Appendix 6 Consultation Card










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FAKULTAS TARBIYAH DAN KEGURUAN

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Kode Dokumen	Kode Formulir	Berlaku tgl	No. Resi	Tgl.Revisi	Halaman
In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Ufi Fatmala
 Student ID : 205180102
 Advisor I : Edi Rozal, S.Pd., M.Pd
 Title : Students' Perception on Teachers' Strategy in Teaching English
 Major : English Education Study Program

No	Date	Material Consultation	Signature
1	Juny 9 th , 2022	Revise Chapter I	
2	July 14 th , 2022	Revise Chapter II and III	
3	August 25 th , 2022	Conducted Proposal Seminar	
4	September 7 th , 2022	ACC for Riset	
5	October 24 th , 2022	Revise Chapter III, IV and V	
6	November 1 st , 2022	Revise Abstract, Chapter IV	
7	November 3 th , 2022	ACC for Munaqasah	

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Jambi, November 7th 2022
Advisor I



Edi Rozal, S.Pd., M.Pd
NIP. 198808032015031003

@ Hak cipta



UNIVERSITAS ISLAM NEGERI
SULTHAN THAHA SAIFUDDIN
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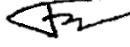


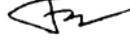




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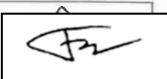
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In.08-PP-05-01	In.08-FM-PP-05-02		R-0	-	

Name : Ufi Fatmala
 Student ID : 205180102
 Advisor I : Faiqah Mahmudah, S.S, M.Pd
 Title : Students' Perception on Teachers' Strategy in Teaching English
 Major : English Education Study Program

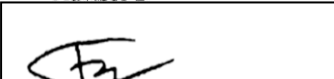
No	Date	Material Consultation	Signature
1	Juny 9 th , 2022	Revise Chapter I	
2	July 14 th , 2022	Revise Chapter II	
3	August 11 th , 2022	Revise Chapter III	
4	August 24 th , 2022	Conducted Proposal Seminar	
6	September 9 th ,2022	ACC for Riset	
7	November 4 th , 2022	Revise Chapter III, IV and V	
8	November 1 th , 2022	Revise Abstract, Chapter IV	

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9	November 7 th , 2022	ACC for Munaqasah	
---	---------------------------------	-------------------	---

Jambi, November 7th 2022
Advisor 2



Faiqah Mahmudah, S.S, M.Pd
NIP.198704172015032003

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CURRICULUM VINTAGE

Name : Ufi Fatmala
Gender : Female
Date of Birth : Tunas Baru, October 10th 1999
Address : Desa Tunas Baru, Rt.01,
Kec.Sekernan, Kab. Muaro Jambi.
Email : ufifatmalaufi@gmail.com
Phone : 082255696158



Education Program

SD : SDN 114 Pematang Sialang Muaro Jambi,
Graduated year 2011
SMP/MTS : MTSN 2 Berembang , Graduated year 2014
SMA/MA : SMAN 8 Muaro Jambi, Graduated year 2017
Perguruan Tinggi : S1 English Education Depprtement at Universitas Islam
Jambi Sultan Thaha Saifuddin Jambi 2022.

Motto : *“Janganlah takut gagal, karena yang tidak pernah gagal hanyalah orang-orang yang tidak pernah melangkah”*