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Student Teachers' Perception on Teachers' Teaching Approaches in Teaching Reading Skills

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Abstract

The purpose of this study was to investigate the student teachers' perception of lecturers' teaching strategies in teaching reading skills. A qualitative descriptive method was utilized in this study. To answer the research question, the researcher collected data from questionnaire. The researcher circulated a questionnaire to the students that contained some questions in order to get perception on the lecturer's approaches in teaching reading skills. Data analysis in this study used descriptive analysis and the process used is systematizing data, which includes scoring and systematizing. The results of the study on student perception towards teaching approaches in teaching reading showed that the most preferred approaches are brainstorming, predicting, and making connections. In contrast, students did not recommend the use of visualizing, summarizing, and questioning as effective reading approaches. This study also suggests that teachers/lecturers should consider incorporating more brainstorming, predicting, and making connections activities in their reading instruction to better engage their students.

Keywords: Students' Perception, Teaching Strategies, Reading skills