This study was focused on the teaching strategies in teaching reading used by the teacher at the first semester of English Department of the University of Muhammadiyah Malang. Consequently, the purposes of this study were: 1) to know the strategies used by the ESP teacher at the first semester of English Department of the University of Muhammadiyah Malang, 2) to know students’ perception toward strategies used by the teacher in teaching ESP reading. In this study, the descriptive design was used to obtain the data concerning the research problems. The subject of this study was one ESP teacher who taught ESP Reading at the first semester of English Department and to get the data about students’ perceptions toward the strategy the researcher took class C with the total number of students 49 students. There were three instruments used in taking the data namely: (1) observation (2) interview and (3) questionnaire.

The research findings showed that there were four strategies of teaching ESP Reading used by the teacher at the first semester of English Department of the University of Muhammadiyah Malang especially at class C. The strategies included: (1) the directed reading thinking activity strategies, (2) the oral reading strategy, (3) teaching basic skills within meaningful contexts, (4) promoting meaning construction through group discussions. Teaching strategies used by the teacher got positive and negative perception from the students. Directed reading thinking activity, teaching basic skills within meaningful context, and promote meaning construction through group discussions strategies got positive perception from the students. It means that the students liked or perceived positively those strategies. Therefore, the teacher should maintain applying those strategies in order to make the students more active and have high motivation in learning ESP Reading. If the students are active, automatically the teaching learning process runs well. In Oral Reading Strategy, the students had negative perception. It means that the students rejected or perceived negatively with those strategy. So the teacher should combine the strategies creatively in order to help the students pay more attention and could avoid monotonous situation, also students’ boredom.