

CHAPTER I

INTRODUCTION

This chapter provides an introduction. It contains information about background of the problem, research problem, objective of the study, theoretical framework, significance of the study, definition of key terms, and organization of the study.

1.1 Background of the problem:

English is the most important international language, because it is used as the tool for international communication. In some countries of Asia such as Singapore, Malaysia, and Philippines, English is used as their first language. They do not have difficulties in using English as a language because they communicate in English on a daily basis. The English language has been taught since an early age from kindergarten up to senior high school. While in Indonesia, English is much more known as a foreign language instead of a second language. In Indonesia, people use Bahasa Indonesia as their National language and mostly use traditional language as their daily basis language. Therefore the implementation of using English is found to be more difficult. Based on this fact, the researcher believes that using English in Indonesia in some environments such as the workplace, university and schools is more challenging. The world is now on the move of going through globalization and the digital era. Therefore it is important also for Indonesia and their people to adjust to these changes. The researcher believe that experting in English is more achievable if the implementation of using English can be initially taught in school environments and universities. This goal can be achieved by teaching English in a proper way and by applying sophisticated strategies.

There are four skills required in learning and teaching English namely, Listening, Speaking, Reading and Writing. To learn those skills, there are three language components such as, grammar, vocabulary and pronunciation that are essentials to be mastered. I am interested to write and discuss the teaching strategy in reading, because reading plays an important role to improve and enrich literacy. People gain some benefits by reading, especially in learning a new language because by doing a lot of reading, people will find more new words or gather information. Nowadays, a lot of information and books, journals, articles are written in English.

Apparently, the students must be able to read and understand the English texts to get the information. If their reading skills haven't been improved, there will be some problems in the learning process and also in digging for information.

Reading is one of the basic English skills. It is one of the language skills that enable people to understand the information clearly. Nowadays, information can be delivered in different forms, not only written but also spoken (audio). However, some people are not interested in reading because they do not have a wider perception on the reading topic. As Grabe and Stoller (2002) stated that reading is the ability to draw meaning from the printed page and interpret the information appropriately. Reading comprehension is an attempt to understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of a message or information from the text. While Detty (2017) stated that reading is constructing meaning through interaction and involvement with written language. By reading, we can get information which is useful to ourselves, and there is also new information that we can get from reading, whether from printed or written materials. Another benefit comes when we can develop our own vocabulary and writing skills. The reading skills include: Active Previewing, Skimming, Scanning, Making Inferences, and Understanding the Topic, Main Idea, and Supporting Details, among others.

Teaching Strategies are also needed to make the material applicants for the students to run smoothly. They become a proper thing in the teaching-learning process. Some strategies are related to bottom-up procedures, and others enhance the top-down processes. However in the teaching learning process, not all students can understand the English language material thoroughly as they must find difficulties in understanding the topic, main idea, and supporting ideas.

This is what makes the role of teaching strategy important. The lecturer must decide what learning strategy that can help the students understand faster the material presented. Takac (2008) explains that teaching strategies refer to teachers doing to help students to learn. This includes choosing the materials and teaching strategy applied within the class.

In terms of previous research, there is a lot of previous research on teaching strategies. However, the researchers do not target the English department students' perception on teaching strategies in reading class. The first research was conducted by Syiar Muhammad, Asnawi

Muslem, Diana Fauzia Sari (2017), aiming to know the students' perception toward the teacher's way of reading comprehension. But their subjects are 11th level students who have different materials with the university students. The second research was conducted by Ria Rahmiyanti, M.Zaim, and Refnaldi (2019), to analyze students' perception on teacher's teaching strategy and its effect toward students' motivation in learning. This is Ex-facto research which uses 150 university students as the sample. The third research was conducted by Rio Gusti Raggi (2019), aiming to know teachers' strategy in teaching reading comprehension in the third grade of State Junior High School 23 Jambi. The similarity between the second research and this research is using the same sample, the university students and the topic of teaching strategy.

Therefore, this research aims to make a difference from the previous research mentioned above in finding out the perception of students of the English Department of private university in teaching strategies implemented in critical reading class. The main purpose of this is to know whether the strategies use by the lecturer in reading class can make students understand the materials or not.

1.2 Research Problem:

In line with the discussion above, the research problem would be as follows: What is the English Department students' Perception of Teaching Strategies Implemented in Critical Reading Class.

1.3 Objective of the study:

From the research question above, the objective of this research is to find out the perception of the English Department students of teaching Strategies Implemented in Critical Reading Class.

1.4 Theoretical Framework

This study is based on the theories of reading, teaching strategies and perception. According to Hittleman in Dallman (1972: 22), "reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking and writing". Pangestu (2012) also stated that reading is a necessary ability for students to succeed in learning English. By

reading a text, the students can get many kinds of information which can expand students' knowledge.

As for strategies as stated by Setiyadi (2006) , some of the strategies are created and used by using authentic material and approaches, reading aloud in the classroom, comprehension questions, checking the level of difficulty of the text, and using pre reading activities to prepare students for reading. While Takac (2008) states that teaching strategy refers to everything teachers do or should do in order to help the students to learn. Antoni (2010) stated that teaching strategy is a generalized plan for a lesson or a lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.

The last theory is perception. Forgas and Melamed (1976: 14) stated that perception, defined as the process of extracting information, determines how humans understand their environment. Steward & Sylvia (1999) stated that perception is an active process in which one selectively perceives, organizes, and interprets clearly based on experiences. Devito (2009: 56) stated that perception is a process of the formation of an opinion and connected to experience, expectations and the overall impression.

1.5 Significance of the study

The significance of the research is considered into two views, theoretical and practical.

1. Theoretical Significance

This research was expected to support previous reading theories and teaching strategies in Critical reading class as developed by Hittleman, Pangestu, Setiyadi, etc.

2. Practical Significance

a. For the English Teacher

It is expected that teachers' can use the best teaching strategies as their media to teach the students and make them understand the materials.

b. For the Other Researchers, this result can be used as prior information for the other researchers that conduct a research with similar topic.

1.6 Definition of Key terms

The following is the definitions of the key terms:

1. Reading: Hittleman in Dallman (1972: 22) said that reading is a verbal process interrelated with thinking and with all other communication abilities such as listening, speaking and writing.
2. Strategies: Antoni (2010) stated that teaching strategy is a generalized plan for a lesson or a lesson which includes structure, desired learner behavior, in terms of the goals of instruction, and an outline of tactics necessary to implement the strategy.
3. Perception: Forgas and Melamed (1976: 14) stated that perception, defined as the process of extracting information, determines how humans understand their environment.
4. Critical Reading: According to Hoffman (1992) Critical reading is based on using critical thinking skills related to finding meaning and interpreting.
5. Critical Reading Class: This course is intended to train students in comprehending high-intermediate English texts of variety topics. The class is compulsory for all students in the English Language Department.

1.7 Organization of the study

There are 5 chapters in this thesis. The first chapter is about the introduction of this study. The second chapter is about several theories and previous studies that are used in this proposal. The third chapter is about research methodology. The fourth chapter is about findings and discussion. The fifth chapter is about Conclusion.