CHAPTER I
INTRODUCTION

This chapter points out the underlying background on the importance of the study. It also describes the research background, problem, objective, significance, scope and limitation, and definition of key terms.

1.1 Research Background

Holden (2004) explains that reading is a creative process. By doing reading people will bring their own expectation, their own knowledge, and their own viewpoints. People will have the different way of understanding the text and can get knowledge from reading. However, teaching reading is not easy. Maxom (2009:139) states that reading is the primary skills in learning a language. It means that reading can be the best way to learn a new thing. Moreover, by doing reading they can know a new language.

In addition, teachers take an important role in the learning process. They have obligation to teach reading and help the students become a better reader. Choosing some good techniques is the important point in teaching reading. By choosing a good technique that suitable for students, teachers can help students to learn reading easily. Besides, Deny, Bahri, & Fajrina (2016) argue that when the readers reading something, they gather the information from the written words, then they compile the hole information inside their mind.
Obtaining perception from students is useful for teachers to know what needs to improve and what is needed to maintain. Students' perception can help teachers to teach better. According to Wood (2013:31), perception is the active process of getting information by organizing, selecting, and interpreting people, objects, situations, events, and other phenomena initiated by some external or internal stimulus.

There are several previous researchers discussing students' perceptions in reading. Widayanti (2007) conducted the study about “Students perception toward techniques of teaching reading at SMPN 3 Batu”. The population of the study was 240 students of the second year at SMPN 3 Batu. There are 10 students in each class as a sample to conduct an interview, observation, and distributed questioner. There are three steps that often used by teachers in teaching reading at SMPN 3 Batu. It is pre-reading, whilst reading, and post reading. In pre-reading, teacher use pre-reading by keywords and prediction. In whilst reading the teacher use comprehension, reading rate, vocabulary, dictionary, and cohesion. Therefore, the post-reading is evaluation and organization structure. The result of this study showed most students had positive perception towards pre-reading technique. Meanwhile, whilst reading there are 5 out of 8 activities were interesting according to the students. In post reading, the evaluation was positive according to students even if the organization and structure-activity were not good.

Muhammad, Muslem, & Sari (2017) executed the study about “The students’ perceptions toward teacher’s way in teaching reading comprehension”. The participants were 28 students at SMAN 13 Banda Aceh in the second grade.
They conducted the research by using interview and questioner. In SMAN 13 Banda Aceh, the teacher chose the English materials related to students’ real life. The teachers said that it can help them to comprehend. The result of this study showed that most students give positive perception towards the way teachers teaching reading. Students learned the material very well and they can easily get the information from the teachers. They also said that reading comprehension was exciting and interesting. However, there are some students gave negative perception. They think that the way teachers teaching reading was boring and some of them were not really interested in English subject.

Niza (2012) carried out the study about “The students’ perception towards the use of role-play technique in speaking at SMP Muhammadiyah 8 Batu”. The participants were 35 students at SMP Muhammadiyah 8 Batu in the second grade. Questioner and observation were used to conduct the research. The result of this study showed that most of the students in SMP Muhammadiyah 8 Batu give positive perception towards the use of role-playing in teaching speaking. Students can feel free to speak in front of their friend and they can express their idea through the role play. However, the observation showed that most of the students get a good score in speaking skill. It means that the use of role play can increase the students score in speaking.

From the preliminary data, the teacher at SMAN 2 Batu said that not all the students get a good score in reading. The student is not really interested in attending reading class. According to them, the teacher used a conventional technique in teaching reading. The students looked for a text that related to the
material and they did a presentation in a group. However, not all of the students learned from their friends who had a presentation. Sometimes, they also not really care about the presentation. However, it would be good if the teacher knows the students' perception towards the technique of teaching reading that used there.

Based on the previous research above, the study analyzes about the students' perception towards a technique that used by the teacher in teaching reading. A technique of teaching becomes one of the important aspects to teach. Using the appropriate technique and make the students easily to understand the materials is the goals of the learning process itself. Therefore, the writer is interested to know the students' perceptions towards the technique of teaching reading in SMA Negeri 2 Batu.

1.2 Research Problem

Based on the background of the study above, the research question is formulated as follow:

1. What are the techniques of teaching reading used by teacher at SMA Negeri 2 Batu?
2. What are the students’ perceptions towards the technique of teaching reading used by the teacher at SMA Negeri 2 Batu?

1.3 Research Objective

In relating to the problems above, the objective of the study is to know the students’ perception towards the teaching technique used in reading class.
1.4 **Scope and Limitation**

The scope of this study is on the student perception. Meanwhile, the limitation of this study is the language student in the eleventh grade at SMA Negeri 2 Batu. Eleventh grade was chosen because they already knew the teaching technique that was often used by the teacher. Moreover, it draws information on their perception about the technique that usually used in their reading class.

1.5 **Research significance**

The results of this study will be useful for:

1.5.1 **For teachers**

The result of this study can make the teacher know that their teaching technique is suitable or not for students. Therefore, they can improve their teaching technique in reading by knowing students perception in technique teaching that they used.

1.5.2 **For teachers candidate**

The result of this study can help the teacher candidate to develop their teaching technique in reading. However, they can prepare the appropriate technique in teaching reading for their students.

1.5.3 **For headmaster**

From the result of this study, the headmaster can help the teacher to organize their teaching technique in reading. The headmaster can provide some facility to make students more comfortable in learning reading. Additionally, headmaster can know that reading is an important lesson in English.
1.6 Definition of key term

The definition of key terms is stated as follows:

- **Perception**

  Perception is someone's opinion about something based on their position and their experiences. According to Wood (2013:31), “Perception is the active process of getting information by selecting, organizing, and interpreting people, object, events, situations, and other phenomena initiated by some external or internal stimulus.”

- **Reading teaching technique**

  Teaching technique reading is the way the teacher teaching reading to the students in the class.