CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses some topics related to the theory of the research. These are reviews about perceptions in teaching English in general as well as teaching in reading.

2.1 Perception

2.1.1 Definition of Perception

Perception is one of the important aspects in our live. By knowing perception from other people, we can improve our self and to be a better person. As we know that every person has different perception about a certain object. It can be positive or negative perception.

Perception itself is a process which started from the feelings. That is a process related to agreement of information by human brain which is said that during the process, a person continually interacts with their environment (Slameto, 2010, p. 102). Colman (2003, p.543) argues that perception is the action or procedure to know about ability or capacity to feel something and get some particular way of perceiving.

According to Mulyana (2007, p.179) perception is internal process that allow us to choose, organize, and interpret the motivation from environment and from those process we can influence our manner. Moreover, Akande (2009, p. 2) argued that perception is the cognitive impression that is formed of “reality” which in turn influences the individual’s actions and behavior towards that object. Meanwhile, Depdiknas (2003) stated that perception is the impression of a person
to a particular object which is influenced by internal factors, such as behavior under the control of personal and external factors.

From the explanation above we can conclude that perception is someone opinions of a certain object. It can be influenced from the environment and some internal factors. We can choose, organize, and interpret the motivation from the environment and it can be affected to our manner.

2.1.2 Types of Perception

Irwanto (2002) states that there are two type of perception. They are positive and negative perception, both of those perceptions will be explained in the following description:

a. Positive perception

Positive perception is perceptions that express all of information in positively. Moreover, positive perception is positive interpretations that implicate human judge something around them. In this case, if someone has positive perception, they will accept and support the object that is observed.

b. Negative perception

Negative perception is perceptions that express information in negatively or not acceptable with the object that is observed. Additionally, negative perception is negative interpretations that implicate human to judge something around them. In this case if someone has negative perception, they will refuse and deny every effort that is observed.
2.2 Reading

2.2.1 Definition of Reading

According to Nunan (2003, p. 68) “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. Furthermore, According to Alyousef (2005, p.144), “Reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.”

Reading is the best way for students to learn a new language. According to Maxsom (2009: 139) states “Reading is one of key skills in language learning”. When students read some text on the books, they can get new knowledge and new information. Meanwhile, they also can get new vocabulary and grammar to improve their writing skills.

Mikulecky (2011, p. 5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of procedure to reorganize the meaning from the author, it based on data from the text and from the readers prior knowledge.

2.3 Technique of Teaching Reading

2.3.1 Summarizing

Buckley (2004) states that summarizing is a step to reducing the text into one-third or one-quarter from the original size, without change the meaning and the main ideas from the author’s. Furthermore, Duke and Pearson (2002) argues that summarizing is a difficult task for students because they should read the text,
recognize important and unimportant idea, and integrate the ideas to make a new
text which is same with the original text.

Summarizing is a short version of the information that we already read. We can give our short statements and give our main points after we are reading the text. We can do summarizing after reading some article, main points of a speech, and some chapter of the book. When summarizing, we can do paraphrase to convey our meaning without changing the original information from the author’s. Paraphrase it means we express the same idea but in the different words.

2.3.2 Reading Aloud

Reading loud good books can be a tradition and favorite activity in the classroom. Reading aloud can be used as a standard listener while developing a background of knowledge, increasing comprehension skill, and effective critical thinking.

Elizabeth (2004) argues that reading aloud is reading a book by producing sounds audible to other. Reading aloud avoids the students from learning to understand the meaning of a sentence even when they may not know one word in the sentence. Moreover, Farris, Fuhler & Walther (2004) states that reading a loud can help the students to improve their comprehension, increase vocabulary and knowledge base.

Rasinski & Padak (2000) explains that reading aloud is a great way to improving additional learning and give students’ access to information that they could not read independently.
2.3.3 Translation

Nutall (1996) proposes that translation is the activity that compels the students to understanding the text with the active process in order to make full comprehension.

Moreover, Leonardi (2009) argues that before starting translating a text the reader should read the text carefully and analyzed the text in detail in order to determine the contents in term of what, how and why. Translating the text can improve students reading comprehension and increase vocabulary development. However, it also helps the students to improve their writing skill because it is a transfer of a text from one language into another language.

According to Leonardi (2011) “Translation as a pedagogical tool can be successfully employed at any level of proficiency, at school or University, as a valuable and creative teaching aid to support, integrate and further strengthen the four traditional language skills; reading, writing, speaking and listening.

2.4. Perception Research

2.4.1 Perception about Learning English

Perception is one of the important aspects in our life. Each person has a different perception about certain learning. It can be positive or negative perception. However, understanding someone perspectives are not easy, it is because perception is an abstract thing.

Some researchers conduct the study about students’ perception in learning English. They conduct the study to know how the students’ opinion while they are learning English. Estilden (2017) conducts the study about “Why is it important to
learn English” the researchers give the students a questionnaire. The result of the questionnaire is all of the students say that learning English is important. It happens because English is needed in order to be able to communicate with each other. In addition, McKay (2014) states that an International language is a language that has many native speakers. Mandarin, Spanish, English, Arabic, and Hindi are the five most spoken mother tongues in the world and those languages are the International languages. Mandarin language is used by 1,284 people in the world. It is followed by Spanish language that is used by 437 million people in the world, English language 372 million, Arabic 295 million, and Hindi 260 million people in the world.

Additionally, Ahen (2009) carries out the other study about “Students perception towards English For self-expression”. A questionnaire is distributed to the students. The result is most of the students have a positive perception about learning English. The students say that they need English language to communicate. Joining English course outside the school is also the best choice. Knowing a basic language in English can make the students more active in the class. They feel free to express themselves in front of people and enjoy the activities because of English. Furthermore, Alptekin (2002) argues that every person in the world needs and uses English for some reasons such as professional contacts, academics studies, and commercial pursuits. English is an important point to do the interaction among people in various fields, such as in the business through the world, career, and academic. Those reasons become one of the important things that make English as an International language.
Furthermore, in this modern era, students can learn English in many ways. There are a lot of technologies that can make them easier to learn new things, especially English. They can learn English from social media. One of the popular social media among students is Facebook. Facebook can connect the students with new people in another country. They can learn a new thing from the others. AbuSa’aleek (2015) executes the study about “Students’ perception of English language learning in the Facebook context”. The result finds that students have a positive perception in learning English by using Facebook. The students say that Facebook becoming one of the famous internet-based forms for interaction and communication. By using Facebook, they can increase their knowledge and they can share information. Moreover, they can have a conversation with new people which can develop their own reading and writing skill easily. Kabilan, Ahmad, & Abidin (2010) explain that Facebook can help learners to learn English by using online communication.

In the other hands, the students usually use group work activities when they are learning English. Wellington (2013) commits a study about “Students’ perception in learning English using group work activities”. The study is used to know about the students’ perception in learning English using group work activities. The result is most of the students have positive perceptions to learn English using group work activities. The students say that they enjoy doing the group work activities in the class. Some of the students also say that learning English by using group work activities make them easier to understand more about English lesson and it also can improve their problem-solving skills,
speaking, and social. Moreover, Ebrahim (2012) describes that cooperative learning has a positive effect on students. It can be looked from the students score when they are learning using group work activities.

2.4.2 Perception about Reading

Harmer (2008) affirms that English is being basic language in International communication. English can be used to communicate with people from other countries. To learn English, students need to master four skills; reading, writing, listening, and speaking. However, among those four skills reading becomes the most important skill to be master. Because of reading, people can obtain knowledge and information. Mickulecky (2008) discusses that reading is unconscious and conscious thinking process. The reader should adjust the meaning of the text by comparing their background knowledge and prior experience to know the intended meaning by the author.

According to Patel & Jain (2008:113-114) “Reading is an important activity in life with which update people knowledge. Reading skills is an important tool for academic success. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind and understanding of the foreign culture”.

Nolan (2011) conducts research about students’ perception in reading. in his research, he is looking at “Students’ opinions on the impact of using Facebook for English reading and writing skill improvement”. The result from that study finds that the students have a positive perception towards reading activity using
Facebook. They can enjoy reading some article on Facebook. They also say that they can improve their reading skill by using that method. One student says that she feels needed to improve her English while she read the article on Facebook. It is because of the lack of teaching English in the school, especially reading. Nevertheless, it does not make the students lazy to learn more. They know that reading is really important as the first steps to learn English. As we know that we can learn English in various ways. Nowadays, we can use social media as the source for learning. Black (2009) confirms that English language learners can improve their English acquisition through modern media. It means that English can be learned in many ways.

Furthermore, reading is not simply as we know. The students need to read the text more than once. Self-confidence also influences the readers to perceive themselves as a reader. Ulanoff, Vega-Castaneda, & Quirocho (2003) argue that children who have low self-confidence perceive themselves to be a poor reader and they may choose not to read anymore. However, students who have high self-confidence can perceive themselves as a good reader because they have a different view of themselves as a reader. They feel enjoy and confident when they are reading.

Filiatrault (2008) carries out the study about “Students’ perception of themselves as readers”. It finds that the students have a positive perception towards themselves as a reader. They feel comfortable and enjoy their time by doing the reading activity at home and school. They know that reading is an important skill that can improve their understanding. Reading can improve their
writing and speaking skills. Moreover, reading can be useful as a tool for communication. By reading, they can understand more and they can communicate better with the other people. Besides, the teachers have an important role to help the students in learning reading. Sabouri (2016) states that teacher have an obligation to know the students’ difficulties in learning reading. The teachers should help the students to change their view in reading, so the students can have a positive attitude towards their reading achievement.

2.4.3 Perception about Technique of Teaching Reading

Cahyono (2010) discusses that teaching is stage to give knowledge to the students from the teachers whether in a formal or informal situation. Conforming to Harmer (2008) teaching is not an easy job, but we can very proud when we know that our students can improve their ability and we help them to make it happens. As we know that not all students can absorb the material easier than others. They will find the difficult things and make them stressful at the same times. As a teacher, we should make a good technique to teach and that technique should be appropriate with them. We should give them the easiest way to learn something.

The teachers’ job in the classroom is to help students learning the process by using a suitable teaching technique. The teacher should explain the material clearly and understandable for the students. The teachers should make appropriate text, design useful reading task and set up the effective classroom procedure to reach the goals in learning reading. Each student will have different power and different deficiency in learning reading. They have their own style to make what
they learn is easy to understand. Therefore, it becomes the teachers’ responsibility to help them by using the suitable technique in the class.

Oktarino (2016) does a study about “Students’ perception of using pre-questioning strategy on teaching reading of the second graders at one of Junior High School in Jambi”. The study discusses students’ perception in using pre-questioning strategy on teaching reading. It finds that the student has a positive perception towards the use of pre-questioning strategy in teaching reading. The students say that they are happy in learning by using pre-questioning strategy. They are more interested in reading the text because that technique plays a central role in the learning process. Moreover, Brown (2000) explains that pre-questioning is defined as some question for the students before they reading a text in order to build the students motivation to read the text. However, pre-questioning is very useful to make the students predict what they find when they are reading a text.

Williyam, Yunus, & Aziz (2016) execute the study about “Students’ perception of using games in the teaching of reading skill”. Qualitative research is used in order to know the students’ perception and they give the students a questionnaire. The study is focused to know students’ perception in learning reading by using games. The result of this study is most of the students has a positive perception towards the use of the game in learning reading. It finds that by using game the students can more interest in learning reading. A game can be powerful language learning for the students. In the other hands, that technique can encourage the students to learn as well as embed the reading interest. Mubaslat
(2012) describes that learning English by using game can make the environment among the students more alive. The students can interact with each other and it can increase their attention in the learning process.

In addition, Svetaketu (2017) conducted the study about “Students’ Perception on the Benefits of Reciprocal Teaching in Developing Their Reading Skills”. Reciprocal teaching is a learning strategy that using a student as an alternative teacher. That method will give a chance for the students to more active and creative in the learning process. By using those method students are expected to be able solve their problem independently and the teacher as a facilitator. The result of the study is the student has positive perception towards the use of reciprocal teaching. The students said that by using reciprocal reading they can increase their reading comprehension and they easily to understanding the text. Moreover, they can improve their ability in finding main idea in the text. They can answer the question and making summary by using that method. According to Hacker and Tenant (2002, p.669) “Reciprocal teaching is an instructional procedure in which small groups of students learn to improve their reading comprehension through scaffold instruction of comprehension-monitoring strategies”.