

CHAPTER I

INTRODUCTION

A. Background of the study

Reading is an activity in the form of reciting or spelling a text. Holden (2004) explains that reading is a creative process. By reading students will bring their own expectations, their own knowledge, and their own point of view. Students will have different ways of understanding texts and can gain knowledge from reading. Tarigan (2008: 7), states that reading is a process that is carried out and used by readers to obtain messages to be conveyed by writers through the medium of words or written language. Reading is not just an activity of looking at writing, therefore students need to have the ability so that students are able to understand the material they read. This means that reading can be a great way to learn new things. Moreover, by reading they can get to know a new language.

Reading is a complex and complicated process. Complex means that in the reading process various internal factors and external factors are involved in the reader. Internal factors include intelligence, interests, attitudes, talents, motivation, reading goals, and so on. External factors can be in the form of reading facilities, social and economic background, and reading traditions. Complicated means that external and internal factors are interconnected to form complex coordination to support reading comprehension (Nurhadi, 2008:13).

Reading is an interactive process in which readers build meaningful representations of text using effective reading strategies. Effective reading strategies are considered a significant skill that has received a special focus on students' reading comprehension abilities. Reading requires students to think critically about information written by writers in English texts. According to Ikeda & Takeuchi (2006) in (Chen 2015: 157) states that the use of reading strategies is considered as one of the important factors in producing successful language learners. Therefore, students need strategies to help them understand

the information in the text. As a reader there are several factors that must be considered when you read. There is understanding, finesse and accuracy. These factors are related to each other, these factors can bridge the reading process in your reading material as it is written in books or articles. However, readers usually feel difficult or not confident with the text they read. In this regard, as good readers they must implement strategies to help them deal with reading difficulties during the reading process. Strategy is used to obtain success or success in achieving goals. To be a good reader, a good learning strategy is also needed. Cohen (2008) defines a learning strategy as a learning process that is consciously chosen by the learner. In this definition, he emphasizes the importance of choice because it is the choice that makes strategy have a special character.

Previous research related to this research was conducted by Oktay Arkasu (2014) "EFL students' perceptions of Academic Reading". Researchers also think that this research will provide more information and help readers to increase students' self-confidence and motivation in reading. Based on Javed's research (2016: 204), most teachers in Malaysia still do not use high thinking order reading strategies so that students' reading achievement is not optimal. It should be noted that Malaysian students have reading skills below the world average score of 398 while the world score is 496. Likewise with students of the English Language Education study program Ikip Pgri Pontianak, even though every day they are exposed to more and more English including reading, they still experience difficulties in reading. As prospective English teachers they must be able to overcome these difficulties. Ways to overcome reading difficulties are called reading strategies. Each individual will choose a strategy according to the type of difficulty and of course the ability to know about the reading strategy itself.

The purpose of this study was to collect data on college-level students' strategies during reading of academic materials in English in order to measure the type and frequency of various reading strategies. Students need to use appropriate reading strategies. Reading strategies are very important to help

readers understand the text in the act of reading. They must be able to become good readers, namely able to read effectively and efficiently both to learn something and to learn how to learn well. Therefore, reading must be the main menu and daily activity in student life. As stated by Ness (in Kissau, 2013), good reading strategies are very important for today's students. If not, they will most likely be in trouble. To find out what reading strategies are often used by students, the researcher wants to find out their perceptions. Perception is a process to remember or identify something. Nelson Smith (2008:26) states that perceptions are influenced by their experiences and expectations, perceptions are what they see as reality for them, and what they believe will happen whether it is true or not. It is important to gain students' perceptions of reading strategies to know what needs to be improved and what needs to be maintained. This study aims to analyze students' perceptions of reading strategies in academic reading.

Based on the background above, the researcher decided to conduct a descriptive study to find out students' perceptions of reading strategies. The focus of this study is that researchers want to explore the students' perceptions of reading strategies. the researcher wants to see whether using this reading strategy can help students understand the reading text or not, whether students feel that by using reading strategies they can achieve optimal reading and to find out what strategies they often use in reading activities. the researcher decided to make a questionnaire in the form of questions that would be answered by students individually through the google form that the researcher had provided. the researcher chose participants from third semester students of the English Education Study Program IKIP PGRI Pontianak with the title "Students Perception toward Reading Strategies".

B. Research Question

Based on the background of the study above, the researcher's problem/questioned is :

What are the students' perception toward reading strategies at the Third-Semester Students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2022/2023?

C. Research Purpose

Derived from the above questions, the study aims:

To find out the students' perception toward reading strategies at the Third-Semester Students of English Education Study Program of IKIP PGRI Pontianak in the academic year of 2022/2023.

D. Significance of the Research

There are two benefits of this research, namely theoretical benefits and participatory benefits. The expected outcome of this both theoretically and practically is:

1. Theoretical Significance

Giving the description of the students' perception toward reading strategies at the Third- Semester Students of English Education Study Program of IKIP PGRI Pontianak.

2. Practical Significances

a. The Students of English Study Program

To the Students of English Study Program This research can be a reference for them if they would like to conduct a research concerns students' perception toward reading strategies. With the implementation of reading strategies, students will be more enthusiastic in achieving the objectives of the material they read in the learning process.

b. The Lecturer

As a reference material to foster application in learning and facilitate the learning process and also the results of this study can be

used as input for English language education lecturers in understanding the learning system through learning strategies.

c. The other researcher

The findings of the study are expected to inspire other students interested in replicating a study with a similar theme or purpose. That the application of this strategy can create good quality for students' output.

E. Scope of the Research

The scope of this research is students' perceptions of reading strategies. Researchers limit the focus of this study as the scope of research:

1. Research Variable

In a study there must be variables as things that need to be explained and explored by researchers. Research variables are attributes or characteristics or values of a person, object or activity that have certain variations determined by the researcher to study and then draw conclusions (Sugiyono, 2019:68). this study is a single variable. a single variable is a variable that does not affect other variables (Creswell, 2014: 116). single variable is a variable that is not tied to any variable. Based on the definition above, the single variable of this study is student perception.

2. Terminology

There are several terms used in this study which require further description to avoid confusion for the readers. There are as follows:

a. Students' Perception

Student perception is the interpretation, assessment or opinion of students about an object that occurs around them. If a student has a good perception of an object, it will affect the attitude of students to like the object. Perception is basically a process of observing or knowing about a certain object or event by using certain sense organs as intermediaries. Perception refers to how humans see, hear, feel, and smell the world around us. Perception is an impression or response as a result of a person's observation of a particular object. Perception as an impression or

response that arises as a result of a process of one's observation of a certain object, causes one's perception to not be the same as that of others.

b. Reading Strategies

Reading strategies are methods or procedures that readers do before, during and after reading texts to understand texts or solve problems that may occur during the reading process. Efficient readers use reading strategies to understand text and solve certain problems that arise such as failing to understand words or information while reading. In addition, reading strategies show how readers understand assignments, the meaning of what they read, and what they do when they don't understand. it can be concluded that reading strategies are important for effective reading activities.