

## **CHAPTER ONE**

### **INTRODUCTION**

In this chapter the researcher discusses about the background of the research in reading activities. The researcher explains about reading activities in learning process. Then, the researcher explains about the implementation of reading activities in English Education Department of Universitas Muhammadiyah Yogyakarta.

#### **Background of the Study**

Huegli (2008) said that “reading is an important life skill that will help you to work and learn independently” (p. 9). It means that with the reading you can do anything and live independently. That sentence also shows that reading is the way or process to achieve several things. It is supported by Clay (2011) cited from Scharer (2012), who maintained that reading is a message-getting, problem solving activity which increases in power and flexibility the more it is practiced. Smith (2004) stated that reading is all manner of activities when we endeavor to make sense of circumstances. In short, reading is a process of getting the understanding. Through the understanding, we can open the window of the world. It is verified by Holden cited in Clark and Rumbold (2006) who upheld that understanding a text through reading is an important gate way to the personal development, and to social, economic, and civic life. The goals of reading are the acquisition of new vocabulary and helps retain prior learned vocabulary (Guo, 2012).

“Since the improvement of technology, reading habits are changing. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is fast vanishing into thin air” (Igbokwe, at all, 2012, p. 112). However, technology also contributes to the less of students’ interest in reading and writing activities.

Based on the researcher’s experience in the process of language learning, most of students were not interested in reading because they did not realize the benefit of it. Nowadays, most of students are also reluctant to read because they are more interest with their gadget and they are interest in the social media. Several times students read a book, but it is because the book is course material books which obliged by the lecturers and also write several things if they have assignments from the lecturers. The students’ will read only to prepare the material in their class.

Reading activities were applied in English Education Department Universitas Muhammadiyah Yogyakarta. Based on the researcher’s experience that has joined in reading activities, one of the classes in English Education Department that applied reading activities in classroom activity was Interpretive Reading and Argumentative Writing class. In this class, reading activities were combined with writing activities, it caused reading to be several things that could not be separated to each other skills because those skills were interrelated each other. The implementation of reading and writing in the class was that the students provided a book by the lecturers and the students read a book independently.

Then, the students have to read and understand the information from it. After that, they have to write their arguments in a piece of paper as the assignment.

From the background above, the researcher is interested in conducting research about “Students’ Perceptions on Reading Activities at Interpretive Reading and Argumentative Writing class at English Education Department Universitas Muhammadiyah Yogyakarta” to understand the students’ experience through their perceptions after they have experience about reading activities in the class.

### **Identification and Limitation of the Problem**

There are several reading activities which have been applied in English Education Department but less encouraging to the reading and writing ability in the class. The activities focused on reading a book given by the lecturers and the students only read the book as the guidance during one semester. In addition, the students only focused in one material of book and it causes students to be less interested in reading. The role of the lecturers was in imbalance to give course material between reading and writing assignments. It causes students not getting enough portions in learning reading and writing.

Besides that, the development of technology makes students more interested in their gadget and also makes the students less interest in reading and writing. Furthermore, they lack vocabulary since they are less of reading and writing. If the students are less in vocabulary, automatically they will affect their language skill. For those reasons above, it is a necessity to find a solution that can solve all the problems English learners are facing. According to Krashen (1993),

reading is extremely important in learning English. He emphasizes reading is the only way to become a good reader, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way to become a good speller. The implication of reading and writing activities in the class was appearing several opinion or perception from the lecturer and the students’.

Based on the problem above, this research is limited on the students’ perceptions especially on the reading activities at Interpretive Reading and Argumentative Writing class batch 2014 at English Education Department Universitas Muhammadiyah Yogyakarta.

### **Formulation of the Problem**

Based on the background above, the aim of the research addressed to the following question:

1. What are the students’ perceptions on kinds of reading activities applied by lecturers at Interpretive Reading and Argumentative Writing class batch 2014 at English Education Department Universitas Muhammadiyah Yogyakarta?
2. What are the students’ perceptions on the advantages of reading activities at Interpretive Reading and Argumentative Writing class batch 2014 at English Education Department Universitas Muhammadiyah Yogyakarta?

### **Purposes of the Study**

Based on the formulation of the problem, the purposes of the research are:

1. To explore and describe the activities applied by the lecturers at Interpretive Reading and Argumentative Writing class batch 2014 at English Education Department Universitas Muhammadiyah Yogyakarta.
2. To explore and describe the students' perceptions about the advantages of reading activities at Interpretive Reading and Argumentative Writing class batch 2014 at English Education Department Universitas Muhammadiyah Yogyakarta.

### **Significances of the Research**

The researcher expected that this research gives significances to several people such as the researcher herself, for the lecturers, for the students, and for the other researcher.

#### **For the Researcher**

The researcher finds that reading is important for student especially in university. This research hopefully can help in developing the researcher's knowledge about student's perception on the reading activities and its application during the teaching learning process.

#### **For the Lecturers**

The perceptions from student will give effect for lecturers to find appropriate classroom activities that make it more attractive. This research hopefully can help enrich the teaching method during their learning process. The lecturers will know the difficulties that student face in reading activities and find the solution to overcome the student's problem. The perceptions from student also can use to evaluation of lecturers in their classroom activities.

**For the Students**

The researcher also hopes that the student can find and know the benefit from reading activities, so they can apply that activity to support their learning process and they can understand and feel the impact of it. From the reading activities, the researcher expects for the students can develop their self-efficacy to be motivated to read more.

**For the Future Researchers**

The researcher hopes that this research can inspire other researchers who are interested in exploring the use of reading activities in the class. Through this research, they can obtain any information dealing with the topic.