

CHAPTER I

INTRODUCTION

This chapter discusses some of dealing with introduction of this study. It consists of background of the study, problems of the study, objective of the study, significance of the study, scope of the study, framework discussion, framework thinking, each point is presented as follows.

A. Background of the Study

We know that education is important role in preparing human resources quality. Therefore, education should be managed, both in quality and quantity. This can be achieved when students are able to complete the study on time with good learning outcomes.

One of the factors that can affect an individual's learning outcomes, the ability of lecturers in managing learning the proper methods, which make it easy for students to learn the subject matter, resulting in better learning. Learning methods can be interpreted as a means by which to implement the plan that has been prepared in the form of real and practical activities to achieve learning objectives. Method is the way that its function as a means to an purpose. The better method is, the more effective the achievement of goals. Thus the goal is a major factor in determining whether or not the use of a method.

Acording to Rothwell and Kazanas, method is a way, approach, or process to convey information.¹ This statment means is a lecturer in learning

¹Rothwell, W. J. & Kazanas, H. C. *Mastering the instructional design process: A systematic approach*. San Francisco, CA: Jossey-Bass:1998.

materials delivering materials to learners by using the method or methods are implemented in the learning process. Because the success of lecturers delivering learning materials to students depending on the method used.

According to Bloom, B, Englehart, M, Furst, E, Hill, W, & Krathwohl, methods are the means or ways that we use to teach material to our students, our choice of methods depends on what we want to teach (content), who we are teaching, and the level of competence expected.²

Based on this statment means, content can be divided into the three domains of knowledge: Skills, Attitudes, and Values. When we are teaching knowledge, we can use a variety of methods, with the goal of getting the learner to actively engage in learning the material. When teaching skills, we need to demonstrate and point out important aspects, supervise the student doing the skill, or talk the student through the skill. When teaching about attitudes, we need to use methods that require the application of the attitude in particular situations

According to Michael J Wallace, methods is the learners' needs and characters; something works for one person well, but the same method might not work at all for another person.³ Based on the statement means, lecture must be careful in choosing the method that is applied, so that the method could later become a necessity as well as can be desired characters the learners.

²Bloom, B, Englehart, M, Furst, E, Hill, W, & Krathwohl, D. *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: Longmans, Green; 1956.

³Wallace, Michael J. *Training Foreign Language Teachers*. Glasgow: Cambridge University Press, 1991.

According to Nana Sudjana, learning method is one way to put teachers into contact with students during the course of teaching,⁴ because the method is "less good" in the hands of a lecture can be a method of "excellent" in the hands lecturer of the other lecturers and good methods will fail in the hands of who do not master the technique of execution.

According to Ahmad Sabri, so the terms of which must be considered by a teacher in the use of learning methods are as follows⁵ :

1. The method used must be able to generate motive, interest, or passion of student learning.
2. The method used to stimulate the students' desire to learn more.
3. The method used must be able to provide opportunities for students to realize the work.
4. The method used should ensure the development of personality of students' activities.
5. The method used must be able to educate students in their own learning techniques and how to acquire knowledge through personal effort.
6. The method used must be able to instill and develop the values and attitudes of students in everyday life.

⁴Nana Sudjana..*Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algesindo, 2005

⁵ Ahmad Sabri, *Strategi Belajar Mengajar Micro Teaching*, Jakarta: Quantum Teaching, 2005 P.52-5

Based on the statement above, the lecturers should actually apply his method of teaching and learning process, because Learning methods can be interpreted as a means by which to implement the plan that has been prepared in the form of real and practical activities to achieve learning objectives. So this way the researcher wants to know how is the lecturers' perception based on the methods that applied by the teaching reading subject themselves, with the title :'' **The Students' Perceptions on the Instructional Methods Applied by the Lecturers in Teaching Reading Subject at the English Education Study Program of STAIN Palangka Raya**''

B. Problem of Study

The problem of the study is: How is the students' perceptions on the instructional method Applied by the lecturers in teaching reading subject at the English Education (TBI) Study Program of STAIN Palangka Raya ?

C. Objectives of the Study

The objective of the study : “ To describe the student's perceptions on the instructional method Applied by lecturers in teaching reading subject at the TBI Study Program of STAIN Palangka Raya”

D. Significances of the Study

The study has two significances namely theoretical significance and practical significance. Firstly, the theoretical significance is expected to give contribution to lecturers of reading about the students' perceptions on the

instructional method applied by lecturer in teaching learning activity at English Education study program of STAIN Palangka Raya.

Secoundly, the practically, the result of the study can give the contributions for acreditation of the TBI Program of STAIN Palangka Raya by understanding the students perception on the instructional method applied by lecturers in teaching reading subject at the TBI Study Program of STAIN Palangka Raya

E. Scope and Limitation

Based on the background of the study above, the writer made the scope and limitation of the research object in order for making focus topic. Therefore this study was focus on the students' perceptions on the instructional method applied by lecturers in teaching reading subject at the TBI program of STAIN Palangka Raya on academic year 2012/2013.

The writer was limited the focus on the students' perceptions on the instructional method, with assumption that the students' of fourth semester have comprehended about the instructional method in teaching and could describe some of ways that used by the lecturer in teaching, and also could decide the ways that appropriate for their needs to comprehend the material

F. Definition of Key Terms

1. Perceptions is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin.⁶
2. Instructional is the method used in the learning process that is often used by many lecturers, instructional models that a model consisting of three components that are fundamentally different from one another, the model emphasizes the intellectual decision making by lecturers before and after instruction and therefore, the actual more of a model of planning and evaluation of a model of "teaching procedure" first determining instructional objectives specifically in the form of student behavior. The two held a preliminary assessment of the status of the student at this time in relation to the instructional goals. And thirdly assessing achievement of these goals by the students.⁷
3. Method is general term for the specification and interrelation of theory and practice.⁸

⁶Peter Lindsay & Donald A. A. R. R., *Human Information Processing: An Introduction to Psychology*, New York: Britannica Press, 1977, P.48

⁷Silberman Mel, *Active Learning 101 Strategi Pembelajaran Aktif*, Yogyakarta : Yappendis, 2005.

⁸Richards, Jack and Rogers, Theodore. *Approaches and methods in language teaching*. Cambridge: University Press. 1986

G. Framework Of The Discussion

- Chapter I : Background of the study, objective of the study, significant of the study, scope and limitation, definition of key terms and frame work of the discussion.
- Chapter II : Literature view consists of the related study, concept of instructional method, the instructional method in teaching reading, concept of perception, frame of thinking.
- Chapter III : Research method that consists of research design and approach, place and time of the research, subject and object of the research, data collecting techniques, endorsement of the data and data analysis procedure.
- Chapter IV : Result of the research and discussion which consists of the Students perception on the instructional method applied by the lecturer in teaching reading subject at the English study program of STAIN Palangka Raya.
- Chapter V : Conclusion and Suggestion